



**STUDENTS' EXPERIENCES IN USING
ARTIFICIAL INTELLIGENCE (AI)
GRAMMAR CHECKER AND
PARAPHRASER IN ENGLISH
ACADEMIC WRITING**



ZIDNY BUSRO EL KARIM
SN. 2521109

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A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

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**ENGLISH EDUCATION DEPARTMENT
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 13 Mei 2026
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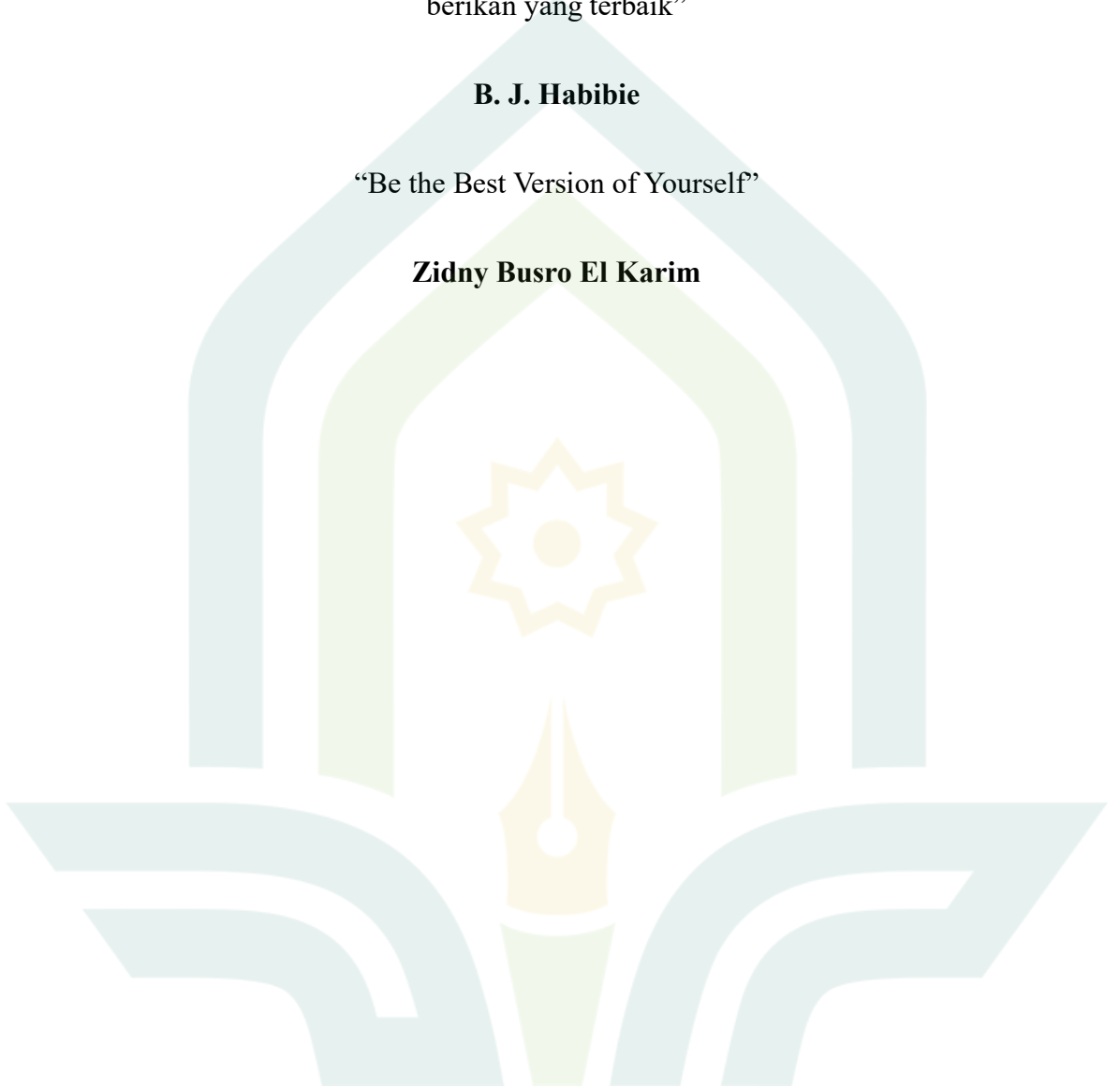
MOTTO

“Di manapun engkau berada selalulah menjadi yang terbaik dan berikan yang terbaik”

B. J. Habibie

“Be the Best Version of Yourself”

Zidny Busro El Karim



ACKNOWLEDGEMENT

Praise be to Allah, the cherisher and sustainer of the world. Peace be upon my prophet Muhammad SAW. My thesis has become a reality and is receiving support from many individuals. Then, I would like to thank all of them sincerely.

1. First and foremost, I would like to express my deepest gratitude to my beloved parents, who have given guidance, warmth, countless prayers, and unconditional love more than the researcher could ask.
2. Second, I could not have undertaken this journey without Mrs. Isriani Hardini, S.S., M.A. Ph. D., as my supervisor. Thank you for supervising my thesis and motivating me to finish it by giving advice, comments, and corrections that have taught me many things.
3. Third, I would like to sincerely thank all the lecturers in the English Education Department who taught me and helped me understand all the new things that I learned in academics.
4. Fourth, I would like to thank my friends as my participants in my thesis who help me to share their experiences.
5. Fifth, I would like to thank all my friends in college for the extraordinary experiences and adventures that have allowed me to savor and learn valuable lessons throughout my college journey.
6. Last but not least, I would like to thank my self for doing all this hard work, for refusing to give up, and for becoming what I am right now.

ABSTRAK

Pada era sekarang, bidang Pendidikan telah mengalami perubahan yang signifikan karena penerapan kecerdasan buatan pada Pendidikan. Mengingat potensinya untuk mentransformasi berbagai bidang industry, kecerdasan buatan telah muncul sebagai teknologi yang menjanjikan untuk meningkatkan proses pengajaran dan pembelajaran. Salah satu contoh penggunaan kecerdasan buatan di bidang Pendidikan adalah penggunaan kecerdasan buatan *grammar checker* dan *paraphraser* untuk membantu mahasiswa dalam menulis tulisan ilmiah. Walaupun begitu, perasaan mahasiswa dalam menggunakan kecerdasan buatan untuk membantu mereka membuat tulisan ilmiah masih harus digali. Penelitian ini bertujuan untuk menggali perasaan mahasiswa jurusan Pendidikan Bahasa Inggris Ketika menggunakan kecerdasan buatan *grammar checker* dan *paraphraser* Ketika mereka membuat tulisan ilmiah. Penelitian ini menggunakan pendekatan kualitatif dengan metode *narrative inquiry*. Penelitian ini melibatkan 2 orang mahasiswa laki-laki jurusan Pendidikan Bahasa Inggris di universitas di Pekalongan sebagai partisipan. Hasil penelitian ini menunjukkan bahwa partisipan merasakan perasaan positif dan negatif Ketika menggunakan kecerdasan buatan *grammar checker* dan *paraphraser*. Perasaan positif meliputi perasaan senang dan terbantu karena kecerdasan buatan bisa membantu mereka meningkatkan kualitas dan mempercepat proses penulisan. Sedangkan perasaan negatifnya seperti mahasiswa merasa terganggu karena adanya sistem berbayar di beberapa web *grammar checker* dan *paraphraser* serta terkadang mereka juga harus mengecek ulang teks yang dihasilkan agar sesuai dengan konteks. Penelitian ini menunjukkan bahwa kecerdasan buatan harus dimanfaatkan secara bijak dengan mempertimbangkan kemampuan dan keterbatasannya dalam konteks akademik.

Kata kunci: kecerdasan buatan, pendidikan, perasaan.

ABSTRACT

In the current era, the field of education has undergone significant changes due to the application of artificial intelligence (AI) in education. Given its potential to transform various industrial fields, artificial intelligence (AI) has emerged as a promising technology to improve teaching and learning processes. One example of the use of artificial intelligence in education is the use of artificial intelligence grammar checkers and paraphrasers to assist students in writing scientific papers. However, students' feelings about using artificial intelligence to assist them in writing scientific papers remain to be explored. This study aims to explore the feelings of students majoring in English Education when using artificial intelligence grammar checkers and paraphrasers when they write scientific papers. This study uses a qualitative approach with a narrative inquiry method. This study involved two male students majoring in English Education at a university in Pekalongan as participants. The results of this study indicate that participants experienced positive and negative feelings when using artificial intelligence grammar checkers and paraphrasers. Positive feelings include feelings of pleasure and help because artificial intelligence can help them improve the quality and speed up the writing process. Meanwhile, negative feelings include students feeling inconvenienced by the payment system on some online grammar checkers and paraphrasers, and sometimes having to double-check the resulting text to ensure it fits the context. This research demonstrates that artificial intelligence must be used wisely, considering its capabilities and limitations in academic contexts.

Keywords: *artificial intelligence, education, feeling*

PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled " Students' Experiences in Using Artificial Intelligence (AI) Grammar Checker and Paraphraser in English Academic Writing" can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of the support of several people. Then, on this occasion, I would like to express my sincerest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of the English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. My supervisor, Mrs. Isriani Hardini, S.S., M.A., Ph.D., has given me suggestions, guidance, and time to write this thesis.
5. All lecturers and staff of UIN K.H. Abdurrahman Wahid Pekalongan's English Education Department always give knowledge, support, and information.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background, formulation of the problem, operational definition, the aim of the research, and significance of the study.

1.1 Background

In today's digital era, the field of education has undergone a major change due to the adoption of Artificial Intelligence (AI). Given its potential to transform a number of industries, artificial intelligence (AI) has emerged as a promising technology to improve the teaching and learning process. According to Hamal (2022), for over thirty years, researchers have looked into how AI is used in education. This field supports both formal education and lifelong learning. Many applications of artificial intelligence have been used in learning. Among the various uses of AI, academic writing assistance systems have grown in popularity. With features like grammar checking, plagiarism detection, and even article generation, these AI tools are particularly beneficial for students who are still honing their writing abilities. Therefore, it is imperative to know how effective AI is in English language teaching to open new opportunities in language education.

Artificial intelligence grammar checkers have advanced quickly with automatic feedback and correction for grammar, spelling, and writing style. These tools, which are driven by cutting-edge machine learning and natural language processing, are frequently utilized in professional and educational contexts to improve writing efficiency and accuracy. According to Katsarou (2025), students with learning difficulties can also benefit from these tools, which offer individualized feedback and quantifiable gains in language proficiency. However, an excessive dependence on these tools could impede the growth of autonomous writing and critical thinking abilities.

In academic and professional contexts, AI paraphrasing tools like QuillBot and ChatGPT are being utilized more and more to assist users in rephrasing content, avoiding plagiarism, and

enhancing writing speed. With the goal of maintaining the original meaning, these technologies use sophisticated natural language processing to produce different copies of the input text. According to Malon (2024), AI paraphrasers are well known for improving writing, decreasing plagiarism, and saving time. Students say these tools help them write more confidently, rework text more effectively, and enhance their grammar and vocabulary.

Writing, on the other hand, has drawn the attention of numerous scholars in recent years. The fact that writing is a multi-step process that includes prewriting, drafting, receiving feedback, revising, editing, and submission may be the source of this interest (Paltridge & Starfield, 2007). Academic writing is known for its formality, accuracy, and dependence on arguments supported by evidence. Writing for academic reasons requires more objectivity and correctness than writing for pleasure or recreation (Bailey, 2011). Many students may find it difficult to master, especially those who are just starting their academic careers. Developing a cogent thesis, skillfully incorporating materials, and sustaining a formal tone throughout their work are typical difficulties. Furthermore, it can take a lot of time and mental energy to do literature studies and synthesize data from multiple sources. By helping people organize their research, check for plagiarism, and make sure that citations are accurate and organized correctly, artificial intelligence (AI) can play a critical role in tackling these issues.

Based on the previous studies, this study aims to discuss English education department students' experience in using AI to help them write scientific writings. Few English education department students state that the use of artificial intelligence can assist them in English language learning especially in academic writing. This research recruited some English education department students in Pekalongan, Indonesia. This topic is chosen by the researcher because there is a lack deeper research regarding students' experience in using AI in academic writing, especially in Pekalongan. By exploring the English students' experience in using artificial intelligence in academic writing, the researcher hopes to

gain insights about their experience and obstacle they might face during its use.

1.2 Formulation of the Problem

This research conducted based on the researcher's interest in the increasingly common use of artificial intelligence in the field of education, especially in the English language learning process. The researcher wanted to know how the students' experiences were in using AI in the field of education. Therefore, the formulation of the problem in this study is "how do students experience in using artificial intelligence in English academic writing?".

1.3 Limitation of the problem

In this study, the researcher limits the discussion to only focus on the experiences of English education department students in Pekalongan in using artificial intelligence grammar checkers and paraphrasers to help them write scientific papers.

1.4 Aim of the Study

Based on the formulation of the problem above, it can be ascertained that the aim of this research focused on the students' experiences in using artificial intelligence in English academic writing and what obstacles the students might experience when using artificial intelligence in the process.

1.5 Operational Definitions

To avoid misconceptions about some key terms frequently discussed in this research, the researcher explained some of those terms below:

- 1) Artificial Intelligence (AI):** The capacity of a system to accurately understand outside input, learn from it, and apply that knowledge to accomplish particular objectives and tasks through adaptable change (Haenlein, 2019).
- 2) Academic Writing:** A specific type of writing found in universities and scholarly publications. It features a formal tone, organized structure, and an emphasis on evidence-based arguments (Joko, 2024).

1.6 Significance of the Study

- 1) **Theoretical:** This research contributes to martin and white's theory and the supporting theories related to the use of artificial intelligence (AI) in helping students practice English academic writing. The researcher hope this research can enrich the literature students' experiences in using artificial intelligence in education especially in academic writing.
- 2) **Empirical:** This research provided empirical insights into students' experiences in using artificial intelligence (AI) in English academic writing and the obstacle they might experience during the process.
- 3) **Practical:** this research provides knowledge to the reader about how artificial intelligence (AI) can be useful in English academic writing if it's used properly.



CHAPTER V

CONCLUSION

5.1 Conclusion

English education department students' experiences using artificial intelligence to assist them in writing scientific papers can evoke complex emotions. The results of this study indicate that they are pleased with the technology's ability to improve the quality of their scientific writing. An artificial intelligence grammar checker can help them speed up the writing process and detect and correct grammatical errors in their scientific writing. Meanwhile, artificial intelligence paraphraser can help them avoid plagiarism and improve the originality of their scientific writing. This suggests that the experience of using an artificial intelligence grammar checker and paraphraser has a significant positive impact on English language students.

The results of this study showed that participants also experienced negative feelings when using artificial intelligence grammar checkers and paraphrasers to help them write scientific papers. They revealed that they sometimes felt uncomfortable with the payment system found on some grammar checker websites, which prevented them from fully accessing the website's features. They also revealed that they felt inconvenienced when the text generated by the artificial intelligence paraphraser sometimes contained several errors such as inappropriate grammar and sentence structure, requiring them to recheck and edit the resulting text. These findings suggest that English education department students must have a critical attitude so as not to rely on artificial intelligence, but rather to use it only as a tool to improve the quality of their scientific writing.

5.2 Recommendation

The results of this study focus on English education department students' feelings when using artificial intelligence grammar checkers and paraphrasers to help them produce quality scientific papers and the challenges they encounter in the process. Readers can use this knowledge as a guide to the use of artificial

intelligence in academics and raise awareness of its limitations. Future researchers can investigate the effectiveness of using artificial intelligence in academics and how to address the problems students encounter in the process.

