



UNVEILING THE FUTURE OF EFL WRITING: A REVIEW ON STUDENTS' PERCEPTION ON AI INTEGATION

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Abstract

This study investigates students' perceptions of teaching English as Foreign Language (EFL) writing with the integration of Artificial Intelligence (AI). The research used a qualitative approach with a content analysis design, exploring relevant research articles from the Scopus database. Sample selection involves on empirical data from the last two years and emphasizing students' perspectives on AI use in the context of EFL writing. Results of data analysis from elected research articles show that students are in favor of incorporating artificial intelligence (AI) technology into writing lessons for English language learners (EFLs). They acknowledge AI's positive impact on learning ease, responsiveness, and various writing tools, considering it valuable for improving academic writing efficiency and quality. The observed effectiveness in learning, motivation, and student satisfaction, as evident by the enthusiastic response to writing tools driven by AI, highlights the overall advantages associated with AI integration. The study carries broader implications for education, emphasizing AI's transformative potential in improving writing skills and motivating students. To gain a deeper understanding, future research should examine in detail how AI is affecting writing abilities across diverse educational contexts, with a particular focus on the EFL context.

Keywords: AI integration, EFL Writing, Students' perception.

Abstrak

Penelitian ini mengkaji tentang bagaimana persepsi siswa terhadap integrasi Kecerdasan Buatan (AI) dalam pembelajaran menulis Bahasa Inggris sebagai Bahasa Asing (EFL). Pendekatan kualitatif diterapkan dengan menggunakan metode analisis konten. Data penelitian berupa artikel penelitian terdahulu yang diseleksi dari jurnal yang terindeks scopus. Pemilihan sampel melibatkan data empiris dari dua tahun terakhir dan menekankan pandangan siswa terhadap penggunaan AI dalam konteks menulis EFL. Hasil analisis data dari artikel penelitian yang terpilih menunjukkan bahwa siswa memiliki pandangan positif

terhadap integrasi kecerdasan buatan (AI) dalam pembelajaran menulis Bahasa Inggris sebagai Bahasa Asing (EFL). Mereka mengakui dampak positif teknologi kecerdasan buatan terhadap kemudahan akses dan sistem yang responsif serta ketersediaan berbagai fitur alat bantu menulis. Teknologi ini memberikan nilai positif dalam meningkatkan efisiensi dan kualitas menulis akademis siswa. Efektivitas integrasi kecerdasan buatan ini berkontribusi terhadap proses pembelajaran, motivasi, dan kepuasan siswa, sebagaimana terlihat dalam penerimaan positif terhadap alat bantu menulis berbasis AI. Penelitian ini memiliki implikasi lebih luas untuk pendidikan, menekankan potensi transformatif AI dalam meningkatkan keterampilan menulis dan memotivasi siswa. Untuk memperoleh pemahaman yang lebih mendalam, penelitian mendatang sebaiknya mengkaji dampak spesifik AI pada keterampilan menulis di berbagai konteks pendidikan, terutama yang berfokus pada pengajaran Bahasa Inggris sebagai bahasa asing.

Kata Kunci: Integrasi Kecerdasan Buatan (AI), Menulis Bahasa Inggris sebagai Bahasa Asing (EFL), Persepsi siswa.

A. INTRODUCTION

The recent advancements in educational technology have brought significant changes in the field of education. The development of machine learning, for instance artificial intelligence technology, is one particularly noteworthy advancement. This development has a significant impact on teaching English as a foreign language (EFL). The utilization of AI in education, specifically in EFL teaching, presents new opportunities to enhance the efficiency and effectiveness of the EFL learning process (Alshumaimeri & Alshememry, 2023; Du & Gao, 2022). This technology not only contributes to enriching teaching methodologies but also provides crucial support for both educators and students autonomy in improving language skills, particularly in English as a foreign language (Bin-Hady et al., 2023; Tahir & Tahir, 2023).

The presence of artificial intelligence technology as an assistance tool in EFL learning, particularly in writing skills, enables educators and students to access various features provided by this technology. For instance, AI assists students in translation processes, grammar checks, plagiarism detection, and even in reviewing and evaluating students' writing assignments (Alharbi, 2023; Amyatun & Kholis, 2023; Fauziah & Minarti, 2023; Khabib, 2022). Furthermore, AI technology in EFL writing facilitates both students and educators by offering personalized instruction tailored to their needs and proficiency levels (Alshumaimeri & Alshememry, 2023; Eslit, 2023; Liu et al., 2021; Pokrivcakova, 2019). The innovative solutions provided by AI technology's assistant tools can significantly aid students in enhancing their knowledge and writing skills.

Therefore, with the integration of artificial intelligence technology in teaching EFL writing, it is necessary to carry out an in-depth investigation of how students view this integration. While AI technology holds the potential for a positive contribution to students' understanding, a study is needed to digest how students notice the utilize of AI in EFL writing instruction. By examining students' perceptions, valuable insights can be gained regarding the quality of AI utilization in EFL writing classes, along with identifying the challenges and benefits derived. This information can reach a positive contribution to the development of AI technology in education, particularly in the context of EFL writing.

B. RESEARCH QUESTIONS

Based on the previous background, several research questions were formulated as follows:

1. How do Students Perceive the Integration of Artificial Intelligence in English as a Foreign Language (EFL) Writing Instruction?
2. What Challenges and Benefits do Students Encounter in the Integration of Artificial Intelligence in EFL Writing Instruction?

C. SIGNIFICANCE OF THE RESEARCH

1. Theoretically

This research is expected to be significant as it contributes to the corpus of information that exists in education, particularly concerning the use of artificial intelligence (AI) in writing instruction for English as a Foreign Language (EFL).

2. Practically

On a practical level, the research bears significance for educators, policymakers, and practitioners involved in designing and implementing EFL writing programs. The insights gained from this study can offer practical guidance on applying AI tools into language instruction effectively, addressing the challenges identified by students and maximizing the benefits

D. RESEARCH METHOD

This research will adopt a qualitative approach utilizing a content analysis design. The study's main goal is to examine and evaluate data from several pertinent research articles that are relevant to the research issue. The research design is grounded in the content analysis approach, allowing the researcher to investigate and synthesize meanings derived from texts found in previous research articles (Cho & Lee, 2014). A number of research articles identified as relevant to the research questions will be thoroughly reviewed, and the researcher will extract and synthesize information that is pertinent to addressing the research questions. The qualitative approach and content analysis design were chosen because they are capable of providing in-depth insights into perspectives and concepts emerging from existing research articles. By thoroughly examining pertinent research articles, this study seeks to advance knowledge about the problems associated with the application of AI in EFL writing instruction.

The Scopus research database was the main source used for the literature samples for this study. The search for articles was conducted using a set of keywords, and to narrow down the selection of studies, specific criteria were applied. These criteria included (1) articles published within the last two years, (2) articles focusing on the empirical data of using AI tools in the context of EFL writing instruction, and (3) articles examining the utilization of AI from the students' perspective in the EFL writing context. To ensure the validity of the obtained data, a systematic screening process was undertaken. Examining abstracts and titles to confirm eligibility at face value was the first step. Studies that satisfied the initial requirements moved on to the next phase, where they got a thorough reading in preparation for a more in-depth assessment and analysis. Based on the indicators connected to each research topic, two major themes emerged during this assessment procedure. This meticulous approach to sample selection aimed to ensure that the chosen articles align closely with the research objectives and contribute substantially to the exploration of students' perspectives on the use of AI tools in EFL writing instruction.

In analysing the collected data, the researchers systematically reviewed each eligible article and identified overarching themes and their associated indicators. The research questions were divided into two major themes, aligning with the number of research questions posed. For Research Question 1, This research problem aims to explore students' outlooks on the use of artificial intelligence in the context of EFL writing instruction. More specific questions could include the extent to which students view AI technology as a factor enhancing or hindering the development of their writing skills. Similarly, Research Question 2 delves into the challenges and benefits students encounter in the integration of AI in EFL writing instruction. The identified attention address aspects such as the effectiveness of learning, motivation, and student satisfaction related to the integration of artificial intelligence. The comprehensive nature of these pointers enables a nuanced analysis of the multifaceted involvement and views of students regarding the use of AI in EFL writing instruction. Overall, the structured themes provide a robust framework for understanding and interpreting the insights derived from the reviewed articles, contributing to a deeper comprehension of the research questions at hand.

E. FINDINGS AND DISCUSSION

This session will cover the findings from an examination of a prior study review that looked at how students view about artificial intelligence being incorporated into writing lessons for English as a Foreign Language (EFL). The topic of artificial intelligence in EFL writing instruction will be covered in more detail, along with its challenges and benefits

1. Student Perception

Overall, the findings indicate that all research subjects hold a positive perception toward the integration of artificial intelligence in English writing instruction. In the analysis of the reviewed articles, each provides diverse information regarding students' positive views on EFL writing education integrated with artificial intelligence. Several points can be detailed as follows:

a. Students experience

The results of a review of several articles that examine students' perception in integrated Artificial Intelligence (AI) EFL writing learning is about the quality of students' experiences using artificial intelligence in learning. The aspects are associated with this, the ease of using the technology and responsive systems.

Firstly, students believe that integrating AI into the learning process makes it easier for them to learn and work on their EFL writing exercises. Based on the obtained data, many of the participants valued AI's ability to save them time by enabling them to write more rapidly and work on several things at once. (Malik et al., 2023). Particularly in the context of academic writing learning, students generally view the use of AI in English writing instruction as beneficial. They use various AI-based writing aids, such as spelling and grammar checkers, plagiarism detection, language translation, and automatic essay outline creation(Barrett & Pack, 2023; Guo & Wang, 2023). This reflects widespread technology adoption among students to enhance the efficiency and quality of their academic writing.

Next is the response of AI technology systems in the learning process.

Findings indicate that research participants appreciate the ability of AI to assist them in grammar correction, plagiarism check, translation tools, and composing or organizing idea for an essay. According to students, AI technology can quickly generate text considered "above average or at least at an acceptable level(Mohamed, 2023)." However, the study's findings also show that although students recognize the advantages of AI in terms of its ability to provide prompt solutions to writing problems and ideas for new content, they equally stress the value of preserving human value and creativity. (Malik et al., 2023). This reflects students' awareness of the value of creativity, critical thinking, and ethical aspects in the use of AI technology in the context of academic writing(Mohamed, 2023). Despite AI systems providing instant responses, students still recognize the need to consider and preserve essential human elements in the writing process.

b. Resource Availability and Support

The second discussion regarding students' perceptions in AI-integrated EFL writing education delves into the availability of technological resources and supportive factors necessary for its realization. The data introduces a comprehensive view of AI integration in education, firstly shedding light on the digital divide present in various countries. This emphasizes the potential impact on students' access to AI tools and underscores a global challenge that requires attention to ensure equal opportunities for all learners. Secondly, the revelation that both students and teachers exhibit low familiarity with AI technology raises concerns about the readiness of educational communities to harness AI's benefits(Barrett & Pack, 2023). The majority of participants, encompassing both students and teachers, reported a lack of AI training and institutional policies governing its application. This underscores the need for comprehensive AI education and clear guidelines within educational institutions. Additionally, the assertion that the use of ChatGPT provides a "significant advantage" for students underscores its positive impact on academic performance, emphasizing the need for widespread access and familiarity to ensure an inclusive and effective educational environment(Mohamed, 2023).

Furthermore, the data highlights a significant gap in students' preparation for AI integration in their academic pursuits. The observation that most students have not received any AI training from their institutions emphasizes the urgent need for comprehensive training programs. The call for clear university policies and ethical guidelines further underscores the necessity of establishing a robust framework for the responsible integration of AI technology into students' academic endeavors. Concerns are raised about the broader awareness and understanding of AI ethics among both educators and students, as around 90% of teachers have not educated their students on the appropriate use of AI(Barrett & Pack, 2023).

Turning to the discussion on training and guidelines for AI technology, the article emphasizes the necessity of providing students with pre-practicum training to ensure a thorough understanding of academic ethics and prevent issues such as plagiarism. The research findings illuminate the pivotal role AI-based writing tools play for students in enhancing their academic essay writing skills, underscoring the availability of training or guidance that supports students in understanding and

utilizing AI technology (Malik et al., 2023; Mohamed, 2023). In conclusion, the data underscores the pressing need for comprehensive training initiatives and ethical guidelines to bridge existing gaps in both student and teacher readiness for AI integration in education.

2. Challenges and Benefits

The next section in the discussion of this article focuses on the challenges and benefits of integrating AI in EFL writing. To examine this matter, there are several points that can be explored, including the effectiveness of learning, motivation, and student satisfaction regarding to the integration of artificial intelligence. In doing so, we can gain deeper insights into how students understand and respond to the integration of artificial intelligence in EFL writing instruction.

a. Assessment of learning effectiveness

Views of students regarding the usefulness of artificial intelligence in teaching EFL writing state that the technology has a positive value in helping students check their English grammar, facilitating translation, and contributing to the development of their essay outlines. The results of learning that integrates quality AI in EFL writing provide significant support in improving their academic grades. Furthermore, it enhances their self-efficacy and enriches their knowledge of using AI in the EFL writing context. Another benefit perceived by students is the increasingly rich and diverse vocabulary, which automatically encourages the improvement of their writing quality (Yang et al., 2023). As a result, incorporating AI into EFL instruction is essential to helping students improve their English writing abilities.

b. Students Feedback

Comprehensive student feedback has been obtained regarding the use of artificial intelligence (AI) in EFL writing training and sheds light on their overall satisfaction and perceptions. The initial segment focuses on their contentment levels, revealing a generally positive acceptance of AI-powered writing tools. The students state that the features available in AI technology provide significant benefits for them, especially in essay writing (Guo & Wang, 2023; Yang et al., 2023). With the presence of plagiarism detection tools and grammar checking tools from the writing assistance tools, their writing abilities are further enhanced, resulting in higher quality written works than before. QuillBot, in particular, emerges as a convenient assistant for high-quality writing, receiving widespread satisfaction among students (Malik et al., 2023).

Furthermore, the broader perspective on students' acknowledgment of tangible benefits from AI-powered writing tools is detailed in the subsequent segment. The advantages span grammar checks, plagiarism detection, language translation, and essay outlines, collectively enhancing clarity, coherence, and organizational aspects of students' written work. The integration of AI is demonstrated to significantly boost students' writing abilities, self-efficacy, and understanding of academic integrity (Guo & Wang, 2023; Malik et al., 2023). The article emphasizes the value of adopting AI technology to support and empower individuals in their academic writing pursuits. The tangible benefits are underscored, reflecting a concrete improvement in overall

writing proficiency. Students in particular are aware of how AI technology may be used to correct grammar and spelling mistakes, identify plagiarism, translate between languages, generate ideas, compose outlines, and refine the structure and organization of their writing. Moreover, varying preferences for different AI-based writing tools are noted, indicating individualized needs and preferences (Guo & Wang, 2023; Mohamed, 2023; Yang et al., 2023). This comprehensive insight reinforces the beneficial effects of AI technology on students' experiences with academic writing.

c. Students motivation and engagement

Artificial Intelligence (AI) technology has had a positive impact on students' motivation in learning English writing. Recent innovations in AI and technology emphasize innovative pedagogical approaches and AI's revolutionary potential to improve writing abilities. The data shows how students have reacted well to AI-powered writing tools, suggesting that AI improves students' writing skills, sense of self-efficacy, and comprehension of academic integrity. Furthermore, QuillBot has helped students improve their academic writing abilities, while AI programs like Turnitin have increased students' capacity to provide correct and comprehensive feedback on second language writing. This data reflects students' active engagement in writing education by utilizing AI technology. The article also illustrates that students widely use various AI-based writing tools in the academic writing learning process. They acknowledge the tangible benefits of AI technology integration in improving overall writing skills, correcting grammar and spelling errors, detecting plagiarism, translating languages, creating essay outlines, and refining the structure and organization of their writing (Guo & Wang, 2023; Malik et al., 2023; Yang et al., 2023). In conclusion, the integration of AI in EFL writing education positively impacts students' motivation and engagement, aiding them in developing writing skills more effectively.

E. CONCLUSION

To sum up, Students' opinions of the incorporation of artificial intelligence (AI) in writing lessons for English as a Foreign Language (EFL) are generally beneficial. They recognize AI's contributions to learning ease, responsiveness, and various writing tools, deeming it valuable for enhancing academic writing efficiency and quality. Furthermore, the evident effectiveness of learning, motivation, and student satisfaction, as evidenced by the favorable response to writing tools with AI, highlights the advantages of AI integration.

Despite the positive impact on students' experiences, challenges persist. This study highlights the revolutionary potential of AI in improving writing abilities and inspiring students, with wider implications for the area of English education. To deepen our understanding, future research should explore the specific impact of AI on writing skills in diverse educational contexts, particularly within the EFL setting.

For continued progress, there is a pressing need for comprehensive training initiatives and ethical guidelines. This approach aims to address existing gaps and maximize the transformative potential of AI in education. Therefore, the study recommends a concerted effort towards integrating AI responsibly, ensuring its positive impact is harnessed effectively in EFL writing instruction.

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