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CHAPTER I INTRODUCTION

A. Background of the Problem

Academic writing plays a very important role in higher education. It helps students learn how to think critically, organize their ideas, and express them clearly and responsibly. Through academic writing, students show their understanding, develop arguments, and support them with reliable sources. However, many students still find it difficult because it requires not only good grammar but also strong organization and originality in ideas. As Hidayat (2024: 7) explains, students often face problems in developing coherent ideas and following academic writing conventions.

In recent years, Artificial Intelligence (AI) has started to play a big role in helping students with their writing tasks. Tools like ChatGPT, Grammarly, and QuillBot have become popular because they can generate ideas, correct grammar, and improve sentence structure. These tools make the writing process faster and easier, allowing students to focus on expressing their ideas better. Khalifa (2024: 5) describes AI as a useful productivity tool that helps students improve the quality, coherence, and clarity of their writing. Still, Narayan (2024: 6) notes that many students use AI without fully understanding its limits or ethical issues.

Low awareness of AI use may affect both the quality of learning and academic integrity. When students use AI tools without sufficient understanding of their proper and ethical use, they may become overly



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dependent on these tools during the learning process. This condition can limit students' opportunities to develop critical thinking and independent writing skills, even at the stage of generating initial ideas (Delello et al., 2024: 8). Consequently, the learning process may become less meaningful, as students tend to focus more on completing tasks than on understanding the material. Furthermore, limited awareness of responsible AI use may lead to ethical concerns, such as unclear authorship and potential academic misconduct, which can threaten academic integrity.

The use of AI in academic writing brings new challenges related to honesty and responsibility. When students rely too much on AI, they may lose their own creativity and critical thinking skills. AI can produce text that looks original, but it may lead to unclear authorship or even plagiarism if used carelessly. Ardelean (2023: 15) warns that universities must strengthen awareness of academic integrity because AI-generated text can blur the line between human and machine work. Delello et al. (2024: 8) also emphasize that students need to know the difference between getting help and taking a shortcut.

However, the frequent use of AI has raised concerns about students' ethical awareness and critical thinking. While AI tools make writing easier, too much reliance on them can reduce students' ability to think independently and develop their own writing skills. Hidayat (2024: 7) found that many students use ChatGPT to organize and refine their writing, but some do not fully understand what counts as ethical or responsible use.



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The study also revealed that several students are unaware of the risk of plagiarism and rarely check whether AI-generated text is truly original. Similarly, Narayan (2024: 6) reported that many students found AI useful but did not clearly understand its limitations or ethical consequences. Based on researcher's independent observation, many students in English study program use AI in their academic activity, it was found that 50% of them frequently integrate AI in their activity based on preliminary observation. This can be interpreted that they are lacking of awareness about risks of AI usage.

In this study, awareness means more than simply knowing that AI exists. It includes understanding how AI works, recognizing its ethical implications, and making thoughtful decisions about when and how to use it. Delello et al. (2024: 8) stated that while many students are eager to use AI tools like ChatGPT, they often lack the awareness to distinguish between getting proper assistance and taking shortcuts. They also mentioned that unclear rules in educational institutions can make students confused about what kind of AI use is acceptable. Ardelean (2023: 15) added that AI use in higher education should go hand in hand with stronger awareness of academic integrity, since AI-generated writing can sometimes blur authorship and reduce personal responsibility.

Developing AI awareness is therefore essential not only to improve writing quality but also to maintain honesty and fairness in academic settings. Hosseini et al. in Narayan (2024: 9) noted that students who do not



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understand AI well may misuse it without realizing it. On the other hand, students with higher awareness tend to use AI as support, while still thinking critically and writing independently. Both suggested that lessons on AI ethics and digital literacy should be included in the curriculum so that students can use these technologies more responsibly.

These findings are also relevant to the current environment. Based on preliminary observations, it was found that many students in the English study program at Universitas Islam Indragiri frequently use AI in learning academic writing. More than half of them reported using AI regularly in their academic writing activities. Continuously, various AI tools are utilized within the preliminary observation, with ChatGPT being the most commonly used; approximately 82% of the students indicated that they use it. Some students also reported using Gemini AI, Perplexity AI, and Claude AI. Given that ChatGPT represents the most widely used AI platform among the students, this study will specifically focus on the use of ChatGPT in the context of academic writing.

The students stated that AI is a highly helpful tool for generating ideas, brainstorming, improving vocabulary, paraphrasing, and developing paragraphs in academic writing. However, this widespread use raises concerns regarding their level of awareness in using AI responsibly and ethically. Considering the potential risks associated with excessive or improper use, this issue needs further investigation.



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As AI becomes more common in education, it is important to study how students understand and apply it. By examining students' awareness of AI usage, educators can design better strategies to guide ethical and effective learning practices. Therefore, this study aims to explore English Department students' awareness of AI usage in academic writing.

B. Identification of the Problem

Based on the background of problems, several key issues can be identified. Those are:

1. Students have limited awareness of AI's usage in Academic writing.
2. Students' reliance on AI tools.
3. Education institution does not have sufficient policy towards the usage of AI.

C. Limitation of the Problem

As shown in problems identification section, it can be seen some relevant problems need to be carried out. However, researcher restricts this study on the students have limited awareness of artificial intelligence (AI) usage in learning Academic writing. In which case, this study to focus on the students' awareness of artificial intelligence (AI) usage in learning Academic writing.

D. Research Question

Based on the limitation of the problem section, a research question can be discovered: *"How is the students' awareness of artificial intelligence usage in learning Academic writing?"*.



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E. Objective of the Research

The objective of this research is to discover the English department students' awareness of Artificial intelligence usage in learning academic writing. Supported preliminary observation and previous findings, it becomes a strong background of this research.

F. Significance of the Research

Significance has two types, the theoretical significance and the practical significance. Theoretical significance means how much a study helps us understand ideas or theories better. It shows how the research adds new knowledge, explains how things work, or connects different concepts in a clear way (Felin et al., 2024: 5). For example, a study might explain why something happens or improve an existing theory. On the other hand, practical significance means how useful the study's results are in real life (Proctor et al., 2023: 115). It shows if the findings can help solve problems, improve practices, or be used by people or organizations. This is about whether the research can be applied successfully and make a real difference. Below are the identifications of each significances:

1. Theoretical significance

The result of this study is expected to take part of academic development, specifically in English theory and may be the reference for other researchers in the future.

2. Practical significance



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There are some objects who perhaps will get the benefit of this study:

a. For Students

By knowing the output of this research, students may feel realized by how is their own awareness of AI usage in learning academic writing regardless the result. Researcher thinks that the output of this research may change the way students embracing AI in learn academic writing in the future.

b. For Teachers or Lecturer

Teacher or lecturer on the other hand, researcher considers them as the representative of educational institution. The result of this study might influence the way they integrate AI in learning and teaching process in the future, designing lesson plan, or even implementing curriculum in teaching and learning process.

c. For Researcher

Researcher himself feels that the output of this study can at least answer researcher' curiosity about how is the students' awareness of AI usage in learning academic writing. After many observations and questions hanging out within researcher' self, researcher hope the result may help the development of linguistics knowledge development which somehow can be a relief for researcher himself.



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G. Definition of the Key Term

There are some terms included within this research, and those terms are needed to be defined to prevent misunderstanding, below are the terms definitions:

1. Awareness

According to Delello et al. (2024: 23), awareness refers to students' understanding and perception of certain object. It means that awareness is each individuals comprehension and point of view towards something in particular.

In this study however, awareness means having enough knowledge to use AI in academic settings. Particularly, if it integrated while learning academic writing.

2. Artificial Intelligence (AI)

Artificial Intelligence (AI) is an area of computer science that focuses on creating machines that can think and act like humans. The idea of AI was first introduced by John McCarthy, an American computer scientist, in 1956. He believed that every part of human learning and intelligence could be explained clearly enough for a machine to copy it (Moor in Delello et al 2024: 3).

Contextually in this study, the definition is centralized to a computer-software tools that can mimic human interaction and also can help humans in working on a specific thing, in this case to assist in learning academic writing.

3. Academic Writing

Khalifa (2024: 13) defines academic writing as a structured and evidence-based process aimed at communicating research findings clearly and professionally. It requires accuracy, coherence, and adherence to ethical and linguistic standards.

In this study however, academic writing is defined as a well-written text to interact which is assisted by AI to complete it in academic environment.



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