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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. Awareness

a. The Definition of Awareness

There are some explanations about what awareness is really about, those theories are adapted by experts on their field. Moreover, each theory is undoubtedly connected one to another.

According to Mashour et al (2020: 776), awareness is the point at which information becomes globally available to the brain's higher-level systems. Awareness is described as the result of strong neural activation that allows information to be shared widely across cognitive networks responsible for attention, memory, and decision-making. This broad accessibility enables individuals to consciously reflect on stimuli and use them intentionally. This model establishes awareness as a neurocognitive mechanism that transforms basic perception into conscious, reportable experience. This framework serves as a foundation for understanding how awareness moves beyond simple sensory detection toward deeper cognitive engagement.

Building on the idea that awareness involves more than noticing information, Brummer (2022: 512) emphasizes the interpretive and reflective parts of this cognitive state. While



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Mashour focuses on neural accessibility, This model highlights how awareness requires individuals to evaluate the relevance, meaning, and personal significance of the information they perceive. In this perspective, awareness becomes a process of connecting stimuli with goals, experiences, and situational demands. It involves not only conscious access to information but also the capacity to assign meaning through reflective judgment. This viewpoint extends the previous framework by showing that awareness is crafted not only by neural mechanisms but also by interpretation, context, and prior knowledge.

Endsley (2018: 108) further develops the concept by presenting awareness as a structured process that includes perceiving information, understanding its meaning, and anticipating future outcomes. This model aligns with both Mashour and Brummer: perception corresponds to neural access, comprehension aligns with interpretive meaning-making, and projection builds on this understanding to support prediction and decision-making. Endsley's theory therefore connects cognitive accessibility and reflective interpretation with forward-looking analysis. By outlining how individuals use awareness not only to understand the present but also to anticipate what may happen next, Endsley completes the progression from perception to interpretation to action planning.



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Taken together, these perspectives position awareness as a multidimensional cognitive process involving conscious access, interpretation, and anticipatory control. In the context of this research, awareness is understood as the ability of students to consciously access, interpret, and regulate information obtained from Artificial Intelligence tools in academic writing activities.

b. The Dynamic of Awareness

Mashour et al (2020: 776) explains there are two dynamics in terms of awareness, those are as follows:

1. Exposure

Exposure refers to the individual's encounter with relevant information or stimuli in their environment. At this stage, awareness is still minimal, as exposure only indicates that information is present and available to be processed. Individuals may be exposed to information passively, without intention or conscious understanding. In Mashour's framework, exposure provides the basic input required for awareness, but on its own it does not guarantee that the information will reach consciousness.

2. Attention

Attention, on the other hand, represents the selective cognitive process that determines whether exposed information becomes consciously accessible. Attention amplifies specific



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stimuli, allowing them to enter the global neuronal workspace and be processed at a conscious level. Through attention, individuals actively focus on certain information while ignoring others, allocating cognitive resources to what is considered relevant. Thus, attention transforms mere exposure into conscious awareness. In this sense, exposure and attention operate sequentially and complementarily: exposure makes information available, while attention enables that information to be consciously noticed, accessed, and prepared for further interpretation at higher levels of awareness.

Thus, exposure and attention operate sequentially: exposure provides access to information, while attention determines its conscious processing. This distinction is essential for understanding variations in students' awareness when using AI tools.

c. The Process of Awareness

Tokuhama (2018: 45) classifies awareness as a complex process from an individual. Furthermore, it has several steps in conducting it. Those are:

1. Attention Awareness

Attention awareness is the brain's ability to focus on important things while ignoring distractions. This skill helps people learn better by directing their mental energy to what



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matters most. Being able to keep attention for a long time, called sustained attention, is important for tasks like studying or working on a project. Another part, called executive attention, helps with resolving problems and noticing mistakes, which supports thinking and learning new things. These attention processes mainly work in areas of the brain at the front (prefrontal cortex), sides (parietal lobes), and a middle part (anterior cingulate cortex).

2. Memory Awareness

Memory awareness means understanding how different types of memory work and how we use them. There is declarative memory, which helps us remember facts and events and is linked to the hippocampus in the brain. Procedural memory helps us do skills automatically, like riding a bike or typing, and is connected to the basal ganglia. Working memory is the ability to hold and work with information in our mind for a short time, and it depends on the prefrontal cortex. Working memory is very important for doing well in school subjects like science, math, and technology. However, we still don't know enough about how memory awareness works in different cultures, especially in groups that rely on oral traditions rather than reading and writing.



3. Language Awareness

Language awareness means understanding how language works and how we use it to communicate and understand others. It includes phonological awareness, which is being able to hear and recognize sounds in speech and is important for learning to read. It also involves semantic awareness, which means understanding the meanings of words and how they relate to each other, helping with better reading and writing skills. Lastly, pragmatic awareness is knowing how to use language correctly in different social situations, and this involves parts of the brain that help us understand people and social cues.

4. Executive Awareness

Executive awareness means being aware of higher-level thinking skills that help us control our actions and reach goals. It includes cognitive flexibility, which is the ability to switch between tasks and different ways of thinking, helping us adapt and solve problems. Inhibitory control is the skill to stop ourselves from acting impulsively, allowing us to stay focused and disciplined. Goal-directed planning is the ability to organize future actions and decisions, a complex process handled by a part of the brain called the orbitofrontal cortex. Additionally, factors like socioeconomic background can influence how these executive functions develop.

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In this research, these components collectively represent the level of awareness that mediates students' interaction with AI tools in academic writing contexts.

2. Artificial Intelligence (AI)

a. The Definition of Artificial Intelligence

Artificial Intelligence, or AI, is a technology that acts like a virtual assistant to humans. According to Pratikno (2017: 42), AI functions similarly to a robot that can help humans with various tasks, but unlike physical robots, AI exists as software within computer systems and does not have a visible form. This means AI can assist people in many activities by providing information and performing functions through devices like smartphones or computers. Examples of this technology include ChatGPT, Google's Gemini AI, and Blackbox AI, which are tools designed to support users by answering questions and offering helpful responses.

In addition to helping with tasks, AI also has the capability to imitate human behavior. Bedy and Iwan (2021: 63) describe AI as technology that enables machines to simulate how humans think and act. This simulation allows AI to perform functions that once required human intelligence, such as understanding language, decision-making, and problem-solving. Because of this ability, AI has become one of the most important modern tools that can not only assist



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humans virtually but also mimic human attitudes and behaviors in different contexts.

In conclusion, Artificial Intelligence is a powerful and popular technology that blends virtual assistance with the simulation of human actions. Its presence is felt everywhere in today's digital world, enhancing human activities by making processes easier and more efficient without having a physical form. As AI continues to develop, it will likely become even more integrated into daily life, supporting people in new and innovative ways.

Contextually, AI functions primarily as a cognitive support tool that provides information, suggestions, and text generation. Its increasing use in academic writing raises important questions regarding students' cognitive engagement, awareness, and responsibility.

b. Types of Artificial Intelligence

1. Narrow AI (Artificial Narrow Intelligence)

Narrow AI is a type of artificial intelligence that is designed to perform one specific task. It works only within the limits of the data and rules given to it and cannot think or act like a human (Kaplan & Haenlein, 2019: 17). Most AI systems used today are Narrow AI, such as spam email filters, facial recognition, recommendation systems, and voice assistants like Alexa (Russell & Norvig, 2021: 4).



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Narrow AI can perform its task very well, but it cannot handle situations outside its training. If the data or situation changes, the system may make mistakes. Narrow AI is widely used in industries because it is fast, accurate, and efficient, especially for repetitive work. The fine examples of this type are the type of AI that we commonly use nowadays, like ChatGPT, Gemini AI, DeepSeek, etc. Since they are answer questions, and assist in specific tasks like education, research, or problem-solving.

2. General AI (Artificial General Intelligence)

General AI, also called AGI, is a type of AI that is expected to have human-like intelligence. AGI would be able to learn different tasks, understand new situations, and use knowledge across many areas.

At present, AGI does not exist and is still a theoretical idea. One major difficulty is teaching machines to understand common sense and context, which humans learn naturally. Researchers are exploring methods such as meta-learning and brain-inspired computing, but these approaches have not yet produced true AGI systems (Hospedales et al., 2022: 8). There are also ethical concerns, such as the possibility of job loss and bias if AGI systems learn from unbalanced data (Dafoe et al., 2021: 5).



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3. Superintelligent AI

Superintelligent AI refers to a form of AI that would be more intelligent than humans in all areas, including thinking, learning, and decision-making. This type of AI could potentially help solve major global problems, such as climate change and disease.

However, superintelligent AI also brings serious risks. One main concern is that the goals of the AI may not match human values. For example, an AI designed to increase efficiency might use resources in harmful ways if it does not consider human well-being (Amodei et al., 2016). Experts explain that being intelligent does not guarantee good intentions, a concept known as the orthogonality thesis (Yampolskiy, 2018).

Contextually, the most popularly used AI among the students is the Narrow AI. Because it provides natural interaction and humanly feedback which made students feel more comfortable while using it.

Accordingly, this study concentrates on Narrow AI specifically ChatGPT AI as the form of AI most relevant and well-known to English study program students' real-world academic experiences since it can process broad text prompts to help students' workflow.



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3. Academic Writing

Irvin (in Putri 2023: 39) explains academic writing as a formal type of writing learned in schools and other formal educational institutions. Its main purpose is to show that a writer understands a specific topic by using three key skills: thinking, interpreting, and presenting information clearly.

a. Characteristics of Academic Writing

Moreover, Irvin (In Putri: 2023:39) classifies that academic writing has many characteristics:

1. Unity

Unity refers to every single paragraph must stay strictly focused on one main point. This central idea is usually introduced through a topic sentence, and all the following sentences must directly explain or support it. If a sentence discusses a different topic, it breaks the unity of the paragraph and can confuse the reader.

2. Coherence

Coherence means how smoothly and logically sentences connect to one another. When a text is coherent, the reader can easily follow the progression of ideas from the beginning to the end. This means ideas must be arranged in a sensible order rather than jumping randomly from one thought to another.



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3. Transition Signals

These are specific words or phrases (such as *furthermore*, *in addition*, *however*, or *consequently*) used to link ideas together. They guide the reader through the text by showing the relationship between sentences, such as signaling a contrast, an example, or a cause-and-effect sequence.

4. Tone and Register

Academic writing requires a formal, objective, and professional voice. Writers should avoid personal emotions, casual slang, contractions (like *don't* or *can't*), and everyday conversational language to maintain the seriousness and credibility of the research.

5. Critical Thinking

Effective academic writing goes beyond merely summarizing or copying facts from external sources. Instead, it requires the writer to analyze, evaluate, and synthesize information to build strong, evidence-based arguments.

As overview, the theories of awareness, artificial intelligence and academic writing are conceptually connected in explaining how students interact with AI tools in academic writing. While AI provides rapid access to information and text generation, awareness determines how students process, evaluate, and regulate the use of such information.



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Exposure to AI tools increases opportunities for assistance but does not automatically lead to meaningful learning or ethical use. Attention and higher-level awareness components mediate whether AI-generated content is critically examined, integrated thoughtfully, or used mechanically. Insufficient awareness may lead to overreliance on AI, reduced critical engagement, and potential violations of academic integrity.

Therefore, awareness functions as a key cognitive variable that explains differences in students' perceptions and behaviors regarding AI use in academic writing. This theoretical integration forms the basis for examining students' awareness levels and their relationship with AI-assisted academic writing practices.

B. Review of Related Findings

Several common studies related to this research were already conducted. The first research from Boilos and Idoiaga (2025) "*Student Perspectives on the Use of AI-Based Language Tools in Academic Writing*", conducted their study in higher education institutions in Spain with university students as the research population. The study found that AI-based language tools supported students in planning, drafting, and revising academic texts, but also raised concerns related to academic integrity and writing competence. Although this study provides valuable insights into students' perspectives, it does not examine students' awareness as a cognitive factor influencing responsible AI use, which constitutes a research gap addressed in the present study.



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The second study, conducted by Ozfidan et al (2024) and entitled “*The Use of AI Tools in English Academic Writing by Saudi Undergraduates*,” carried out their research in Saudi Arabia involving 189 undergraduate students enrolled in first-year academic writing courses. The findings revealed that students generally held positive attitudes toward AI tools for improving writing quality, organization, and efficiency, while also expressing concerns about overdependence and plagiarism. However, this study focuses on students’ perceptions and attitudes rather than their level of awareness in using AI tools, leaving a gap for research that emphasizes awareness in academic writing contexts.

Lastly, study from Mumtaz et al (2024) titled “*Ethical use of artificial intelligence-based tools in higher education: are future business leaders ready?*” investigated graduate business students in the United States and the United Arab Emirates as the research population. The study showed that ethical perceptions of AI tool usage varied across cultural backgrounds, particularly in activities such as answering questions and generating ideas. Despite highlighting ethical and cultural differences, this research does not focus on awareness in academic writing or on students in English language learning programs, which indicates a contextual and conceptual gap.

Based on the review above, previous studies have mainly focused on students’ perspectives, attitudes, and ethical perceptions toward AI usage in higher education. However, limited research has examined students’ awareness of AI usage as a key cognitive factor in learning academic



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writing. In addition, most existing studies were conducted outside the Indonesian context. Thus, this research aims to explore students' awareness of Artificial Intelligence usage in learning academic writing among students of the English study program, addressing both the conceptual and contextual research gaps. Therefore, this research entitled "*Student's Awareness of Artificial Intelligence (AI) Usage in Learning Academic Writing at English Study Program*" to explore and find out how is the students of English study program's awareness of AI usage in learning academic writing.





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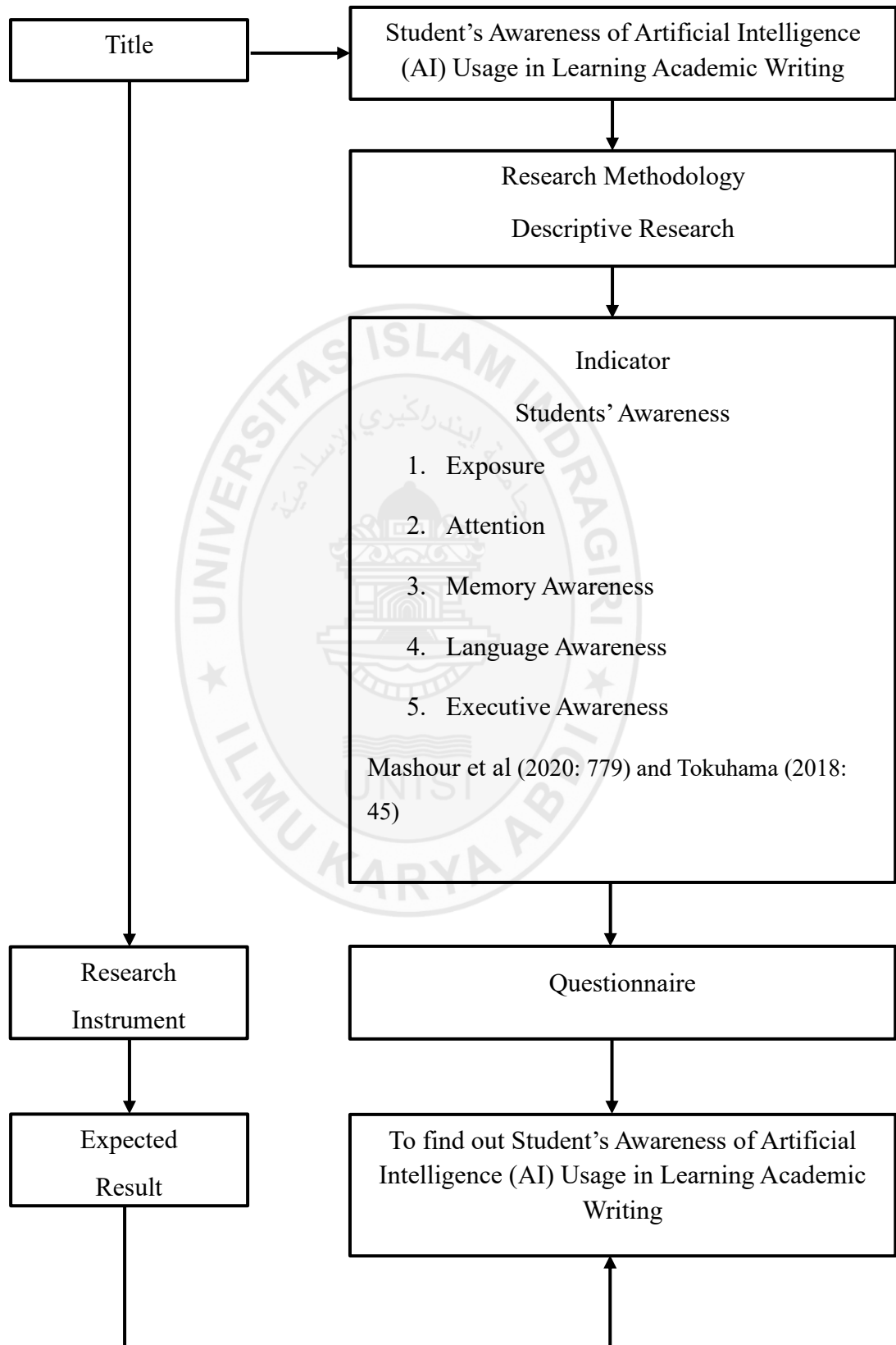
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C. Conceptual Framework

The conceptual framework of this study can be seen below:





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From the conceptual framework above, this study is entitled *Students' Awareness of Artificial Intelligence (AI) Usage in Learning Academic Writing*. The main variable of this research is students' awareness of AI usage in academic writing activities. This study employs a descriptive research design to describe the level of students' awareness toward the use of AI in learning academic writing.

Students' awareness is conceptualized into several indicators, namely exposure, attention, memory awareness, language awareness, and executive awareness, which are adapted from the awareness theory proposed by Mashour et al (2020: 779) and Tokuhamu (2018: 45). These indicators represent the cognitive processes involved when students interact with and utilize AI tools in academic writing contexts.

To measure these indicators, a questionnaire is used as the research instrument. Each item in the questionnaire is designed to reflect the indicators of students' awareness as presented in the conceptual framework. Through the questionnaire responses, data are collected to describe how students are exposed to AI, how they pay attention to its use, how they remember and process information, how they use language awareness, and how they apply executive control when using AI in academic writing.

The expected result of this study is to obtain a clear description of students' awareness of Artificial Intelligence (AI) usage in learning academic writing based on the indicators measured through the questionnaire.