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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.

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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 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 of AI usage 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. 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 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. ⁵Based 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 ¹the 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.

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. ² Therefore, this study aims to explore English Department ² students' awareness of AI usage in academic writing.

⁷ 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 ² of artificial intelligence (AI) usage in learning Academic writing. In which case, this study to focus on the students' awareness ¹ of artificial intelligence (AI) usage in learning Academic writing.

D. Research Question

³³ 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?”.

E. Objective⁵ 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:

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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

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's curiosity about how is the students' awareness of

AI usage in learning academic writing. After many observations and questions hanging out within researcher's self, researcher hope the result may help the development of linguistics knowledge development which somehow can be a relief for researcher himself.

⁷ 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)

¹⁴ 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 ³² 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.

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 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.

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 ¹ 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 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

Tokuhamma (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 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. ²³ 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.

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

⁹ 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 ¹⁰ 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 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).

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.

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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).

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.

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.

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.

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 ²⁴Idoiaga (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.

The second study, conducted by Ozfidan et al (2024) and entitled ²“*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. ⁴The 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 ³⁷level of awareness in using AI tools, leaving a gap for research that emphasizes awareness in academic writing contexts.

Lastly, study from Mumtaz ¹⁸et al (2024) titled “*Ethical use of artificial intelligence-based tools in higher education: are future business leaders ready?*” ²⁸investigated 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

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.

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.

RESEARCH METHODOLOGY

A. Research Design

This study employs a descriptive survey design with a quantitative approach. According to Creswell (In Radianto: 2023: 61), descriptive quantitative research aims to provide a systematic description of a phenomenon by collecting numerical data and analyzing it to identify patterns and tendencies. This approach focuses on describing the current condition of specific variables within a clearly defined context. Similarly, Sugiyono (2019: 58) states that descriptive quantitative research is conducted to examine existing phenomena by ensuring consistency with the research variables and presenting the findings in the form of measurable and statistically meaningful data. This method is particularly suitable for studies that seek to portray real conditions without manipulating variables.

Based on these perspectives, descriptive quantitative research is appropriate for this study because it allows the researcher to describe students' awareness of Artificial Intelligence (AI) usage in learning academic writing in a clear, structured, and measurable manner. Through this approach, the current level of students' awareness can be accurately identified based on numerical data obtained from the research instrument.

B. The Location and Time

This research conducted in campus 2 of Islamic University of Indragiri at Faculty of teacher training and education's building, it takes place in Soeberantas street, number 10. The research started from May to April 2026.

C. Population and Sample of Research

1. Population

⁶ Population refers to the entire group of individuals, objects, or events that share specific characteristics and are relevant to the objectives of a study. Population is the complete set of elements to which the researcher intends to generalize the findings (Bhandari 2023). ⁴⁰ In this study, the population consisted of all students of the English Study Program, as they are directly related to the focus of the research on learning academic writing. There are 92 students from English study program in total all the way from the first until the eight semester that become the population of this study.

Table III. 1 Total Amount of Population

No	Semester	Number of Students
1	2	36
2	4	19
3	6	21
4	8	16
Total		92

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2. Sample

A sample is a subset of the population selected for observation or data collection. Sugiyono (2019: 146) states that a sample represents part of the population and is used to draw conclusions about the whole. This definition is consistent with Bhandari (2023), who explains that a sample is a group chosen from the population to provide measurable data for analysis. Therefore, the sample in this research served as a representative group for examining students' awareness of AI usage in learning academic writing.

This study employed purposive sampling as the sampling technique.

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Purposive sampling is a method in which participants are deliberately selected based on specific criteria relevant to the research objectives. Rather than selecting participants randomly, this technique allows the researcher to choose individuals who are expected to provide the most relevant and meaningful data (Campbell et al., 2020: 652)

The criteria for sample selection in this study are as follows:

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- a. students of the English Study Program who have taken the academic writing course, and
- b. students who have used Artificial Intelligence (AI) tools to assist their academic writing activities.

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Based on consultation with the Head of the English Study Program, students who have taken the academic writing course are those enrolled from the third to the eighth semester. To identify students who have used AI in learning academic writing, a preliminary questionnaire was administered.

Consequently, the sample of this research consisted of 55 students in total from fourth to eighth¹¹-semester students of the English Study Program who have experience using AI in learning academic writing.

Table III. 2 Total Amount of Sample

No	Semester	Number of Students
1	4	18
2	6	21
3	8	16
		Total: 55

³**D. Research Instrument**

A research instrument is a systematic tool used to collect, measure, and analyze data related to specific research variables. It allows researchers to operationalize abstract concepts into observable and measurable forms (Creswell, in Sahara et al., 2025: 2291).

In this study, a questionnaire is employed as the research instrument. ²A questionnaire is a structured set of written questions designed to obtain information from respondents in a standardized manner. According to Sugiyono (2019: 234), questionnaires are widely used to measure attitudes,

perceptions, opinions, behaviors, or knowledge, as they enable efficient and consistent data collection from a large number of participants.

Table III. 3 Blue Print of Questionnaire

No	Indicator	Number of Item	Item Number
1	Exposure	3	1,2,3
2	Attention	3	4,5,6
3	Memory Awareness	3	7,8,9
4	Language Awareness	3	10,11,12
5	Executive Awareness	3	13,14,15

To measure students' awareness of Artificial Intelligence (AI) usage in learning academic writing, the questionnaire items were developed using a Likert scale format. Likert scale is a measurement technique commonly used in questionnaires to assess respondents' attitudes or perceptions by indicating the degree of agreement or disagreement with a series of statements through ordered response options. (Joshi et al., 2015: 396)

The questionnaire was administered in a digital format to facilitate data collection. The instrument was designed and distributed using Google Forms, allowing respondents to complete the questionnaire efficiently and enabling the researcher to collect and manage data accurately.

In this study, researcher used the five-agreement level of Likert scale. It consists the statement of strongly agree “SA” (5), agree “A” (4), neutral “N” (3), disagree “D” (2), strongly disagree “SDA” (1).

Table III. 4 Classification of Agreements

No	Agreement	Interpretation	Score
1	SA	Strongly Agree	5
2	A	Agree	4
3	N	Neutral	3
4	D	Disagree	2
5	SDA	Strongly Disagree	1

E. Data Collection Technique

Previously, researcher mentioned that he used questionnaire as the instrument of this research. At the implementation, researcher gave the questionnaire to the sample which consisted of 15 statements. Below are the specific procedures of collecting the data:

- The researcher gives questionnaire to the sample of the research.
- The researcher collects the questionnaire
- The researcher analyses the data
- The researcher classifies the result
- The researcher make conclusion

F. Data Analysis Technique

1. Validity

Cresswell (2018: 162) distinguish validity by several types:

a. Content Validity

Content validity shows whether the items in a research instrument properly cover all parts of the concept being measured. An instrument has good content validity when its questions are relevant, clear, and represent the whole concept, usually judged by experts.

b. ²² Construct Validity

Construct validity refers to how well an instrument measures an abstract concept, such as awareness, attitude, or perception. It is usually tested using statistical methods, for example factor analysis or by checking relationships with related variables.

c. Criterion Validity

Criterion validity shows how well a research instrument's results match an external standard. It is assessed by comparing the instrument with another measure.

In this research, the researcher used content validity to ensure that all statements given to the sample are valid and accurately measure the intended variables. Content validity examines whether each item in the instrument is relevant and representative of the variable being measured. Since the goal of this study is to describe a specific phenomenon accurately, it is essential to ensure that the instrument has

been validated by experts. Therefore, the data collected can be considered reliable and credible. The instrument was validated by some contextually related lecturers. There are two elements that been validated; Content and Grammar. Content is related to the reliability of content from the instrument to the indicators. On the other hand, Grammar is the sentence structural validity which needed to ensure all the items on instrument are grammatically correct and understandable when implemented to the sample.

In analyzing the data, ³⁶ researcher used the descriptive statistical analysis method to determine the mean score and describe the result. According to Sugiyono (2019: 241) Descriptive statistical analysis is a method used to describe and summarize data that have been collected. It helps in showing what the data look like without making conclusions about a larger population. This analysis usually uses simple ¹⁵ statistics such as the mean, median, percentage, range, and standard deviation to explain patterns in the data.

Researcher also used software app called SPSS ³⁹ (Statistical Package for the Social Sciences) to assist in analyzing the data. It is a software application used for data management and statistical analysis, particularly in social sciences, education, psychology, business, and health research. In practical terms, SPSS allows researchers to input, organize, analyze, and interpret quantitative data efficiently. The software provides a ²⁹ user-friendly

interface where users can perform statistical procedures without extensive programming knowledge.

In this particular research, researcher utilized the analysis method to find out the mean score of awareness in SPSS application. Mean score itself has its own formula in carrying it out, below is the explanation of the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- $\bar{X}$ = Mean score
- $\sum X$ = Total of all scores
- N = Number of respondents

Table III. 5 Classification of Awareness Level

No	Range of Total Mean Score	Classification	Interpretation
1	1.00 – 1.80	Low	Low Awareness
2	1.81 – 2.60		
3	2.61 – 3.40	Moderate	Moderate Awareness
4	3.41 – 4.20	High	High Awareness
5	4.21 – 5.00		

Arikunto (2013)

With this classification, there are several final conclusions can be discovered:

- a. If the final result of mean score obtained between 1.00 to 2.60, it will be interpreted that the students have a low awareness¹ of Artificial Intelligence (AI) Usage in Learning Academic Writing.
- b. If the final result of mean score obtained between 2.61 to 3.40, it will be interpreted that the students have a moderate awareness¹ of Artificial Intelligence (AI) Usage in Learning Academic Writing.
- c. If the final result of mean score obtained between 4.21 to 5.00, it will be interpreted that the students have a high awareness¹ of Artificial Intelligence (AI) Usage in Learning Academic Writing.

CHAPTER IV

THE PRESENTATION OF RESEARCH FINDINGS

A. The Presentation of Data

This particular chapter discusses about the students' awareness of Artificial Intelligence (AI) usage in learning academic writing at English study program that delivered and explained through tables. The data which in form of questionnaire designed with Google form was filled by the fourth, sixth, and eighth semester students in English study program, faculty of teacher training and education, Islamic University of Indragiri related to their awareness of Artificial Intelligence (AI) usage in learning academic writing. The questionnaire contains fifteen items based on five indicators of awareness that for every three items represent one indicator.

The data was analyzed with SPSS software and use descriptive statistical analysis method and presented by tables that contain Mean scores and percentages. Percentages show frequencies of responses from samples toward each items' options or agreements in the research instrument. However, mean scores indicate the average scores discovered from the respondents' answer and the overall scores to conclude the level of awareness. Thus, the goal of this study is to find out the level of English study program students' awareness of Artificial Intelligence (AI) usage in learning academic writing by calculating Mean scores and Percentages.

1. Answer Scoring

The score acquired from the sample is various in terms of scoring.

There are five different types of scores that included within the research instrument, which are:

SDA : Strongly Disagree, rated with a score

D : Disagree, rated with 2 scores

N : Neutral, rated with 3 scores

A : Agree, rated with 4 scores

No	Range of Total Mean Score	Classification	Interpretation
1	1.00 – 1.80	Low	Low Awareness
2	1.81 – 2.60		
3	2.61 – 3.40	Moderate	Moderate Awareness
4	3.41 – 4.20	High	High Awareness
5	4.21 – 5.00		

SA : Strongly Agree, rated with 5 scores

Arikunto (2013)

Table IV. 1 Classification of Awareness Level

2. The Scores of Students' Awareness Responses

Table IV. 2 The Students' Responses Percentage on Exposure

No	Statements	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I often encounter information about the use of Artificial Intelligence (AI) in learning academic writing.	9,1%	10,9%	20%	50,9%	9,1%
2	I have seen or read examples of academic writing produced with the help of AI.	3,6%	1,8%	9,1%	69,1%	16,4%
	I have access to information sources (lectures, social					

3	media, internet, or discussions) that discuss ¹ the use of AI in academic writing.	1,8%	7,3%	21,8%	58,2%	10,9%
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Table IV.2 above shows the students responses percentage on Exposure. the data indicates that most of English study program students experience a high level of exposure to ¹ Artificial Intelligence (AI) in their academic writing. Referring to the first statement, half of the students (50,9%) agree and 9.1% strongly agree that they frequently encounter information about using AI for academic purposes and only a small group of students who chose Disagree (10,9%) and Strongly Disagree (9,1%). The second statement further highlights the similar, showing that a significant majority of students have seen or read examples of AI-assisted academic writing (69,1% agree and 16.4% strongly agree) with another small amount of students showed disagreement with Disagree (1,8%) and Strongly Disagree (3,6%). Lastly, the third statement demonstrates that most students have ready access to information sources discussing AI, with 58,2% agreeing and 10,9% strongly agreeing, some of them choose Disagree (7,3%) and Strongly Disagree (1,8%). In conclusion, the strong positive responses among all three statements show that English study program students are highly familiar with AI technology in their learning academic writing environment.

Table IV. 3 The Students' Responses Percentage on Attention

No	Statements	Percentage (%)				
		² Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
⁴	I consciously pay attention to information I receive ⁴ about the use of AI in academic writing.	3,6%	1,8%	12,7%	61,8%	20%
5	When using AI, I focus on how it supports my academic writing process.	1,8%	3,6%	10,9%	58,2%	25,5%
6	I intentionally seek further information when I encounter new aspects of AI use in academic writing.	1,8%	5,5%	16,4%	60%	16,4%

Table IV.3 above reveals shows that English Study Program students are actively paying attention to AI, rather than just passively receiving information. For the fourth statement, which asks if students consciously pay attention to information about AI, the data shows that only 3.6% strongly disagree and 1.8% disagree. A portion of 12.7% feel neutral, but a significant majority actively tune in, with 61.8% agreeing and 20% strongly agreeing. This mindful approach continues when they actually use the technology. Regarding the fifth statement about focusing on how AI supports their academic writing process, minimal students report a lack of focus, with just 1.8% strongly disagreeing and 3.6% disagreeing. While 10.9% remain neutral, the vast majority are very mindful, with 58.2% agreeing and 25.5% strongly agreeing. Finally, for the sixth statement, the results reveal that students are quite curious when they encounter new aspects of AI use. Only 1.8% strongly disagree and 5.5% disagree, alongside 16.4% who feel neutral. In contrast, the majority intentionally seek out more information, with 60% agreeing and 16.4% strongly agreeing. Overall, the high levels of agreement among these three statements clearly show that English Study Program students are highly engaged and deliberate in learning about AI.

Table IV. 4 The Students' Responses Percentage on Memory Awareness

No	34 Statements	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7	I am aware that my memory ability affects how I understand and use suggestions from AI.	1,8%	3,6%	20%	61,8%	12,7%
8	I can recall information or suggestion provided by AI when working on academic writing tasks.	3,6%	3,5%	29,1%	49,1%	12,7%
9	I use certain strategies (such as taking notes or making outlines) to retain information obtained from AI	1,8%	9,1%	16,4%	54,4%	18,2%

Table IV.4 presents the English Study Program students' responses regarding their memory awareness when using AI. For the seventh statement, which asks if students are aware that their memory ability affects how they understand and use AI suggestions, only 1.8% strongly disagree and 3.6% disagree. Meanwhile, 20% feel neutral, while the clear majority respond positively, with 61.8% agreeing

and 12.7% strongly agreeing. Moving to the eighth statement about their ability to actually recall the information or suggestions provided by AI during academic writing, a small portion express difficulty, with 3.6% strongly disagreeing and 3.6% disagreeing. A fairly large group of 29.1% choose a neutral stance on this point, yet the positive responses still lead, as 49.1% agree and 12.7% strongly agree. Finally, the ninth statement looks at whether students use specific strategies—like taking notes or making outlines—to retain information obtained from AI. Very few students ignore these strategies, as shown by the 1.8% who strongly disagree and 9.1% who disagree. Another 16.4% remain neutral on this practice. On the other hand, a significant majority actively use these memory strategies, with 54.5% agreeing and 18.2% strongly agreeing. Overall, these results indicate that most students are highly aware of their memory's role when interacting with AI, and they actively apply practical strategies to ensure they can remember and use the information they receive.

Table IV. 5 The Students' Responses Percentage on Language Awareness

No	Statements	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10	I understand that word choice and meaning generated by AI can affect the	1,8%	0%	5,5%	56,4%	36,4%

	quality of my academic writing.					
11	I am able to evaluate whether the language used by AI is appropriate for academic writing contexts.	1,8%	3,6%	14,5%	54,5%	25,5%
12	I pay attention to sentence structure and grammar in AI-generated writing.	1,8%	3,6%	9,1%	61,8%	23,6%

Table IV.5 details the English Study Program students' responses regarding their language awareness when utilizing AI. For the tenth statement, which assesses if students understand that AI's word choice and meaning affect their academic writing quality, a mere 1.8% strongly disagree and 0% disagree. A small portion of 5.5% remain neutral, while an overwhelming majority show strong comprehension, with 56.4% agreeing and 36.4% strongly agreeing. Regarding the eleventh statement about their ability to evaluate if AI-generated language is appropriate for academic contexts, very few lack this skill, as only 1.8% strongly disagree and 3.6% disagree. While 14.5% hold a neutral stance, the majority feel confident in their evaluation abilities, with 54.5% agreeing and 25.5% strongly agreeing. Finally, the

twelfth statement examines whether students pay attention to sentence structure and grammar in AI-generated writing. Similar to previous trends, a minimal 1.8% strongly disagree and 3.6% disagree, while another 9.1% feel neutral about this practice. Conversely, most English Study Program students are highly attentive to these linguistic details, as 61.8% agree and 23.6% strongly agree. Overall, these findings conclude that English Study Program students possess a very high level of language awareness, demonstrating that they actively evaluate, understand, and monitor the vocabulary and grammar of the AI tools they use for their academic writing.

Table IV. 6 Students' Responses Percentage on Executive Awareness

No	31 Statements	Percentage (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13	I consciously plan the use of AI to support my academic writing goals.	1,8%	1,8%	20%	60%	16,4%
14	I do not immediately accept all AI outputs without critically evaluating them.	1,8%	3,6%	3,6%	49,1%	41,8%

15	I am able to adjust or modify my use of AI when the output does not meet my academic needs.	1,8%	0%	12,7%	50,9%	34,5%
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Table IV.6 displays the English Study Program students' responses regarding their executive awareness when using AI. For the thirteenth statement, which asks if students consciously plan their use of AI to support their academic writing goals, very few lack a plan, with just 1.8% strongly disagreeing and 1.8% disagreeing. While 20% hold a neutral stance, the majority take a proactive approach, with 60% agreeing and 16.4% strongly agreeing. Moving to the fourteenth statement about whether students avoid immediately accepting AI outputs without critically evaluating them, a minimal number blindly accept the results, as only 1.8% strongly disagree and 3.6% disagree. Another small portion of 3.6% feels neutral, but an overwhelming majority prove to be highly critical of the technology, with 49.1% agreeing and a significant 41.8% strongly agreeing. Finally, the fifteenth statement assesses if students are able to adjust or modify their use of AI when the output does not meet their academic needs. Almost no students struggle with this flexibility, with only 1.8% strongly disagreeing and 0% disagreeing, alongside 12.7% who remain neutral. Conversely, the vast majority are highly adaptable, with 50.9% agreeing and 34.5% strongly agreeing that they can adjust their prompts or methods. Overall, these findings strongly indicate that English

Study Program students possess a high level of executive awareness, meaning they deliberately plan, carefully evaluate, and flexibly control their AI use to ensure it effectively supports their academic goals.

Table IV. 7 Descriptive Statistics of the Students' Awareness Level

Indicators	Mean	Overall Mean Scores	Criteria
Exposure	3.67	3.90	High Awareness
Attention	3.92		
Memory Awareness	3.73		
Language Awareness	4.08		
Executive Awareness	4.09		

Table IV.7 above serves as the final summary, presenting the descriptive statistics of the English study program students' overall awareness level from all

five measured indicators. The data shows that the students scored well in every category, starting with Exposure, which has a mean score of 3.67. This is closely followed by Memory Awareness with a mean of 3.73. Moving higher, the Attention indicator achieved a strong mean score of 3.92. The highest levels of awareness are seen in the final two categories, which are Language Awareness reached a mean of 4.08, and Executive Awareness topped the list with the highest mean score of 4.09. When all of these individual indicators are combined, the Overall Mean Score comes out to 3.90. Based on this final calculation, the table classifies the students' overall capability under the criteria of "High Awareness." In conclusion, this final summary confirms that English study program students have a very strong, active, and comprehensive awareness of how to interact with and use Artificial Intelligence in their academic writing activity.

B. Research Findings

Based on research data from the descriptive statistics, it is revealed that the students possess a "High Awareness" level (Overall Mean = 3.90) ² regarding the use of Artificial Intelligence (AI) in academic writing. The results from the five indicators—Exposure, Attention, Memory Awareness, Language Awareness, and Executive Awareness—provide deep insights into how English study program students interact with AI technology, treating it not just as a shortcut, but as a collaborative tool that requires critical engagement.

The starting point of this high level of awareness begins with the first indicator which is Exposure (Mean = 3.67). The data suggests that AI has become deeply integrated into the students' academic writing environment. Because information about AI is rapidly present on the internet, in social media, and during lectures, students passively absorb its presence. This high exposure indicates that AI is no longer an exclusive technology, it is a normalized and unavoidable element of the modern educational landscape, especially in academic writing environment.

Next, the Attention (Mean = 3.92) and Memory Awareness (Mean = 3.73) indicators prove that they are highly active participants. The high scores in these areas mean that students do not blindly consume AI-generated information. Instead, they consciously direct their focus toward how AI can specifically assist their writing process. Moreover, their active use of memory strategies, such as note-taking and outlining, shows that they recognize AI as a source of information that still requires human cognitive effort to keep and apply effectively.

Lastly, the most significant findings come from the two highest-scoring indicators, which are Language Awareness (Mean = 4.08) and Executive Awareness (Mean = 4.09). These very high scores reveal a strong sense of academic integrity and critical thinking. Academic writing requires strict adherence to grammar, vocabulary, and structural standards. The students' high language awareness shows that they understand AI is not flawless; they know they must actively monitor its word choices and grammatical structures to ensure the output sounds academic and natural. Continue to Executive Awareness, the highest mean score demonstrates that students act as the managers of the AI tools. Rather than letting the AI do all the work and immediately accepting the first output they receive, students consciously plan their prompts and critically evaluate the results. They have the flexibility to modify and adjust the output from AI until it meets their specific academic needs.

Overall, these findings show a highly positive picture of English study program students' ability to adapt in the digital age. The high overall awareness score of 3.90 which interpreted as high level of awareness indicates that students do not view AI as a replacement for their own intelligence or writing skills. Instead, they interact with AI mindfully and strategically. By combining their high exposure to the technology with critical evaluation, conscious planning, and language monitoring, students effectively leverage AI as an advanced support system to improve the quality of their academic writing.

CONCLUSION AND SUGGESTION**A. Conclusion**

This study shows that English Study Program students at the Islamic University of Indragiri have a "High Awareness" of using Artificial Intelligence (AI) for academic writing, with a strong average score of 3.90. Initially, there was a concern that tools like ChatGPT might make students too dependent and threaten their academic honesty. However, the data proves otherwise. The results show that students think carefully when using AI. Although they are highly exposed to AI (Mean = 3.67), their top scores are in Language Awareness (Mean = 4.08) and Executive Awareness (Mean = 4.09). This means they actively check if the AI's words fit their assignments and carefully plan how to use it, rather than just blindly copying the answers. Overall, students handle AI responsibly, treating it as a helpful assistant rather than a lazy shortcut.

B. Suggestion

Based on these findings, several practical suggestions are proposed to maximize the benefits of AI while maintaining strict academic standards. First, students must continue prioritizing their original ideas and stay constantly updated on AI ethics to avoid unintentional academic misconduct, such as unclear authorship. Second, educators or lecturers and the institution should establish clear, standardized policies regarding

acceptable AI use and actively integrate digital literacy into the curriculum to guide students in utilizing these tools responsibly for future tasks. Future researchers are highly recommended to expand the scope of this research, since this particular research only took place in one university. Lastly, future researchers are suggested to build this quantitative study by employing qualitative methods, such as in-depth interviews, to explore the actual reasons behind students' choice.

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