EXPLORING THE USAGE OF TEXT PROCESSING ARTIFICIAL INTELLIGENCE IN WRITING THESIS BACKGROUND

(A Case Study at the English Tadris Study Program of IAIN Curup)

THESIS

This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education

By:

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ENGLISH TADRIS STUDY PROGRAM

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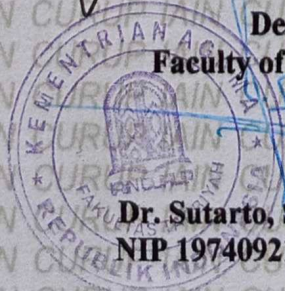
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Assalamualaikum Warahmatullahi Wabarakatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.
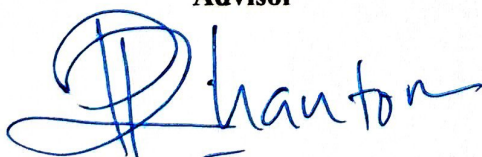
Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Megi Ari Pratama (21551028)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"Exploring The Usage of Text Processing Artificial Intelligence in Writing Thesis Background"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian Permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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Curup, 23 Desember 2024

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Curup, 23 December 2024

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Megi Ari Pratama
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PREFACE

All praise and thanks are due to Allah SWT. With the help of His blessings, I, the author, have finished this thesis with admirable outcomes and putting forth on my best effort. This thesis has been turned in to fulfill the requirement of Institut Agama Islam Negeri (IAIN) Curup for the Sarjana degree.

The phenomenon of this research lies in the usage exploration of text processing artificial intelligence in writing thesis background. The researcher curious to find and categorize certain types of text processing artificial intelligence as well as discover certain motives that students have in using this technology, the researcher also believes that by finding certain steps in using this technology will be able to contribute more in better utilization of this technology for students in improving the quality of their thesis.

Although there is still room for improvement in the analysis results from this research, especially considering how the need about the study of Artificial Intelligence in the English Department, I do believe further research has the potential to make new breakthroughs. I hope this research is useful for further exploration.

Curup, 23 December 2024

Megi Ari Pratama

ACKNOWLEDGEMENT

Assalamualaikum Warahmatullahi Wabarakatuh

Alhamdulillahirabbil'alamin, all praise is due to Allah SWT, the most gracious, the most merciful. With his infinite mercy, blessings, and guidance, the completion of this thesis has been made possible. I express my deepest gratitude to Allah Subhanahu wa Ta'ala, the almighty god of all universes, for granting me strength, perseverance, and insight throughout this journey. May peace and blessings forever be upon the Prophet Muhammad Shallallahu 'alaihi wa sallam, his noble family, devoted friends, and faithful followers who continue to inspire us in every aspect of life.

The researcher finally finished the thesis entitled "**Exploring The Usage of Text Processing Artificial Intelligence in Writing Thesis Background.**" This Thesis is submitted to fulfill the requirement for the "Sarjana" degree in English Language Education of IAIN Curup. Throughout the process of completing this thesis, I have been very fortunate to receive unwavering support, invaluable guidance, meaningful assistance, thoughtful contributions, and constant motivation from many individuals. In light of this, I would like to express my deepest appreciation and heartfelt gratitude to everyone who played a role in this meaningful journey.

My heartfelt gratitude and sincere goes to my beloved family, my mother, my father, and my brother who have supported me unconditionally with love, moral encouragement, and countless sacrifices. They have placed my education above their

own needs and desires, providing the foundation for me to pursue and complete my studies successfully.

I also extend my best gratitude to myself for the resilience and strength I have shown throughout this journey. Believing in my abilities and staying strong through every challenge unconditionally, and I will always hold myself in high regard as my greatest supporter.

My deepest gratitude also goes to the family of Mr. Agus and Mrs. Yesi who always help, support and give more, not only to me but to my family, not only in the completion of this thesis, but in my entire educational career since high school which has made me able to stand at this path now.

I am profoundly thankful to Mam Jumatul Hidayah, M.Pd., the head of the English Education study program of IAIN Curup as well as my co-advisor, for her invaluable guidance and support. Her directions and encouragement have been instrumental, not only in shaping this thesis but also in shaping my self into a better student today.

My sincere appreciation goes to Dr. Prihantoro, S.S., M.Pd., my beloved advisor, who has dedicated his time and expertise to provide corrections, suggestions, and unwavering support. His contributions have been essential not only to the successful completion of this thesis but also to the person I be throughout this path.

I am deeply grateful to Mr. Sarwo Edy, M.Pd., who has been more than just a lecturer. As a mentor, motivator, friend, and also role model, he has consistently

supported, guided, and motivated me, especially during challenging times, making a significant impact on the journey through my college years.

My heartfelt thanks go to Mr. Yongki Ramadhan Putra, S.Pd., who has been a patient and dedicated mentor. His guidance and willingness to teach have greatly contributed to my growth and understanding throughout this process.

I extend my appreciation to all the lecturers of the English Education study program of IAIN Curup. Their dedication to teaching and educating me has provided the knowledge and skills necessary for this achievement.

I am deeply thankful to all the respondents who participated in and supported this thesis. Their contributions have been invaluable to the completion and success of this research.

Finally, in order to be flawless in the future, the author still requires constructive feedback. The findings of this study hopefully be able to positively impact the field of english education and technology, fostering growth and innovation. May Allah grant abundant blessings and rewards to all those who have contributed to this endeavor, both mentioned and unmentioned. Aamiin

Wassalamualaikum Warahmatullahi Wabarakatuh

Curup, 23 December 2024
Author

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MOTTO

"Do something that you have to do, love and respect yourself whatever happened, always be a good person and responsible with every decision you have made"

—Megi Ari Pratama—

Dedication

I proudly dedicated this thesis to my beloved mother, my late father, my self and also my brother. No words can represent your unconditional love which make me able to keep pursue and embody this process of life.

ABSTRACT

Megi Ari Pratama	: **Exploring The Usage of Text Processing Artificial Intelligence in Writing Thesis Background**
Advisor	: Dr. Prihantoro, S.S., M.Pd.
Co-advisor	: Jumatul Hidayah, M.Pd.

This paper examines the use of Text Processing Artificial Intelligence (TP AI) in writing thesis background, aiming to identify the types of TP AI, the motives behind its use, the steps in using and its impact on the overall quality of thesis backgrounds. Through interviews with seven graduated students from the English Education Study Program of IAIN Curup, narrative inquiry for the experience in using, and also document analysis of their thesis backgrounds.

The researcher uncovered three types of TP AI, those are Reference Based, Ideas Generate Based, and Text Modifier Based. Additionally, five motives for using TP AI emerged, those are three theoretical motives, which are Efficiency and Accessibility, Improving Writing Quality, also Feedback and Learning Support, interestingly, researcher also discovered two new motives, those are Demanding of Responsibility and Curiosity.

The research also revealed five important sequential steps in using TP AI, these critical steps are Understanding, Editing, Revising, Elaborating, and Changing which also demonstrated that following all of these five steps sequentially will lead to a higher-quality of thesis backgrounds, as indicated by the CARS model with completing the three essential moves in writing thesis background process.

Keywords: Artificial Intelligence, Text Processing, Thesis Background.

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LIST OF ABBREVIATIONS

TP AI   **: Text Processing Artificial intelligence**

CARS   **: Create a Research Space**

MF   **: Miftah Farid**

YR   **: Yongki Ramadhan Putra**

AS   **: Ahmad Syahrun**

IM   **: Ismail**

CK   **: Cica Kristama**

NS   **: Nesa Salsabilla**

NA   **: Nofri Ario Diansi**

CHAPTER I

INTRODUCTION

A. Research Background

The advancement in technology to a great extent has brought about changes in all aspects of human life, including in academic context such as in writing thesis background that sometimes can be a challenge for us as a student. Producing a thesis background completely can be a problematic, affective, and complex for us, who have the necessity to complete it.[1]

Even as students who have been trained to complete this obligation, the complexity in grammar, format of writing and linguistic barriers remains a challenge that must be faced. All of these challenges are then answered by the rapid advancement of technology with the presence of various solutions including the presence of Text Processing Artificial Intelligence (TP AI).

In relation to the TP AI, Gerard Salton stated that Text Processing (TP) relates to the methods and techniques used to handle text data with the aim of transforming, establishing, and modifying it through machine.[2] Meanwhile Andreas Kaplan and Michael Haenlein stated that Artificial Intelligence (AI) as a system's capacity to

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[1] Rahimi, M., Zhang, LJ. "*Writing task complexity, students' motivational beliefs, anxiety and their writing production in English as a second language*." Springer 32 (3), 761-786. (2018).

[2] Gerard Salton. "*Automatic Text Processing*. Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

accurately understand outside input, learn from that data, and use that learning to accomplish certain activities and goals through adaptable modification.[3]

Regarding to those definition TP AI encompasses tools or machine learning that serve to facilitate human work through adaptable modification in the context of understanding, editing, revising, elaborating and changing a text which plays an essential role in today's academic context including in writing thesis background.

The essential role of Text Processing AI in academic context, especially in terms of enhancing and supporting learners' academic writing quality, such as in writing a thesis background which is a challenging, essential, and integrative task for both native and international students that requiring a comprehensive structure and highlevel of literacy.

This statement is align with Kuul, Sara[4] that found thesis background as a critical chapter that act as an opening and an overview of the thesis that must be tremendous interesting and complex in order to provide the reader with a comprehensive grasp of the study topic and its significance, moreover, the significance of thesis background will also provide an edge for a better output in the next chapters since it plays as a benchmark for the thesis content.

These complexities and significance of thesis background which can be covered through an assist of TP AI already showed us the importance of this technology. The importance of TP AI in writing thesis background is highlighting

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[3] Kaplan, Andreas; Haenlein, Michael. "*Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier. doi:10.1016/j.bushor.2018.08.004. S2CID 158433736. (2019).

[4] Kuul, Sara. *"Chapter One Introduction Background of the Study."* Research Gate. (2020).

when it comes and rises up as a helpful tool to maximize, elaborate, and assisting native and non-native students in compiling their academic writing such as thesis background.

Writing a thesis background is an important part of academic work that can be very challenging for both native and international students. While native students just confronted with the complexity structured of thesis background, non-native students need to face the language differences while confronted with the complex structured of thesis background.

Despite these difficulties, completing a thesis background is necessary to show students abilities at the end of their college years. This is also the reason and phenomena why TP AI rise up and bring a fresh breeze for today's students, especially for non-native students by assisting students to improve, organize, and manage their writing efficiently and effectively.[5]

The phenomena when non-native students face additional hurdles in grappling with linguistic barriers as well as the complexity of structures in writing thesis background has caught the researcher's attention and curiosity that really need to be explored further about what types were used, why they were chosen, how they were applied, and the impact of this technology towards students in improving the quality of their thesis background, especially for students in places that are still have been struggling to keep up with the advancement on the application of this technology.

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[5] Nicolas Schwenke. Heinrich Söbke. Eckhard Kraft. "*Potentials and Challenges of Chatbot-Supported Thesis Writing*." MDPI. (2023).

Despite the rapid advancement of technology in the era of globalization, many non-native countries in the world including some places in Indonesia have not been able to optimize the role of this technology,[6] not a few students are still misguided in utilizing this technology to help them in writing the thesis background.

In curiosity to the application of TP AI in writing thesis background, pilot study conducted in the researcher area in English Tadris Study Program of IAIN Curup, researcher found that there are many phenomena where non-native students are still have been struggling to optimally utilize TP AI in compiling thesis background.

Based on the pilot study that researcher conducted through interview, researcher found that the students who already completed their thesis background utilize several various of TP AI. Interested and curious about the types, motives, and step by step in using it, also the effect of those steps toward their thesis background quality, the researcher was moved to carry out this curiosity further, in addressing this curiosity, the researcher gathered the information from related findings in previous research to enrich the researcher's literacy of this context.

Previous correlated research landscape on the realm of Artificial Intelligence in terms of Text Processing on academic writing which is thesis in higher education degree reveals mixed findings. In higher education students category, Nabi Nazari et al found significant improvements in behavioral engagement among non-native

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[6] Riki Nuryadin and Marlina, *"Challenges in Artificial Intelligence Development in Higher Education,"* International Journal of Learning, Teaching and Educational Research 22, no. 3 (2023): 1-15, https://ijlter.org/index.php/ijlter/article/view/9598.

postgraduate students using an AI-powered digital writing assistant, suggesting its efficacy in promoting learning behavior and technology acceptance.[7]

Conversely, Rita Inderawati et al. discovered that while AI-generated writing tools like GPT facilitated idea generation, they did not significantly enhance essay writing proficiency, contrasting with traditional writing methods that preferred by some students in higher education.[8]

Moreover, in higher education educators category, Olsson et al investigated the challenge of distinguishing AI-generated essays from human-written ones, finding that teachers struggled to discern between the two, raising concerns about the potential misuse of AI-generated content within academia.[9]

These studies collectively underscore the nuanced impact of AI on writing pedagogy in certain tools such as digital writing assistant and GPT and the need for further research to elucidate its implications for educational practices and academic integrity. However, even with the extensive analysis provided by the researchers mentioned, no one of them dig up more about general content of Text Processing AI, it is still unclear about the specific types, motives, what and how is the best procedure or step by step to utilize it and provide a great positive impact to the quality of thesis background.

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[7] Nabi Nazari, Muhammad Salman Shabbir, Roy Setiawan. "*Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education.*" Science Direct. (2021).

[8] Rita Inderawati, Eka Apriani, Hariswan Putera Jaya, Kurnia Saputri, Erfin Wijayanti, Ifnaldi, Muthmainnah Muthmainnah. "*Promoting Students' Writing by Using Essay Writing GPT: A Mix Method.*" IGI Global. (2024)

[9] Olsson, August, Engelbrektsson, Oscar. "*A Thesis that Writes Itself: On The Threat of AI-Generated Essays Within Academia.*" DiVA. (2022).

The background of this research underscores the importance of exploring and discovering the specific types and motives also the best procedure of using TP AI in order to achieve the best positive impact on the quality of thesis background. This finding will help EFL learners more effectively and efficiently to understand, define, and set goals, as well as the best ways of achieving those goals using this technology through specific types and steps of using.

Through this finding, we will be able to ascertain what are the implications of this technology on the academic writing in the context of thesis background quality. In order to answer all of those research needs, the researcher will conduct various steps including a pilot study, analysis of theoretical framework, and applying several data collection techniques before analyzing and getting the results and jump to the conclusions of the usage of TP AI in writing thesis background.

By understanding, exploring and discovering the usage of TP AI in writing thesis background, it is hoped that the learners and educators will be able to optimize more about the role of TP AI as a valuable tool through technical use and positive implications.[10] Furthermore, it is also hoped that related stakeholders will be able to improve the support mechanisms available for students who are grappling with various challenges in their own academic writing. Regarding to all of those points of perspective, the researcher will fulfill the gap and address the objectives due to the curiosity and the significance. The researcher will explore ***The Usage of Text Processing Artificial Intelligence in Writing Thesis Background.***

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[10] Lim, F.V., Phua, J. "*Teaching Writing with Language Feedback Technology*." Elsevier. 54, 102518. (2019).

B. Research Questions

As the problems found in the background, the researcher formulates the research problems as follows:

1. What types of Text Processing AI do students use in writing Thesis Background?

2. What motives do students have in using Text Processing AI in writing Thesis Background?

3. How step by step do students apply in using Text Processing AI in writing Thesis Background?

4. In relation to the steps of using Text Processing AI, how does it affect the quality of Thesis Background?

C. Research Objectives

Referring to the questions above, the objectives of this study are as follows:

1. To ascertain the types of Text Processing AI do students use in writing Thesis Background.

2. To ascertain the motives do students have in using Text Processing AI in writing Thesis Background.

3. To ascertain the steps of how do students apply Text Processing AI in writing Thesis Background.

4. To ascertain the effect of students steps of using Text Processing AI in Thesis Background quality.

D. Delimitation of the Research

The research's requirements are identified by the subject and the purpose of the research itself. In terms of subject, this research is delimited for English Tadris Study Program graduates who have completed their thesis with Text Processing AI in 2024, in terms of purpose, this research is delimited to find out the types, the motives, the step by step of using and also the effect of those steps toward their thesis background quality.

In relation to this research, the researcher limits the context of this research to Text processing AI in academic writing context which is thesis background only, the researcher limits this context in regard to focus on the main point of the content.

E. Definition of Key Terms

There are several definition of key terms connected to this study defined by the researcher, those are as follows:

1. Artificial Intelligence

Defined by Kaplan and Haenlein, to understand data, learn from it, and achieve goals through adaptive modifications. AI, particularly deep learning technologies, influences daily life significantly. Despite positive impacts like assisting in information gathering and improving research quality, AI's expansion should complement human creativity rather than replace it, fostering collaboration and enhancing overall academic quality.[11]

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[11] Kaplan, Andreas; Haenlein, Michael. "*Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence.*" Elsevier. 62 (1): 15–25. doi:10.1016/j.bushor.2018.08.004. S2CID 158433736. (2019).

2. **Text Processing AI**

Text Processing is defined by Gerard Salton as the methods and techniques used to handle text data with the aim of transforming, analyzing, elaborating, editing, revising and retrieving ideas and information using machine, while Kaplan and Haenlein stated that AI is a system's ability to understand external input accurately, learn from data, and use that learning to achieve specific activities and goals through adaptable modification.[12] In summary, Text Processing AI is a machine learning that encompasses tools or machine learning that serve to facilitate human work through adaptable modification in the context of understanding, editing, revising, elaborating and changing text as our needs.

3. **Thesis Introduction**

According to Sara, a thesis background is the first section of a research paper or thesis that gives background information and establishes the scene for the research. It usually contains details about the research topic, significance of the research, problem statement, goal of the research, and the rationale for conducting the research in order to provide the reader with a comprehensive grasp of the thesis itself.[13] This academic endeavor as a main part of thesis typically involves thorough investigation, analysis, and synthesis of information, with the goal of contributing new knowledge or perspectives to a

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[12] Gerard Salton. "*Automatic Text Processing*." Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

[13] Kuul, Sara. *"Chapter One Introduction Background of the Study."* Research Gate. (2020).

particular field. Which means that Thesis Writing is the process of producing and crafting an original product of research as the essence of academic writing.

F. **Significance of the Research**

This research is expected to give a contribution to the English education and technology practical benefits as followings:

1. For Students

    The research explores how TP AI can significantly assist students in writing thesis background by offering enhanced writing support, automated assessments, and targeted feedback. This could lead to a more efficient and effective procedure of using and enhance the quality of thesis background as well as skill in academic writing experience, particularly in managing linguistic complexities.

2. For Teachers

    Educators can leverage TP AI to streamline assessment processes, providing more personalized and timely feedback and also comprehend the motives why students need to use TP AI beside of their mentorship. This is not only can reduce the burden of manual grading but also allows teachers to focus on tailored guidance and better mentorship techniques to students in writing thesis background. This output will encourage the integration of innovative pedagogical approaches enriched by AI tools in academic context.

3. For Institution

Institutions can gain efficiency by adopting types of TP AI tools in thesis evaluation, and contributing to quicker assessments. Additionally, the integration of AI aligns with institutional goals of enhancing educational quality, positioning the institution as forward-thinking and ready to address the evolving challenges of academic writing in the 21st century.

G. Organization of the Research

The framework of this research includes Chapter I, which covers the general information of the research, the problem with the research, the research questions, the research objectives, the delimitation of the research, the significance of the research, and the structure of the research.

Chapter II, it explains about the literature review which consist theoretical franework about TP AI, as well as the theory about thesis background which connected with the previous of related findings.

Chapter III, it explains the research methodology, including the research design, subject of the research, research data collection technique instrument, and also research data analysis technique.

Chapter IV, it explains about finding and discussion involving types of TP AI that students use in writing thesis background, the motives, the steps, and its implication towards their thesis background quality.

Chapter V consists of conclusion and suggestions, involving the conclusion of all the points and findings that already discussed in the research as well as the suggestions that are expected to broaden the understanding and pave the way for better related research in the future.

CHAPTER II

LITERATURE REVIEW

This present chapter reviews the literature employed as framework of this research, it covers some key concepts, theories, arguments, and indicators from each variable that will discuss and examine in this research.

A. Artificial Intelligence (AI)

Andreas Kaplan and Michael Haenlein as a system's capacity to accurately understand outside input, learn from that data, and use that learning to accomplish certain activities and goals through adaptable modification.[14]

Through its adaptable modification since the introduction to the society, AI has rapidly advanced with technologies like deep learning that already transform various aspects of human life. However, its development also raises ethical concerns, prompting ongoing efforts to ensure that AI aligns with human values and responsibly benefits society, particularly in the academic context, where its rapid advancement plays a crucial role.

In relation with the academic context, Artificial Intelligence plays an essential role in this 21st century, as stated by Lauren Leadbetter that AI is genuinely able to produce richer and more accurate writing text than other models or even traditional models.[15] This statement align and has been proven with a lot of supporting

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[14] Kaplan, Andreas; Haenlein, Michael. "*Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier, 62 (1): 15–25. doi:10.1016/j.bushor.2018.08.004. S2CID 158433736. (2019).

[15] Lauren Leadbetter. "*Maximizing Productivity and Quality in Senior Thesis Writing with Artificial Intelligence and Natural Language Processing Driven Tools.*" Data Science Commons. (2023).

research evidences, for instance in Vargas-Murillo et als' research which focus on the usage of AI Chat GPT in higher education which claimed that although it is important to reconsider the ethics of using technologies such as AI, there is no doubt that AI has the potential to elaborate academic and librarian-related processes with its ability.[16] This finding has brought a new insight about the role of AI in academic context despite of its positive and negative impact.

In academic fields like research and writing, AI role has proven to be a highly useful tool for tasks such as information gathering and supporting interdisciplinarity.[17] While it offers significant assistance, especially in improving and refining ideas as a positive impact, its role should remain supportive rather than replacing human creativity in order to avoid the negative outcome. For example, in thesis writing, rather than replacing students' creativity AI should help them to develop and polish their ideas which can lead them to a better outcome.

B. Text Processing

Gerard Salton explained that Text Processing involves methods and techniques for handling text data with the aim of transforming, establishing, and modifying it through machine.[18] Today, with the support of advanced AI technology in its machine, Text Processing is used in various applications, such as machine translation and sentiment analysis, while ongoing research works to improve

[16] Vargas-Murillo. Pari-Bedoya. Guevara-Soto. "*Challenges and Opportunities of AI-Assisted Learning: A Systematic Literature Review on the Impact of Chat GPT Usage in Higher Education*." International Journal of Learning, Teaching and Educational Research. (2023).

[17] Jennifer Chubb. Peter Cowling. Darren Reed. "*Speeding Up to Keep Up: Exploring The Use of AI in The Research Process*." Springer. (2022).

[18] Gerard Salton. "*Automatic Text Processing*." Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

efficiency and address ethical concerns like fairness and bias. This rapid development of Text Processing inseparable from the history of its development which faced several steps of journey.

The evolution of Text Processing spans decades of innovation, beginning with rule-based systems in the 1950s and 1960s that relied on manually crafted linguistic rules. Over time, the field transitioned to statistical and machine learning methods in the 1980s and 1990s, enabling more data-driven and robust text analysis.[19]

The true transformation came in the 2010s with the rise of deep learning, featuring models like artificial neural networks and transformers. These advancements have revolutionized natural language processing, achieving remarkable performance improvements and playing a pivotal role in various domains, including in academic context, where they significantly impact research and writing processes.

Text Processing plays an essential role in wide aspect, including in academic context such as in the process of composing thesis background. This process involves the integration of low-level skills, such as decoding and vocabulary comprehension, with higher-level cognitive that facilitate the synthesis, literacy and structure organization of complex ideas.[20]

The adoption of This technology in this process will enable students to be more efficient in analyzing the literatures, identify the gaps, and clearly articulate their

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[19] Keith D. Foote. "*A Brief History of Natural Language Processing*." Dataversity. (2023).

[20] Kendeou, P., van den Broek, P., & White, M. J. *"Effects of a Text-processing Comprehension Intervention on Reading Comprehension."* PMC. (2014)

ideas. This is align with the statement by Strobelt et al[21] that found Text Processing as a pivotal role in enhancing students quality and saving their manual efforts with its effectiveness advanced features.

C. Text Processing AI

Regarding to the definitions that already mentioned by Gerard Salton and Kaplan, Haenlein, researcher is able to pull a straight line that TP AI encompasses tools or machine learnings that serve to facilitate human work in the context of understanding, editing, revising, elaborating, and changing a text to fulfill human needs in today's globalization era.

Nowadays, AI involves the application of automated methods to process and modify text. This is aligne with the broader definition of AI that emphasizes learning from data and using that learning to achieve goals through adaptable modification.[22]

1. Types of Text Processing AI

Summarizing some key concepts from definition as the benchmark proposed by Gerard Salton[23] and Kaplan, Haenlein[24], there are several types of TP AI, those are as following:

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[21] H. Strobelt, D. Oelke, B. C. Kwon, T. Schreck and H. Pfister. "*Guidelines for Effective Usage of Text Highlighting Techniques*." IEEE Xplore, vol. 22, no. 1, pp. 489-498. doi: 10.1109/TVCG.2015.2467759. (2016).

[22] Lauren Leadbetter. "*Maximizing Productivity and Quality in Senior Thesis Writing with Artificial Intelligence and Natural Language Processing Driven Tools*." Claremont.edu. Data Science Commons. (2023).

[23] Gerard Salton. "*Automatic Text Processing*." Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

[24] Kaplan, Andreas; Haenlein, Michael. "*Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier, 62 (1): 15–25. doi:10.1016/j.bushor.2018.08.004. S2CID 158433736. (2019).

a) **Reference Based**

TP AI involves utilizing existing references, citations, or sources to enhance the content or provide additional information which focuses on understanding the output citations based on the researcher's needs and also editing this output to suit the researcher's current research needs.

This type of TP AI will incorporate external material to support or enrich the text being generated. For example, an AI tool that automatically adds relevant references and citations to academic papers based on the content being written, such as Zotero, Mendeley, Endnote, Connected Papers and Publish or Perish.[25]

One of the most popular example is Zotero, it is an open-access, easy-to-use reference management tool that serves as a personal research assistant. It helps users collect, organize, cite, and share research sources. Niwant stated in his research that Zotero allows users to save references from library catalogs, research databases, and the Web, and supports over than 10,000 citation styles, as well as Zotero can be used in writing a thesis background by helping users manage their references and citations.

It allows users to save references, organize them into collections, and tag them with keywords. Zotero also supports the creation of bibliographies

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[25] Nabi Javaid. *"Machine Learning — Text Processing."* Towards Data Science. (2018).

and citations in various styles, making it a useful tool for academic writing. Additionally, Zotero can be used to collaborate with others on a thesis, as it allows for sharing of libraries and group discussions.[26]

b) **Ideas Generate Based**

Ideas Generate Based is centered around generating new ideas, concepts, or content based on the input provided. This type of AI is used to brainstorm, create outlines, or develop new perspectives on a given topic by revising the ideas of users' instructions to be more comprehensive, complete or even effective.

Furthermore, this type of TP AI is able to elaborate users' ideas based on specific patterns as well as users' instructions to generate. An example would be an AI tool that suggests innovative angles or approaches for writing an academic essay based on the initial topic such as Chat GPT, Perplexity, Gemini, Humata AI, and Chat PDF.

The most well-known example is Chat GPT. In relation to this tool, Lock, Samantha stated that Chat GPT (Chat Generative Pre-trained Transformer) is a chat bot developed by Open AI that allows users to fine-tune and steer conversations towards a desired style, format, level of detail, and language with sequential prompts and replies in order to trigger and generate ideas.[27]

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[26] Rakshikar Niwant. *"Zotero: an ultimate citation management tool for researchers and academicians."* Research Gate. (2015).

[27] Lock, Samantha. "*What is AI chat bot phenomenon Chat GPT and could it replace humans?.*" The Guardian. (2022).

In an academic world, how to trigger an idea and how to elaborate it become a crucial way to construct a good research. Not a few students experience these problems when compiling their thesis background, in relation to this problem Chat GPT that serves as a chat bot that assisting students to shape conversations and ideas through customizable styles and formats will help them in finding, elaborating and executing the idea.

c) **Text Modifier Based**

Text Modifier Based of TP AI involves altering, enhancing, refining or translating existing text to improve clarity, style, or structure. This type focuses on changing, paraphrasing, or rephrasing text to enhance its quality by fixing and changing text structures that are considered problematic or do not fit into certain patterns or just simply changing the form of structure or language from the original source language to the target language.

For instance, an AI tool that automatically modifies sentences for better readability, adjusts tone, or simplifies complex language in academic writing are Quillbot, Grammarly, Paraphrase.IO, DeepL and Cowriter AI. The most popular example is Quillbot, where regarding to Funt and Peter[28] as a software that utilizes AI to rewrite and paraphrase text in a careful and systematized manner.

As it is a valuable tool for academic writing, especially in thesis writing, it offers students with versatility and efficiency in improving students'

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[28] Funt, Peter. "*Opinion | Let ChatGPT and Quillbot Write Your Book.*" Wall Street Journal. ISSN 0099-9660. (2023).

quality and productivity. This outcome will assist and support them in order to overcome their writing problems in an academic context.

In the academic context, Quillbot appears to help learners and educators in terms of compiling their research and journal publication through the rewriting, editing and paraphrasing text into a better result.

Based on those statements, we can conclude that QuillBot is a completely useful tool to enhance writing, improve clarity, and prevent plagiarism. In thesis writing, where precision and clarity are crucial, QuillBot's ability to suggest alternative phrases and restructure sentences helps articulate arguments precisely and coherently.

The next popular example is Grammarly, Moore and Ben stated that Grammarly is cloud-based typing assistant, that focuses on reviewing and enhancing English text by identifying and correcting errors in spelling, grammar, punctuation, clarity, and delivery, as well as detecting plagiarism and suggesting replacements for identified errors.[29]

In this 21st century, as a typing assistant that provides text correction for writers that provides many advantages such as suggesting replacements for identified errors in a simple and better way make Grammarly as one of the most important tools that deserves further research.

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[29] Moore, Ben. "*Grammarly Review*." Research Gate. (2020).

Image 1 - Theoretical Framework of Text Processing AI

Text Processing AI encompasses tools or machine learnings that serve to facilitate human work in the context of understanding, editing, revising, elaborating, and changing a text to fulfill human needs in this globalization era.

Understanding and Editing

Revising and Elaborating

Changing

Reference Based

Ideas Generate Based

Text Modifier Based
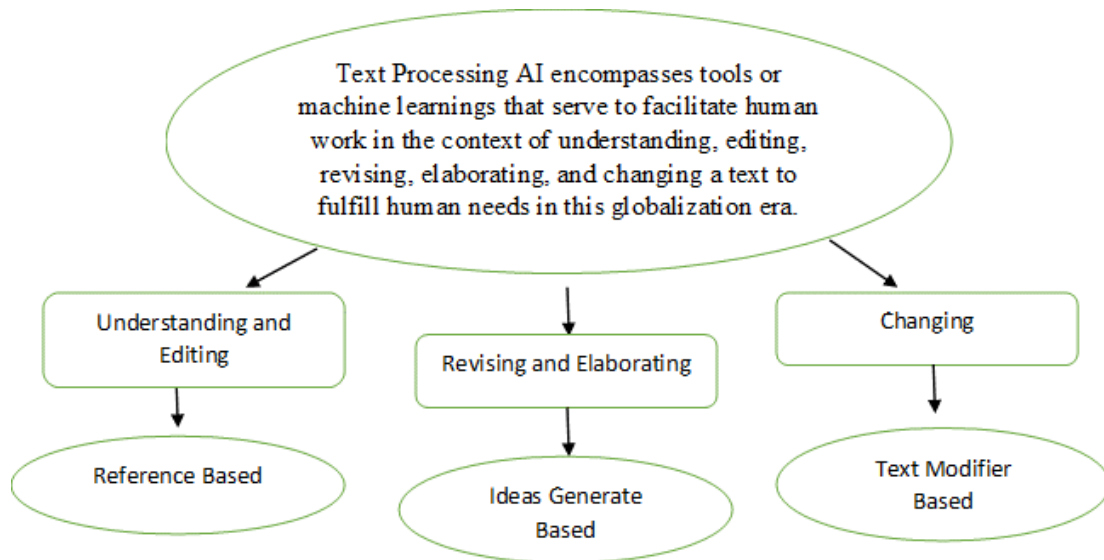
Table 1 - Examples of Text Processing AI

NO	TEXT PROCESSING AI		
	References Based	Ideas Generate Based	Text Modifier Based
1	Zotero	Chat GPT	Quillbot
2	Mendeley	Perplexity	Grammarly
3	Connected Papers	Humata AI	Paraphraser.Io
4	Research Rabbit	Gemini	DeepL
5	Publish Or Perish	Chat Pdf	Cowriter AI

2. **Motives of Using Text Processing AI**

Nabi Nazari et al stated that students have several motives in utilizing Text Processing AI, those are as follows:[30]

a) **Efficiency and Accessibility**

AI tools can significantly reduce the time required for writing and editing by automating many aspects of the process. Tools like Grammarly streamline proofreading, ensuring consistent styling, and quickly detecting errors, which saves researchers from manual effort and allows them to focus on content creation.

b) **Improving Writing Quality**

AI writing tools help improve clarity, coherence, and overall writing quality. They offer advanced grammar and vocabulary correction, rephrase suggestions, and adherence to academic writing conventions, these features can ensure that the final document reflects a high standard of professionalism.

c) **Feedback and Learning Support**

AI tools like Chat GPT and Gemini provide interactive feedback, helping students improve their writing skills over time. They offer suggestions for clarity and consistency, allowing students to learn from their mistakes and enhance their academic writing capabilities gradually.

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[30] Nabi Nazari, Muhammad Salman Shabbir b, Roy Setiawan. "*Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education*." Science Direct. (2021).

D. Thesis Background

Whitmore and Kaeli argued that thesis is a written work that fulfilled the author's research and finding while it is submitted as a support of a candidate's application for a professional or academic degree.[31]

As a part of thesis, thesis background refers to the first section of thesis that plays an essential role to introduce information and establishes the scene for the research which contains details about the research topic, significance of the research, problem statement, goal of the research, and the rationale for conducting the research in order to provide the reader with a comprehensive grasp of the thesis itself.[32]

The essential role of thesis, including thesis background for students make it as a part that will challenge them to overcome it through several solutions that appears today. While thesis background plays a pivotal role in deciding a quality of thesis as a document that deciding students' academic career, its complexity become a challenge for students, especially for non-native students that confronted with linguistic barriers also its complexity structure. Modern tools such as TP AI is one of the solution offers by today's technology era to assist students face this challenge.

In relation to the thesis background, TP AI rise up to bring a fresh breeze for its systematical structure and analysis, moreover the integration of Text Processing

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[31] Kaeli Nieves-Whitmore Miriam Sweeney. *"Reevaluating Space and Place in Academic Libraries."* Research Gate. (2020). doi: 10.21900/j.alise.2022.1026

[32] Kuul, Sara. *"Chapter One Introduction Background of the Study."* Research Gate. (2020).

within AI systems enables more efficient and sophisticated handling of textual information in writing thesis background.

Hence, with a helpful tool such as TP AI, students are able to read and search for reference materials more frequently and freely, this statement also corroborated by the results of Harsyah's research findings which shows that university students have high literacy and positive attitudes towards the use of Artificial Intelligence in academic writing such as thesis, further supporting the previous statement, this study also discovered a correlation between this variable and students' research careers in education.[33]

This finding showed that thesis background plays a pivotal role in deciding a quality of a thesis as a document that deciding students' academic career in education.

Hence, a quality of thesis, including thesis background can be measured by several techniques, one of the most well know is a technique that proposed by John Swales. This technique measured the quality of thesis background through its appropriate level in applying several key concept of rhetorical moves.

A rhetorical moves namely Create a Research Space (CARS) model of research introduction such as thesis background that proposed by John Swales used by most of the researchers from all continents in their academic literatures.[34] As a learner that need to fulfill thesis obligations as a requirement for academic literatures to

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[33] Syauqi Harsyah. "*The Exploration of Students' Literacy and Attitude in Using Artificial Intelligence for Writing Thesis*." Universitas Jambi.ac.id. (2024).
[34] Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About Writing, 12-15. (2014).

take the degree title, rhetorical moves from CARS model must be apply clearly in form of structure overview to ensure the quality. There are 3 moves that measured thesis background quality, those are described as follows.

1. **Move 1: Establishing a Territory**

    The researcher sets the research's context in this stage by giving the relevant background information on the topic. In order to ensure the quality of a good research background, one or more of the following steps should be applied.

    a) Step 1: Claiming Centrality

    In this step, the researcher encourages the reader to accept that the research is feasible by describing phenomena and the importance of the context to be studied.

    b) Step 2: Making Topic Generalizations

    Regarding current knowledge, practices, or phenomena in the field, the researcher provides general statements and variables' topic/definition clearly.

    c) Step 3: Reviewing Previous Items of Research

    The researcher summarizes the findings of previous relevant studies and identifies these sources of information with the research to be conducted.

2. **Move 2: Establishing a Niche**

    In this step, the researcher argues that there is an open "niche" in the existing research, a space that needs to be filled through additional research. researcher can create a niche in one of four ways:

    a) Counter-claiming

The researcher refutes or challenges earlier research by making a counter-claim.

b) Indicating a Gap

The researcher shows that previous research has gaps that must be filled and answered by the research to be studied in terms of theoretical or methodological.

c) Question-raising

The researcher asks questions about previous research, suggesting that additional research needs to be done.

d) Continuing a Tradition

The researcher presents the research as a useful extension of existing research.

3. **Move 3: Occupying a Niche**

In this move, the researcher turns the niche established in Move 2 into the research space that the researcher will fill by demonstrates how the researcher will substantiate the counter-claim made, fill the gap identified, answer the questions asked, or continue the research tradition. The researcher makes this move in several steps, described below. The initial step (lA or 1B) is obligatory, though many research articles stop after that step the next step is critical in ensuring the quality of academic literature such as thesis.

a) Step 1A: Outlining Purposes

The researcher explains the objectives of the research in clear terms of the current research.

b) Step 1B: Announcing Present Research

The researcher announces the current research in aspect to describe what it aims to achieve based on current articles.

c) Step 2: Announcing Principal Findings

The researcher presents a brief summary of key findings of the research and mention the thesis statements.

d) Step 3: Indicating the Structure of the Research Article

The researcher previews the briefly outline or structure of the research.

As outlined above, Swales identifies three essential components, known as "moves," that must be incorporated when writing a thesis background, each serving a distinct purpose in structuring the introduction effectively.

The application of all three moves ensures a well-developed that indicates a comprehensive output of thesis background, demonstrating a high level of academic writing proficiency. Students who successfully integrate two of these moves can still be considered sufficient in constructing a thesis background, though their work may still lack full coherence and depth.

Conversely, those who incorporate only one move exhibit a limited understanding of academic writing conventions, indicating a level slightly above insufficiency. At the lowest level, students who fail to apply any of the prescribed moves demonstrate a critical deficiency in writing skills.

This statement is also aligned with the indicator of student learning outcomes[35] which stated that there are several level that student's able to achieve as the output of their teaching and learning processes, including the outcome of writing thesis background. The following table provides a detailed explanation of these distinctions.

Table 2 – Students' Output Based on Thesis Background Quality

NO	THESIS BACKGROUND QUALITY	STUDENTS' OUTPUT
1	3 Moves	Comprehensive
2	2 Moves	Sufficient
3	1 Move	Limited
4	0 Move	Insufficient

E. Review on Related Findings

Previous correlated research landscape on the context of Artificial Intelligence (AI) in terms of Text Processing on academic writing which is thesis in higher education degree reveals mixed findings. In higher education students category, The first relevant research is entitled *Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education* (Nabi Nazari, Muhammad Salman Shabbir b, Roy Setiawan, 2021), this research found that the students who participated in the AI intervention group demonstrated statistically significant improvement in the scores of behavioral engagement, where the result also suggest that AI-powered writing tools could be an efficient tool to promote learning

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[35] Office of Institutional Research and Assessment. *"Developing and Using Rubrics to Assess Student Learning Outcomes at The Program Level."* University of North Carolina at Chapel Hill. (2017).

behavior and attitudinal technology acceptance through formative feedback and assessment for non-native postgraduate students in English academic writing.[36]

The second relevant research by Rita Inderawati, Eka Apriani, Hariswan Putera Jaya, Kurnia Saputri, Erfin Wijayanti, Ifnaldi, Muthmainnah Muthmainnah (2024) entitled *Promoting Students' Writing by Using Essay Writing GPT: A Mix Method*, this study aimed to determine how higher education students can improve their essay writing ability and how they respond to essay writing GPT, this research showed that GPT did not have a significant impact on students' essay writing ability, otherwise GPT makes students easier in constructing ideas because they do not need to think harder like traditional writing. In contrast, students in the control group found it easier to structure their essays the way they wanted.[37]

The third relevant research in students' category is entitled *AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools* by Wael Alharbi, this research indicate that shows that students are increasingly using a variety of AI-powered writing assistance tools to improve their writing. The tools they use can be categorized into four main groups: (1) automatic writing evaluation tools, (2) tools that provide automatic writing corrective feedback, (3) AI-powered machine translators, and (4) GPT-3 automatic text generators. The analysis also highlights experts' recommendations regarding the

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[36] Nabi Nazari, Muhammad Salman Shabbir b, Roy Setiawan. "*Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education*." Science Direct. (2021).

[37] Rita Inderawati, Eka Apriani, Hariswan Putera Jaya, Kurnia Saputri, Erfin Wijayanti, Ifnaldi, Muthmainnah Muthmainnah. "*Promoting Students' Writing by Using Essay Writing GPT: A Mix Method*." IGI Global. (2024).

use of AI-powered writing aids by learners and categorizes the recommendations into two groups, namely for researchers and educators.[38]

These three related findings which focuses on students collectively underscore the nuanced impact of AI on writing pedagogy in certain tools such as digital writing assistant tools and GPT and the need for further research to elucidate its implications for educational practices and academic integrity for students. However, even with the extensive analysis provided by the researchers mentioned, no one of them dig up more about general content of TP AI, it is still unclear about the specific types, clear motives, what and how is the best way to utilize it and provide a great positive impact to the quality of thesis background.

The next related finding in higher education is in educators category, the first one is a research entitled *A Thesis that Writes Itself: On The Threat of AI-Generated Essays Within Academia* (Olsson, August, Engel Brektsson, Oscar 2022), Research focusing on analyzing whether humans can distinguish AI-generated essays from human-written essays and what precautions can be taken to inhibit their use, by providing teachers at Halmstad University with human-generated and AI-generated texts and asking them to guess the source of the texts presented, the experiment concluded that the ability of teachers to distinguish AI-generated texts from human-written texts could not be proven.[39]

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[38] Alharbi Wael. "*AI in the Foreign Language Classroom: A Pedagogical Overview of Automated Writing Assistance Tools*." Educational Research International Hindawi. (2023).

[39] Olsson, August, Engelbrektsson, Oscar. *"A Thesis that Writes Itself: On The Threat of AI-Generated Essays Within Academia."* DiVA. (2022).

The next relevant research of higher education in educators category is conducted by Valerie A. Storey entitled *AI Technology and Academic Writing: Knowing and Mastering the "Craft Skills",* this research found that while AI can be used to help with many aspects of research and writing, it cannot replace the skills, knowledge, and critical thinking of doctoral candidates, and there are currently no AI-generated tools that can help with detailed and perfect chapter-by-chapter writing, as AI-generated tools continue to evolve, algorithms will be continues to evolve, the algorithms will become consistently reliable and can not only analyze and interpret but also make projections and recommendations based on the analyzed data going forward.[40]

These two related finding in the category of educators found students collectively underscore the nuanced role of specific AI tools on teachers' writing pedagogy, its implications for educational practices and academic integrity that is not enough for replacing educator role. However, despite the thorough analysis offered by the preceding researchers, none of them explored deeper into the general content of TP AI, it remains unclear what the specific types are, what their clear motivations are, and how best to use it to improve the quality of thesis background.

The next pertinent research is in the institution category which conducted by Guevara-Soto entitled *Chat GPT Usage in higher Education,* this pertinent study discovered that Chat GPT as a part of AI has the ability to systematically and positively enhance academic and librarian procedures; nonetheless, in this

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[40] Valerie A. Storey. "*AI Technology and Academic Writing: Knowing and Mastering the "Craft Skills".* IGI Global. (2023).

particular instance, it is crucial to reevaluate the ethics of adopting this kind of technology. Based on this study, we are able to conclude that AI plays a positive way in a higher education in terms of fulfilling institution needed, even if for sure we need to consider several aspects that could be a negative impact forward. This research mentioned the impact of AI adoption in institution context which revealed a positive result, this research collectively focuses on the adoption of certain AI in institution workplace rather than in specific product of higher education context such as thesis background.

Based on several research above, the researcher found that there are some similarities in previous research in the same field in focusing of the usage or the effect of AI in academic education category. It showed that AI adoption in higher education context influences the writing ability and also the nuances of learning and teaching ability.

Nevertheless, all of the similar previous research just focus towards one specific tool and one specific point of view in academic writing, those are tools like writing assistant like GPT, and the point of view about its adoption in institution level. However, there is no one of these previous related researchs that explore the usage of TP AI as a whole package in general, starting from its specific types, motives of using, steps of using and its effect towards thesis background quality. In light of this, the research aimed to give the further development of the research in the same field by conducting this present research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in this research, outlining the research design, subject of the research, technique of collecting data, instruments of the research, and techniques for analysis the data that had taken to clarify the usage of Text Processing AI in writing thesis background.

A. Kind of the Research

The research design adopted for this study is a qualitative approach, specifically a case study design. Cases are defined as individual entities in a study that aims to explain individual behavior, and so on. Case study methodology is the examination of these matters as they relate to case-based inquiry.[41] Furthermore, based on those theories, a case study is kind of the research that allows for an in-depth examination of a specific phenomenon within its real-life context.[42]

Qualitative methods are also successful in uncovering intangible elements like social norms, socioeconomic status, gender roles, ethnicity, and religion.[43] Which means, the main advantage of qualitative research is in its capacity that offer detailed explanations for some specific phenomenon.

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[41] Norman K. Denzin and Yvonna S. Lincoln. *"The SAGE Handbook of Qualitative Research Fifth Edition."* SAGE Publication Ltd, 5th ed., vol. 195 London: SAGE Publications Ltd. (2018).

[42] John Gerring. *"Case Study Research - Principles & Practices."* New York: Cambridge University Press, n.d. (2019).

[43] Natasha Mack et al. *"Qualitative Research Methods: A Data Collector's Field Guide."* USA. G Guest. (2005).

This is the reason why researcher chose this specific study design, because this study design aligned with the research objectives which provided a deeper and detailed explanation about intangible elements in education context, which is the usage of Text Processing AI in writing thesis background.

In order to address the research objectives, the researcher applied 3 different technique of data collections, the first one is semi-structured interviews that applied in order to ascertain the types and motives through 20 academic questions. The second one is narrrative analysis which applied to ascertain the experience of the steps taken in using TP AI in writing thesis background. The last one, the researcher applied document analysis in order find out the quality of students' thesis background and connect it with the steps taken to see if there are an implication. After gain the data the researcher analyzed the data thematically, understand the result, grouping and present it appropriately before draw a good conclusion.

B. Subject of the Research

The researcher employed purposive sampling as it is a widely used technique in qualitative research where participants are selected based on predetermined criteria that are relevant to the research questions.[44] Researcher chose this technique because this technique had made it easier for researcher to gain the data needed more precisely and in detail through predetermined criteria in order to address the research objectives.

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[44] Karina Kielmann, Fabian Cataldo, and Janet Seeley, *"Introduction to Qualitative Research Methodology."* DFID; Department for International Development. (2011).

In its implementation, the researcher selected 7 students' theses with different scores and titles. Then, the researcher conducted semi-structured interviews, asked them to write about their experiences regarding the procedures/steps of using Text Processing AI in writing their theses background and analyzed the completeness and perfection of their theses background. Afterward, the researcher continued to analyze, understand, and conclude all the collected data.

Essentially, there were 21 students who could have served as subjects in this research. However, due to their practical reason, some of them are not able to provide further information regarding their willingness to participate, only 7 students were available and agreed to be part of the research. In order to apply this technique, the researcher selected research subjects based on a group of individuals with these following criteria:

1. Students who already graduated and completed the Thesis in English Tadris Study Program of IAIN Curup.

2. Students from academic year of 2020/2021

3. Students who had completed their thesis with utilizing the tools of Text Processing AI.

The criteria for this research were established based on findings from the pilot study and the specific needs of the study. The pilot study revealed that most graduated students of English Tadris Study Program utilized TP AI in compiling their thesis backgrounds. Additionally, to ensure consistency and reliability, the researcher required a concrete and finalized thesis background, which can only be

obtained from graduated students whose thesis backgrounds are complete and unalterable.

Furthermore, the usage of Text Processing AI in Indonesian academic context, especially in TBI IAIN Curup started to reach its peak from the year of 2020/2021, Nemorin et al[45] found that the use of AI in education began to grow significantly due to the COVID-19 pandemic and implemented in a continuous and focused manner starting from the 2020 academic year.

This statement underscored the accelerated adoption of AI in academic contexts beginning in the 2020 academic year. Notably, most students in the English Tadris Study Program during this period began learning and utilizing AI in their academic activities as early as their first semester. This trend is further supported by the significant increase in student research focusing on AI themes, which far exceeded that of previous years. This surge clearly demonstrates a heightened interest in and rapid integration of AI among students compared to earlier academiyears.

Based on this pilot study overview the researcher decide that English Tadris Study Program students of 2020 academic year who already graduated in 2024 are the most appropriate subject of this research.

C. Technique of Collecting Data

The most important part in supporting and proving the research is the data. This research intends in exploring the usage of TP AI in writing thesis background. This

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[45] Selena Nemorin, Andreas Vlachidis, Hayford M. Ayerakwa & Panagiotis Andriotis. "AI hyped? A horizon scan of discourse on artificial intelligence in education (AIED) and development" Routledge. Taylor & Francis Group. (2022). https://doi.org/10.1080/17439884.2022.2095568

research requires several techniques in order to gain the best interpretation of the data result.

1. **Interview**

Interview is the most used technique in qualitative.[46] A semi-structured interview is a qualitative research method that combines a pre-determined set of open questions with the opportunity for the interviewer to explore particular themes or responses further.[47] Rather than asking respondents to explain why they had particular experiences, interviewers typically want accounts of how people perceive their world, its episodes, and its happenings.[48] According to Hancock, these open-ended questions not only help define the research's emphasis but also allow for in-depth discussions between the interviewer and the respondents.[49]

The researcher chose this type of interview approach because it allowed respondents freely to express the idea as the researcher is able to provide more appropriate questions based on the situation. This is align with the finding by Denzin and Lincoln[50] which found that semi-structured interview enables the researcher to make the subject visible as a knowledge-producing participant in the process itself, rather than hiding behind a preset interview guide.

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[46] Johanna Rivano Eckerdal, *"Qualitative Research Methods: Interviewing as a Way of Learning and Knowing."* EAHIL 12, no. 1 (2016): 36–39.
[47] Eckerdal, *"Qualitative Research Methods: Interviewing as a Way of Learning and Knowing."* 2016.
[48] Denzin and Lincoln. *"The SAGE Handbook of Qualitative Research Fifth Edition."* 2009.
[49] Eckerdal*, "Qualitative Research Methods: Interviewing as a Way of Learning and Knowing,"* 2016: 40.
[50] Denzin and Lincoln. *"The SAGE Handbook of Qualitative Research Fifth Edition."* (2009).

In the implementation, the respondents that are chosen have given questions based on the constructed theory and relevant gap derived from the analysis of the transcription as well as new questions can be derived as it needed. The indicator that are need to be clarified with interview are types of TP AI, and the motives of using TP AI, in relation to obtain more structured and organized data, also to address the research needs, the researcher divide this interview into 2 sections.

2. Narrative Inquiry

Narrative inquiry analysis is a type of qualitative data collection that focuses on interpreting the central narratives of the research group's individual tales as its primary goal, in this technique data is gathered and arranged using first-person narratives to help the researcher comprehend the participants' experiences.[51]

The researcher chose this technique because it can be understood that this technique is applied to obtain in-depth information in the form of narratives to achieve a research goal, by applying this technique, researcher got more in-depth concrete information about the experience in steps of using TP AI in writing their thesis background more comprehensively. Furthermore, to apply this technique, the researcher asked the respondents to share their experiences by writing down the steps they followed in using TP AI in writing the thesis background.

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[51] Kathleen Wells. "*3 Framework for Collecting Narrative Data.*" Oxford Academic. (2011).

3. Document Analysis

Document analysis is a methodical process for evaluating written information, including computer-generated and internet-transmitted content, as well as printed materials.[52] Comparing document analysis to survey data collection or social experience simulation, one of the primary benefits of document analysis is it is non-intrusiveness.[53]

This is the reason why researcher chose this technique, because the researcher aware of how crucial it is to apply this method to categorize, analyze and evaluate different document content in a methodical and non-intrusive manner.

In its implementation, the researcher utilized the students' thesis background to analyze the impact of students' steps in using TP AI towards their thesis background quality. The researcher obtained 7 students' thesis backgrounds with different, then the researcher analyzed the quality of those thesis background based on CARS model and connect it with the steps in using TP AI to see if there is any implication.

D. Instrument of the Research

Research instruments are crucial since they served as the researcher's tools for carrying out the research methodologies throughout the investigation. The researcher then used an interview guidance, narrative inquiry and document

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[52] Kimberly A. Neuendorf. "*The Content Analysis Guidebook*." SAGE. ISBN 978-1-4129-7947-4 (2016).

[53] Bryman, Alan; Bell, Emma. "*Business Research Methods* (3rd ed.)." Cambridge: Oxford University Press. ISBN 9780199583409. OCLC 746155102. (2011).

checklist based on the technique of data collection, furthermore, all of this blueprint of interviews, narrative and document already validated by an expert which allows the researcher to conduct the data structured in manner.

1. **Interview Guidance**

The researcher is able to ask relevant questions during the interview and collect relevant data using this instrument, which answered the research questions. In the first interview, the researcher formulated questions for the semi-structured interview based on the benchmarks of Text Processing AI from Gerard Salton[54] and Kaplan, Haenlein[55] in order to find out the types of Text Processing AI, then for the second interview to find out the motives of students in using Text Processing AI, the researcher used the theory from Nazari et al[56] as the benchmark.

Table 3 - Blueprint Interview of Text Processing AI Types

NO	THEORY	TYPES	INDICATORS	QUESTIONS
1	Gerard Salton. *"Automatic Text Processing"*. Addison-Wesley Longman Publishing Co., Inc. ISBN:978-	REFERENCE-BASED	1. Utilize existing references, citations, or sources. 2. Focus on understanding the output citations based on the	1. Do you utilize existing references, citations, or sources to enhance the content or provide additional information in your thesis background through Text Processing AI? 2. How do you understand the output citations

[54] Gerard Salton. "*Automatic Text Processing*." Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

[55] Kaplan, Andreas; Haenlein, Michael. "*Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier, 62 (1): 15–25. doi:10.1016/j.bushor.2018.08.004. S2CID 158433736. (2019).

[56] Nabi Nazari, Muhammad Salman Shabbir b, Roy Setiawan. "*Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education*." Science Direct. (2021).

0-201-12227-5. (1989). & Kaplan, Andreas; Haenlein, Michael. *"Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence".* Elsevier. (2019).		researcher's needs. 3. Edit the output to suit the researcher's current research needs.	from the references into your research? 3. What aspect do you edit from the citations before incorporate it into your research? 4. What specific tools that you use to understand and edit output citations into your thesis introduction?
	IDEAS GEERATE-BASED	1. Centered around generating new ideas, concepts, or content based on the input provided. 2. Revise the ideas of users' instructions to be more comprehensive, complete or even effective. 3. Elaborate users' ideas based on specific patterns as well as users' instructions to generate.	5. Do you generate new ideas, concept, or content based on the input provided by Text Processing AI? 6. What aspect do Text Processing AI revise from your original ideas? 7. How do you instruct Text Processing AI to elaborate your original ideas? 8. What specific tools that you use to revise and elaborate your thesis background ideas?
	TEXT MOFIFIER-BASED	1. Involve altering, enhancing, refining or translating existing text to improve	9. Do you altering, enhancing, refining or translating existing text on your thesis background to improve its clarity, style, or

			clarity, style, or structure.	structure through Text Processing AI?
			2. Focus on changing, paraphrasing, or rephrasing text to enhance its quality by fixing and changing text structures.	10. How do you change, paraphrase, or rephrase your thesis background through Text Processing AI?
			3. Change the form of structure or language from the original source language to the target language.	11. How do you change form of structure or language through Text Processing AI?
				12. What specific tools that you use to change, paraphrase and rephrase your thesis introduction?

Table 4 - Blueprint Interview of Motives Using Text Processing AI

NO	THEORY	MOTIVES	INDICATORS	QUESTIONS
2	Nabi Nazari, Muhammad Salman Shabbir b, Roy Setiawan. *"Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education."* Science	EFFICIENCY AND ACCESIBILITY	1. Significantly reduce the time required for writing and editing. 2. Saves researchers from manual effort. 3. Allows them to focus on content creation.	13. Do you utilize Text Processing AI due to its efficiency in reducing your time in writing thesis introduction? 14. How do you utilize Text Processing AI in order to save your manual effort? 15. Do you utilize Text Processing AI in order to focus on your thesis background content creation?
			1. Improving clarity, coherence, and	16. Do you utilize Text Processing AI in order to improving your

Direct. (2021).	IMPROVING WRITING QUALITY	overall writing quality. 2. Offer advanced grammar and vocabulary correction. 3. Rephrase suggestions, and adherence to academic writing conventions	thesis background clarity, coherence, and overall writing quality? 17. How do you utilize Text Processing AI in order to correct your thesis background grammar and vocabulary? 18. Do you utilize Text Processing AI in order to rephrase suggestion and adherence to academic writing conventions?
		FEEDBACK AND LEARNING SUPPORT	1. Provide interactive feedback. 2. Helping to improve writing skills over time	19. Do you utilize Text Processing AI due to its ability to provide an interactive feedback? 20. How do you utilize Text Processing AI in order to help you improving your writing skills over time?

2. Narrative Inquiry

In this instrument, researcher only dug-up information about how the steps that the students took in using Text Processing AI in writing their thesis through the writing paper form in order to support and get more detailed data on how step by step do students apply in using Text Processing AI in writing their Thesis.

To address this objective, the researcher also applied Gerrard Salton also Kaplan and Haenlein benchmark of Text Processing AI, which used as an instrumental theory for analyzing narrative content including the personal

experience of using Text Processing AI, describing the steps taken by students in writing their thesis.[57]

Table 5 - Blueprint Narrative Inquiry of Steps Using Text Processing AI

NO	THEORIES	STEPS OF USING TEXT PROCESSING AI	INDICATORS	✔
1	Gerard Salton. "*Automatic Text Processing*". Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989). & Kaplan, Andreas; Haenlein, Michael. *"Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier. (2019).	Understanding	1. Understand the output citations based on the researcher's needs.	
		Editing	1. Edit the output to suit the researcher's current research needs	
		Revising	1. Revise the ideas of users' instructions to be more comprehensive, complete or even effective.	
		Elaborating	1. Elaborate the ideas based on specific patterns as well as users' instructions to generate.	
		Changing	1. Change, paraphrase, or rephrase the text to enhance its quality by fixing and changing text structures.	
			2. Change the form of structure or language from the original source language to the target language.	

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[57] Gerard Salton. "*Automatic Text Processing*." Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

3. Document Checklist

In this checklist, the students' documents in the form of student thesis backgrounds were analyzed to see the completeness and perfection of the thesis based on Swales' CARS (Create a Research Space) rhetorical moves for research introduction model.[58]

Table 6 - Blueprint Document Checklist of Thesis Background Quality Moves

NO	THEORY	MOVES	INDICATORS	✔
1	Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About Writing, 12-15. (2014).	MOVE 1: ESTABLISHING A TERRITORY	a) Claiming Centrality, researcher describing phenomena and the importance of the thesis topic.	
			b) Making Topic Generalizations, researcher mentions general statement and topic/definitions of the thesis topic.	
			c) Reviewing Previous Items of Research, researcher summarizes the previous relevant studies and it with the research to be conducted.	
		MOVE 2: ESTABLISHING A NICHE	Establish a niche from one of the four techniques: a) Counter-claiming, researcher mentions a counter-claim towards previous research.	
			b) Indicating a gap, researcher mentions a research gap of the thesis theory or methodology.	
			c) Question-raising, researcher suggests additional research needs to be done.	

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[58] Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About Writing, 12-15. (2014).

			d) Continuing a Tradition, researcher presents the research as a useful extension of existing research.	
		MOVE 3: OCCUPYING A NICHE	a) Outlining Purposes, researcher explains the objectives of the research in clear terms.	
			b) Announcing Present Research, researcher describes what the research aims to achieve based on current articles.	
			c) Announcing Principal Findings, researcher presents a brief summary of key findings of the research and mention the thesis statements.	
			d) Indicating the Structure of the Research Article, researcher previews the briefly outline or structure of the research.	

E. Technique of Data Analysis

Thematic analysis is a systematic process that involves analyzing qualitative data to identify recurring themes or patterns that aid researchers in understanding the underlying meaning and experiences of participants.[59] It is a qualitative research method used to identify, code, and categorize patterns or themes in a data set.

The researcher chose this technique because its pivotal role that can assist the researcher uncover themes and patterns that might not be immediately obvious

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[59] Lester. Cho. Lochmiller. *"Learning to Do Qualitative Data Analysis: A Starting Point."* SAGE. (2020).

from the raw data, gain a deeper comprehension of the subject matter, and identify the key concepts and categories more precisely and in-depth. This technique provided insights of what, why, how and the effect of using TP AI in writing thesis background more effective and efficient. This is supported by Naeem et al[60] which stated the importance of this technique through 6 steps that must be taken, those steps are described below.

1) **Transcription, Familiarization with the Data**

   This is the initial stage of the thematic analysis process, which involves transcribing the data and familiarizing with it. The researcher dove into the content to understand all of the important passages.

   In this research, the researcher collected and organized qualitative data through semi-structured interviews, narrative analysis, and document analysis, then the researcher transcribed the data accurately and thoroughly, including nonverbal cues or contextual information through the results of the collected data. In last, the researcher read, re-read, and understood the transcription result comprehensively.

2) **Selection of Keywords**

   This stage involves a careful examination of the data through the data that had collected and transcripted. Researcher identified recurring patterns, terms or visual elements and establish them as keywords. These keywords summarize

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[60] Muhammad Naeem et al. *"A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research"*. International Journal of Qualitative Methods Volume 22: 1–18. (2023)

the participants' experiences and perceptions and are directly derived from the data that has been understood.

In this research, after being able to understand and be familiar with the transcribed data, the researcher examined each data carefully to identify any similar or recurring patterns or terms in order to decide to categorize them according to the keywords.

3) **Coding**

The third phase, which involves coding using brief words or phrases known as codes, helps to discover components associated with the research topics and simplifies complex textual material by converting it into a theoretical form.

In this research after the researcher identified the overall content through the keyword from the transcript and grouping them, the researcher coded the data by labeling or categorizing certain parts of the data based on emerging themes or patterns. Researcher used a systematic approach to coding, which is using abbreviations of students' name.

4) **Theme Development**

Theme development involves organizing codes into meaningful groups to identify patterns and relationships, thus providing insight into the research questions.

In this step, the researcher in this present research moved from a detailed analysis of codes and categories to better interpretation by creating themes, identify patterns and themes within categories, start from the types, motives,

the steps of using TP AI and its effect toward thesis background quality. In this phase the researcher applied color marker as pattern identifier for the data.

5) **Conceptualization Through Interpretation of Keywords, Codes, and Themes**

This conceptualization step involves fully understanding to define the concepts that emerge from the data. This conceptualization step involves fully understanding to define the concepts that have been generated from the data.

In this research, after the researcher was able to identify themes based on the research questions, the researcher refined them by narrating, describing and defining these themes in a structured manner to answer the research objectives.

6) **Development of Conceptual Model**

The final step in thematic analysis is the development of a conceptual model. This process involves creating a unique representation of the data to answer the research question and highlight the research contribution to the field.

Finally, in this step, the researcher had made the analysis process transparent by documenting the analysis process, including the steps taken and decisions that have been taken during the process. The researcher ensured that the results can be replicated by providing a detailed description of the methods used and present the results to the reader appropriately.

CHAPTER IV

FINDING & DISCUSSION

This section presents the findings of this research that conducted in the English Tadris Study Program of IAIN Curup, which explored the types, motives, steps, and steps effects towards thesis backgrounds quality. Based on data collected through semi-structured interviews, narrative inquiry, and document analysis, this study discovered four new insights that have not previously been explored in related research. These breakthrough findings, which offer a new perspective on the impact of AI on academic writing, are discussed in more detail in the sections below:

A. FINDING

The data for this research was collected from 7 students which completed a thesis project in English Tadris Study Program of IAIN Curup, the researcher used Semi-Structured Interviews in order to find out the types and motives of Text Processing AI that they were using in compiling a thesis background. A Narrative Inquiry was applied in order to find out the step by step that they applied in using Text Processing AI, furthermore Document Analysis was also applied in order to analyze the impact of those steps towards their thesis background quality.

1. Types of Text Processing AI

This part highlighted the types of TP AI tools utilized by students in the English Tadris Study Program of IAIN Curup for compiling their thesis backgrounds. Using semi-structured interviews, the researcher identified and

clarified the specific types and tools employed by the students during this process. The findings based on data obtained, which provide a comprehensive overview are summarized in the table below.

Table 7 - Finding Types of Text Processing AI

NO	TYPES	TOOLS
1	Reference Based	1. Connected Papers 2. Mendeley
2	Ideas Generate Based	1. Perplexity 2. Chat GPT 3. Humata AI 4. Chat Sonic 5. Gemini
3	Text Modifier Based	1. Quillbot 2. DeepL 3. Grammarly

The data above revealed that there are 3 types of TP AI that used by students in writing thesis background. These types are Reference Based, Ideas Generate Based and Text Modifier Based. Additionally, there were no other types that researcher found.

2. **Motives of Using Text Processing AI**

This section examined the motives behind the usage of TP AI by students in the English Tadris Study Program of IAIN Curup for compiling their thesis backgrounds. Through semi-structured interview, the researcher successfully identified and clarified these motives.

Interestingly, the research in this section not only revealed general findings based on the theory applied, but also interesting and unique new motives are

discovered. A detailed summary of these findings is presented in the table below.

Table 8 - Finding Motives in Using Text Processing AI

NO	MOTIVES IN USING TEXT PROCESSING AI
1	Efficiency and Accessibility
2	Improving Writing Quality
3	Feedback and Learning Support
4	Demanding of responsibility
5	Curiosity

The data revealed five key motives behind the adoption of TP AI in writing thesis backgrounds, as identified through semi-structured interview. Three of these motives align with existing theoretical framework, thsose are Efficiency and Accessibility, Improving Writing Quality, also Feedback and Learning Support.

In addition, the researcher found two new unique motives in this research, those are Demanding of Responsibility and Curiosity. These findings provide a deeper understanding of why do students integrate TP AI tools into their thesis background writing process.

3. **Steps in Using Text Processing AI**

This section outlines the steps taken by English Tadris Study Program of IAIN Curup students when using TP AI in writing their thesis background. Through narrative inquiry, the researcher successfully clarified these steps. The detailed steps applied by the students are summarized and presented in the table below.

Table 9 - Finding Steps in Using Text Processing AI

NO	STEPS IN USING TEXT PROCESSING AI	STUDENTS						
		(MF)	(YR)	(AS)	(IM)	(CK)	(NS)	(NA)
1	Understanding	✓	✓	✓	✓	✓	✓	✓
2	Editing	✓	✓	✓	✓	✓	✓	✓
3	Revising	✓	✓	✓	✗	✗	✓	✓
4	Elaborating	✓	✓	✓	✓	✓	✓	✗
5	Changing	✓	✓	✗	✗	✗	✓	✓

The table above described that there are 5 sequential steps which students applied in utilizing TP AI in writing the thesis background, those are understanding, editing, revising, elaborating and changing. There are 3 students who successfully applied all the steps, and rest of the students unsuccessfully applied all the steps.

What interesting is, the researcher found that, there is a correlation between the students' step by step in utilizing TP AI with their thesis background quality.

The result described that the students which applied a different step by step in using TP AI while writing thesis background, produce a different quality of the thesis background itself.

4. **Steps of Using Text Processing AI Effect towards Students' Thesis Quality**

This section displayed the finding of steps in using TP AI effect towards thesis background quality. The researcher successfully analyzed the steps of

using TP AI effect towards the thesis background quality through the document analysis technique based on the theory of CARS model which proposed by John Swales.

Table 10 - Finding Steps of Using Text Processing AI Effect towards Thesis Quality

NO	STEPS IN USING TEXT PROCESSING AI	THESIS BACKGROUND QUALITY	STUDENTS' OUTPUT
1	Understanding > Editing > Revising > Elaborating > Changing	Move 1 Move 2 Move 3	Comprehensive
2	Understanding > Editing > Revising > Elaborating > Changing	Move 1 Move 2 Move 3	Comprehensive
3	Understanding > Editing > Revising > Elaborating	Move 1 Move 2	Sufficient
4	Understanding > Editing > Elaborating	Move 1 Move 2	Sufficient
5	Understanding > Editing > Elaborating	Move 1 Move 2	Sufficient
6	Understanding > Editing > Revising > Elaborating > Changing	Move 1 Move 2 Move 3	Comprehensive
7	Understanding > Editing > Revising > Changing	Move 1 Move 3	Sufficient

The table above highlighted the effect of applying TP AI steps on the quality of thesis backgrounds. The data clearly indicateed that following a complete and sequential steps significantly enhanced the quality of the thesis background. This is evidenced by students who followed all the steps sequentially, successfully accomplishing the three essential moves in writing the thesis background, leading to Comprehensive Output. In contrast, students who

applied the steps incompletely or out of sequence produced thesis backgrounds of average quality, reflected in missing steps and Sufficient Output.

In summary, TP AI can assist students in maximizing their thesis background quality when they have applied all the steps systematically rather than relying solely on TP AI generated output. However, this finding showed that students must integrate their own ideas and creativity to ensure originality and depth in their work.

These findings which underscored that TP AI genuinely affect the thesis background quality is an edvidence for the importance of a systematic approach in using TP AI as a collaborative partner in shaping ideas to achieve a better thesis backgrounds outcomes while still relying on students' abilities.

B. DISCUSSION

Based on the definitions that already mentioned by Gerard Salton[61] about Text Processing (TP) and Kaplan, Haenlein[62] about Artificial Intelligence (AI), researcher is able to pull a straight line that TP AI encompasses tools or machine learnings that serve to facilitate human work in the context of understanding, editing, revising, elaborating, and changing a text to fulfill human needs in this globalization era, including in academic context.

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[61] Gerard Salton. "*Automatic Text Processing.* Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989).

[62] Kaplan, Andreas; Haenlein, Michael. "*Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier. doi:10.1016/j.bushor.2018.08.004. S2CID 158433736. (2019).

In the academic context TP AI offers opportunity to finish every work in efficiency with more accessibility, enhance the writing quality and also provide an interactive feedback as well as learning support.[63] The adoption of this positive impact in academic context such as academic writing already explored by many researchers before.

Valerie A. Storey[64] for instance, conducted a study for knowing AI technology in academic writing where he found that while AI can be used to help with many aspects of research and writing, it cannot replace the skills, knowledge, and critical thinking, and there are currently no AI-generated tools that can help with detailed and perfect chapter-by-chapter writing. This finding showed that AI is able to assist students in academic writing process but it is still not have been discovered what, why, how the way they utilized it, however, there is a probability in finding the best step by step in using it and in order to optimally utilize its potential for a better outcome.

Throughout this research, the researcher argued to find out and explore the gap that had not been discovered by many researchers before. Particularly interesting, researcher's argument in grouping the types of TP AI based on some key concepts already clarified by the result of interview data analysis which conducted from 29 August – 11 October 2024 in English Tadris Study Program of IAIN Curup, with

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[63] Nabi Nazari, Muhammad Salman Shabbir, Roy Setiawan. "*Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education*." Science Direct. (2021).

[64] Valerie A. Storey. "*AI Technology and Academic Writing: Knowing and Mastering the "Craft Skills"*. IGI Global. (2023).

the same process researcher also found 2 new motives in utilizing Text Processing AI obtained from the students.

Furthermore, the researcher also discovered the step by step in using TP AI through a narrative inquiry process, thus, its implication towards the thesis quality itself also found through a document analysis process. Researcher provide a deep discussion based on research findings below.

1. **Types of Text Processing AI**

   Referencing the preceding chapter, the researcher explained one of the objective of this research is to find out, grouping and specify the types of text Processing AI based on its focus and main function which never found and highlighted by any researcher before.

   The data result indicated that there are 3 types of Text processing AI found based in the first interview section.

   a) **Reference Based**

   The findings emphasized the use of Reference-Based of TP AI tools, such as Connected Papers and Mendeley in writing thesis backgrounds. These tools function as powerful support systems, utilizing existing references, citations, and external materials to enrich and align the text to the students' needs.

   Among the participants, three students (MF, NS, NA) used this types of TP AI in order to complete their thesis background, while four students (YR, AS, IM, CK) relied on manual process. This difference in

approach highlighted the different levels of technology adoption and underscores the importance of integrating TP AI tools into academic research.

Students who used Reference-Based of TP AI tools demonstrated greater efficiency and accuracy in their writing process, as these tools simplified the citation process and improved the coherence and depth of their content by incorporating relevant external sources. This is consistent with the findings of Raad et al[65] which suggest that AI tools such as Reference-Based significantly reduce the time required for research synthesis and improve the quality of academic texts or citations by offering contextualized and curated information. This statement means that Reference Based of Text Processing AI acted as a catalyst for productivity, allowing them to focus on the conceptual aspects of their research rather than the mechanical task of citation management. This statement is also aligned with the interview result.

> **MF3 interview data:**
> *"This is for the background section, so for the background I use several AI tools, the first one is like, Connected Papers, Connected Papers I use to make it easier for me to understand the relationship between journals or articles that I have obtained as reference……."*
> (Full, original and other interview results can be seen in the appendix section)

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[65] Bareq Raad, Farheen Anjum, and Zanyar Nathir Ghafar, *"Exploring the Profound Impact of Artificial Intelligence Applications (Quillbot, Grammarly, and ChatGPT) on English Academic Writing," International Journal of Integrative Research* 1, no. 10 (2023): 599-622, https://www.researchgate.net/publication/375238415.

In contrast, the four students who opted for manual methods reflect a preference for traditional academic practices. This could stem from a variety of factors, including unfamiliarity with TP AI tools, concerns about ethical considerations, or a belief in the authenticity and integrity of manually produced work which align with the study by Malik et al[66] which suggests that students recognize the value of manual writing processes in developing critical thinking skills and engaging deeply with their sources. This perspective suggests that while AI can enhance efficiency, it might not necessarily replace the cognitive rigor associated with manual writing. This statement also supported by the result of interview data.

> **YR1 interview data:**
> *"If it's directly from text processing AI, no. First, the references need to be obtained from Google Scholar. Automatically, we need to do it manually, not necessarily dependent in using text processing AI."*
> (Full, original and other interview results can be seen in the appendix section)

b) Ideas Generate Based

The findings highlighted the Ideas Generate Based type of TP AI such as Chat GPT, Perplexity and Gemini as a widely adopted tool among students for composing thesis background. This type of TP AI is distinguished by its ability to generate ideas, brainstorm concepts, and

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[66] A.R. Malik et al., *"The Impact of AI in Writing Academic Essays,"* International Journal of Educational Research Open. Elsevier. (2023).

elaborate on user-provided instructions as its main function. With its abundant features, this tool not only facilitates ideation but also assist in locating references and modifying text also. Notably, all students except AS adopted this AI type to support their thesis background writing contents and ideas.

The extensive adoption of this type of Text Processing AI among students suggests its effectiveness in addressing common challenges faced during the early stages of thesis which is idea generation and topic exploration. By engaging in brainstorming sessions and offering structured suggestions, this type of TP AI helps students overcome writer's block and develop well-rounded perspectives on their chosen topics. This aligns with findings from Eggley et al[67] who argued that generative AI tools enhance creativity by providing alternative viewpoints, brainstorm a feedback and frameworks for academic writing. This statement also supported by the result of interview data.

> **CK2 interview data:**
> *"For ideas, Chat GPT is the first one that is most often that i used, yes, the most famous Chat GPT is the same as one Perplexity, so those are the two bundles that are most often that I used, if for the part of brainstorming ideas and helping to find ideas or fresher content or something like that, more often in these two AI."*
> (Full, original and other interview results can be seen in the appendix section)

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[67] Eggley et al. *"ChatGPT in Academic Writing: A Threat to Human Creativity and Academic Integrity? An Exploratory Study."* Indonesian Journal of Innovation and Applied Sciences (IJIAS), 3 (3), 228-239. doi: 10.47540/ijias.v3i3.1005.

In contrats, the sole student (AS) who did not utilize this type of TP AI represent a subset of users who prefer manual approaches due to personal preferences, ethical concerns, or unfamiliarity with the technology. This is consistent with research by A.R Malik et al[68] which highlighted that some people perceive generative AI tools as a potential threat to originality and critical thinking, and then choose to rely on traditional methods. This also align with the interview result with AS, who prefers manual writing that offers a sense and deeper engagement with the subject and advisor matter.

> **AS1 interview data:**
> *"For chapter 1, the background, right, background. In the background is not too much. it's more to a face to face meeting, chapter 1 is not like that. It's just based on, we see from people's theses, we know what and how we need to take it. Mostly i just use the other thesis to simplify idea and the words."*
> (Full, original and other interview results can be seen in the appendix section)

c) **Text Modifier Based**

This type of Text Processing AI such as Quillbot and Grammarly underscores the universal adoption of text transforming AI tools among students for completing their thesis introductions. This type of AI is characterized by its ability to enhance, refine, paraphrase, or translate existing text to improve its quality. By improving clarity, style, and

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[68] A.R. Malik et al., *"The Impact of AI in Writing Academic Essays,"* International Journal of Educational Research Open 5 (2023): 9, Elsevier.

structure, it ensures that the text adheres to academic standards and user-specific requirements. Its function in text editing, paraphrasing, and translating makes it an indispensable tool in academic writing among all the students.

The function in text editing, paraphrasing, and translating feature of this TP AI type is particularly beneficial for students working in multilingual contexts as a non-native student. According to Kim et al[69], translation enabled TP AI tools assist non-native English speaking students in producing high-quality academic texts by bridging linguistic gaps. This not only enhances their writing performnce but also boosts their confidence in engaging with academic discourse in a second language, the widespread of this type of TP AI as a helpful tool indicate its important role in academic writing context.

The widespread use of this type among all students suggests its perceived importance in enhancing the quality of academic writing which needs a high standard of structure and literacy. Academic writing such as thesis often requires precision, coherence, and adherence to formal standards and literacy, which can be challenging for many students. Research by Song, Yanping[70] which highlighted how text-

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[69] Kim, S., Park, J., & Lee, H. *"Exploring Artificial Intelligence in Academic Essay Writing."* Science Direct. (2023): 13419.

[70] Cuiping Song, Yanping Song. *"Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students."* Educational Psychology Volume 14 (2023). https://doi.org/10.3389/fpsyg.2023.1260843

transforming AI tools significantly helps the cognitive effort required for revising and editing also changing certain patterns, allowing users to focus on content quality rather than structure and literacy correctness. This statement also aligned with the result of interview data.

> **NA4 interview data:**
> *"Specific assistive tools, DeepL, DeepL is the main one for that, like changing content, summarizing is also good in there. Grammarly, Grammarly, that's for sentence structure, if for example if it's less academic, that's DeepL, that's really good."*
> (Full, original and other interview results can be seen in the appendix section).

As stated by Rahimi and Zang[71] where the expand of globalization influences accros the mutli industal context including in academic field. This aligne with the findings of three types of TP AI which underscored the growing reliance on AI across distinct phases of academic writing, from ideation to linguistic refinement and referencing, pointing to its integral role in supporting student productivity and enhancing the quality of research outputs

2. **Motives of Using Text Processing AI**

Based on Nabi Nazari et al[72], where he stated the students motives in using AI in making their work more efficient and gain the accessibility, also improve the writing quality as well as feedback and learning support, the second purpose

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[71] Rahimi, M., Zhang, LJ. "*Writing task complexity, students' motivational beliefs, anxiety and their writing production in English as a second language.*" Springer 32 (3), 761-786. (2018).
[72] Nabi Nazari, Muhammad Salman Shabbir, Roy Setiawan. "*Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education.*" Science Direct. (2021).

of this research is to clarify, dig up and find out these motives which probably can be found the new motives in using TP AI.

Interestingly, as a result, the researcher not only clarified those 3 motives by Nabi Nazari et al, but researcher also discovered that there are also 2 new motives in using TP AI in writing the thesis background.

Additionally, similar with the findings of Nabi Nazari et al, the data of this research showed that most respondents utilize text processing AI to improve the quality of their writing, which aligns with its capabilities to enhance grammar, clarity, and coherence. Many students also use these tools for feedback and learning support, as well as to achieve greater efficiency and accessibility.

Trough the semi-structured interview fata result the researcher revealed that there are 5 motives that students have in using Text Processing AI in writing thesis background, these motives was not having by all of the students, there are 3 students that have all of the motives (MF, YR, NS) thus, there are 4 students that have 3 motives (AS, IM, CK, NA). All of these 5 motives revealed as follows.

a) **Efficiency and Accessibility**

The findings revealed that the primary motive for utilizing TP AI among students lies in its ability to reduce the time and effort required for writing and editing. Tools like Grammarly and ChatGPT automate many aspects of academic writing, including proofreading, stylistic adjustments, error detection, and idea generation. These capabilities to

save time and effort allow students to concentrate on content elaboration and alignment with their thesis objectives.

The efficiency and accessibility which allows students to save time and effort is consistent with broader trends in the adoption of AI in academic settings. Research by Bai and Lee found that Text Processing AI significantly accelerates the writing process by automating mundane tasks like grammar checks and stylistic corrections, which are critical for producing polished academic documents.[73] It means that these tools empower students to focus on higher-order concerns, such as argument development and content coherence, rather than being bogged down by technical errors.

Beyond error correction, the brainstorming feature of Text Processing AI tools like Chat GPT is highly valued to save students from manual efforts. This aligns with findings from Rafner et al**,** who argued that Text Processing AI enhances creativity by offering alternative perspectives, thereby helping students explore new ideas and approaches to their topics. For thesis writing, where originality and depth of content are crucial, this feature is particularly impactful to make students more efficient through its accessibility. Those statement mentioned above is also supported by the result of interview data.

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[73] Bai, Y., & Lee, J. *"The Impact of AI Writing Assistants on Academic Integrity."* International Journal of Educational Research 98 (2022): 123-135. https://doi.org/10.1016/j.ijer.2022.102123.

IM5 interview data:
"Okay, because what we know is that if we make it ourselves with our own ideas, it takes tremendous effort right, also tremendous time, but when we use AI, it saves us, time and energy also to make our thesis background so, it saves enough time for us."
(Full, original and other interview results can be seen in the appendix section).

b) Improving Writing Quality

The improvement of clarity, coherence, and overall writing quality emerges as a key motive for students to adopt TP AI in their thesis backgrounds. These tools offer advanced grammar correction, rephrasing suggestions, and guidance on academic writing conventions, enabling users to enhance their quality to achieve a professional level of writing that meets the rigorous standards of academic discourse.

The ability of TP AI to enhance writing quality is well-documented in the literature. According to Johnson and Wang**,** these tools improve text clarity and coherence by providing real-time feedback on grammar, punctuation, and vocabulary usage.[74] It means that such abundant features like rephrasing suggestions which provide by this technology help students refine their writing and produce polished documents with minimal effort.

Rephrasing suggestions provided by TP AI tools are particularly beneficial for students struggling to express complex ideas clearly. Kim

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[74] Johnson, M., & Wang, T. *"The Role of AI Tools in Academic Writing: A Virtual Tutoring Perspective."* Journal of Educational Technology 15 (2023): 45-60. https://doi.org/10.1016/j.jedutech.2023.02.003

et al found that these features enable users to convey their arguments more effectively, improving the readability and persuasiveness of academic texts.[75] Furthermore, tools like Grammarly and ChatGPT ensure that writing aligns with academic standards by flagging inconsistencies and recommending stylistic improvements for students.

The finding by all researchers above showed that students used Text Processing AI to improve their writing quality reflects the growing reliance on these technologies in education context. which emphasize the accessibility and usability of TP AI tools for diverse student populations. This statement aligned with the finding of interview data.

> **AS5 interview data:**
> *"It's like this, sometimes it's called in AI language. AI language is usually more like academic right. So automatically there are some words that we think are ambiguous according to us. We are not familiar and automatically we look for it. So from that we get the results of what this means. Automatically over time without us thinking we know it. Without thinking anymore."*
> (Full, original and other interview results can be seen in the appendix section).

c) Feedback and Learning Support

The adoption of TP AI tools like Chat GPT, which provide interactive feedback and long-term learning support, highlighted a significant motivation for students in writing their thesis background. These tools

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[75] Kim, S., Park, J., & Lee, H. *"Exploring Artificial Intelligence in Academic Essay Writing."* Science Direct. (2023): 13419.

facilitate incremental improvement in academic writing skills, enabling students to learn from their mistakes and refine their work over time.

TP AI tools are increasingly recognized for their role in offering constructive, and real-time feedback for academic writing skills improvement. Research by Huang et al showed that interactive AI tools help students identify and rectify errors in grammar, style, and structure, creating a dynamic learning environment.[76] Unlike static correction methods, interactive feedback allows students to engage in an iterative writing process, enhancing their understanding of academic writing conventions.

This ability of TP AI tools which provide learning support over time is particularly valuable. According to Johnson and Wang, these tools act as virtual tutors, offering explanations and suggestions that help users internalize writing rules and best practices.[77] The finding that all participants utilized AI tools for this purpose underscores their transformative impact on academic writing.

Researcher such as Rafner et al indicated that the accessibility and versatility of tools like Chat GPT, Perplexity and Gemini make them indispensable for students, particularly in higher education. Their ability

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[76] Huang, X., Zhang, Y., & Li, J. *"Enhancing Academic Writing Skills and Motivation: Assessing the Efficacy of AI-Assisted Instruction."* Educational Psychology 14 (2023): 1260843. https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1260843/full

[77] Johnson, M., & Wang, T. *"The Role of AI Tools in Academic Writing: A Virtual Tutoring Perspective."* Journal of Educational Technology. (2023). 45-60. https://doi.org/10.1016/j.jedutech.2023.02.0

to provide feedback tailored to individual needs ensures widespread adoption and powerful effectiveness.[78] This statement also supported by the statement in interview section.

> **CK7 interview data:**
> *"I think in AI I think it is, including those that we need feedback because I don't tend to read journals and such so AI is quite helpful with AI so it's like finding content or helping to find content or we need elaboration or something like that is one of the things that makes it a support for me to learn as well and improve how I should write again for the next one so it's one of the things that gives pretty good feedback."*
> (Full, original and other interview results can be seen in the appendix section).

Interestingly, the semi-structured interviews conducted during the study revealed two additional motives which not previously identified in the Nabi Nazari et al study, these motives revealed as follows.

d) Demanding of Responsibility

The first is Demanding of Responsibility. In regard to the data result, two students (MF, NS) feel obligated to meet the academic expectations from himself and also pressure from the people around them such as parents and lecturers. This demands and expectation leads them to the utilizing of TP AI in writing their thesis background.

In relation with the integration of Text Processing AI tools in academic writing such as thesis background has emerged as a significant

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[78] Rafner, L., Smith, R., & Jones, T. *"The Accessibility of AI Tools in Higher Education: Transforming Academic Writing."* International Journal of Educational Research (2023): 123-135. https://doi.org/10.1016/j.ijer.2023.102123.

response to the increasing demands placed on students by themselves and their surrounding environment, including parents and educators. Notably, students feel an obligation to fulfill academic expectations, which can create substantial pressure.

This phenomenon is supported by various research, Huang et al[79] emphasize that text-transforming AI tools significantly reduce cognitive effort required for revising and editing, allowing students to focus on content quality rather than linguistic correctness. This aligns with this research finding that showed students use these tools to meet high academic standards, as they can manage their workload more effectively while still producing quality work.

By minimizing the burden of linguistic precision and work more effectively, TP AI tools enable students to engage more deeply with their content, which allowing them in fulfilling both personal and external expectations. The study by Kim et al[80] highlighted how linguistic translation enabled AI tools assist non-native students in producing high quality academic texts by bridging the linguistic barrier.

This not only enhances their performance but also boosts their confidence in engaging with academic expectations in a second language. This finding suggest that students leverage AI tools to navigate

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[79] Huang, X., Zhang, Y., & Li, J. *"Enhancing Academic Writing Skills and Motivation: Assessing the Efficacy of AI-Assisted Instruction."* Educational Psychology. 14 (2023): 1260843.

[80] Kim, S., Park, J., & Lee, H. *"Exploring Artificial Intelligence in Academic Essay Writing."* Science Direct. (2023): 13419.

the complexities of academic writing, thereby meeting the expectations

set by themselves and others as a demand of their responsibility. This is

aligned with the statement by MF and NS in interview section.

> **MF12 interview data:**
> *"The first is internal factors, yes, **because of our responsibility to write a thesis and also external factors, such as factors from parents**, it is a factor that encourages me to be like a mood buster. So that in using Text processing AI to be more excited again, yes, besides the ideas that arise and also the development of ideas that come from the encouragement earlier."*
> (Full, original and other interview results can be seen in the appendix section).

> **NS9 interview data:**
> *"Maybe it's more of an internal motivation, **so how can I do it from myself, how can I finish this year**"*
> (Full, original and other interview results can be seen in the appendix section).

e) Curiosity

The second new motive is Curiosity, as one of the respondent (YR)

expressed a desire to explore and experiment with TP AI's potential.

The emergence of desire on curiosity as a motive for using Text

Processing AI tools reflects a broader trend among students who are

eager to explore the capabilities of technology in enhancing their

academic experiences. As noted in findings, one respondent (YR)

expressed a desire to experiment with Text Processing AI (Chat GPT)

potential, indicating that curiosity drives students to engage with these

tools beyond mere necessity.

Curiosity is a powerful motivator in educational contexts, often leading students to seek out new learning experiences and tools. Research by Fabiano et al[81] suggests that students who are curious about technology are more likely to adopt innovative tools, including AI, to aid their learning processes. This aligns with this research finding that curiosity prompts students to explore the potential of AI in their academic work.

The desire to experiment and explore the AI tools can enhance learning outcomes by fostering a deeper engagement with content. According to Zhao et al[82], students who actively explore and experiment with new technologies tend to develop better problem-solving skills and critical thinking abilities. This exploration not only satisfies their curiosity but also contributes to their overall academic development, as they learn to navigate complex information landscapes.

As highlighted by Smith and Jones when students engage with AI out of curiosity, they often discover new methods of expression and analysis that they may not have considered otherwise.[83] All of experts statement above also proven by the result of interview section.

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[81] Fabiano et al. *"How to Optimize the Systematic Review Process Using AI Tools."* Research Gate (2023).

[82] Zhao, L., Zhang, Y., & Liu, H. *"Exploring the Impact of Technology on Student Engagement."* Journal of Educational Psychology 115 (2022): 123-135.

[83] Smith, R., & Jones, T. *"Innovative Learning Through Technology: The Role of Curiosity."* International Journal of Educational Research 98 (2022): 45-59.

YR8 interview data:
"There is. What is it? For example, the first time Chat GPT tried it, it was still open beta. The 4.0 open beta. So when I first used it to formulate ideas, it was good. So the motive is because at the beginning it was good, so I wanted to test it with a description prompt, how good is it? Is it still good or not in the description prompt, yes it is still, in the detailed parts of Chat GPT is not good, in the general part, the broad is still good, that's why. So the motive is because Chat GPT was good at the beginning so I wanted to test."
(Full, original and other interview results can be seen in the appendix section).

Although only one respondent that mentioned about Curiosity in finding, the researcher could not leave this data because every data is important in qualitative study. Therefore, these data demonstrate the evolving relationship between students and TP AI itself, highlighting both practical and personal factors that influence its adoption in academic contexts.

3. **Steps of Using Text Processing AI**

The researcher argued in the preceding chapter about the steps in using Text Processing AI where all the students might be applied the different step by step. This desire has never been examined by any researcher before. In regard to address this desire, the researcher applied a narrative inquiry process throughout the result.

The narrative inquiry data result described that there are 5 sequential steps which students can apply in utilizing Text Processing AI in writing the thesis background. Hence, not all of the students are able to applied all of these 5 steps in order to maximize its function and gain the best output.

The data revealed that several students skipped several steps in using Text Processing AI, based on the narrative data, all of the students was successfully to apply the first and the second step, hence the differentiation appears in the third until fifth step where several students was unsuccessfully to apply those steps. The data showed that 2 students which are IM and CK missed the third step, 1 student which is NA missed the fourth step and 3 students which are AS, IM and CK missed the fifth step. Those 5 steps are described precisely below.

a) **Understanding**

This is the initial steps where students need to understand what they want and what they need to do with the assist of TP AI, the more they understand with their topic and needs, they will produce a more impactfull instruction (prompt) for TP AI which lead for a better outcome.

The successful completion of the first steps suggests that students are adept at recognizing their needs and goals, realize in correcting basic errors in their ideas as well as understand how to solve it with the assist of TP AI. This aligns with findings from Johnson and Wang, who notes that AI tools like Grammarly provide real-time feedback on grammar and sentence structure, enabling users to improve and understand their writing effectively.[84] This statement stated that such tools of TP AI help

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[84] Johnson, M., & Wang, T. *"The Role of AI Tools in Academic Writing: A Virtual Tutoring Perspective."* Journal of Educational Technology 15 (2023): 45-60. https://doi.org/10.1016/j.jedutech.2023.02.003.

students develop a foundational comprehension of academic writing which help them to comprehend a good prompt or instruction to utilize TP AI. This statement also proven by the interview data.

> **MF1 narrative data:**
> *"First, I start with comprehending the context of the background I write."*
> (Full, original and other interview results can be seen in the appendix section)

b) Editing

The second step is editing where students are able to realize some mistakes generated by AI and change it in a better form for their thesis background. The ability of students to edit TP AI generated content suggests a solid grasp of both the tool's capabilities and their own writing needs. Research by Huang et al supports this notion, highlighting that AI tools can assist students in realizing a mistake and editing their writing work by providing suggestions that align with academic standards.[85] This step enables students to make informed decisions about how to modify TP AI outputs to suit their unique contexts and objectives which involves more than just correcting errors.

This step requires students to critically evaluate and customize the output of AI-generated text. According to Johnson and Wang, effective editing is crucial for ensuring that academic writing not only adheres to

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[85] Huang, X., Zhang, Y., & Li, J. *"Enhancing Academic Writing Skills and Motivation: Assessing the Efficacy of AI-Assisted Instruction."* Educational Psychology 14 (2023): 1260843. https://www.frontiersin.org/articles/10.3389/fpsyg.2023.1260843/full

grammatical norms but also resonates with the intended audience and purpose.[86] This process empowers students to take ownership of their work by integrating their voice and perspective into the final product. This statement is also supported by the finding in interview result.

> **NS2 narrative data:**
> *"I edit and make it more human language into my thesis introduction."*
> (Full, original and other interview results can be seen in the appendix section)

c) Revising

The third step is revising where students need to consider the results of TP AI based on their prompts by refining the ideas generated by TP AI into more sustainable ones through interactive feedback and brainstorming.

In this step, specifically, two students (IM and CK) failed in applying this step when utilizing TP AI, it showed that these students just edit the input given by TP AI but after that they are not fully revise the output of their editing result in order to be more sustauinable comprehensive, complete and effective.

The sustainable comprehensive, complete and effective output in academic writing through revisions is crucial for developing advanced skills. As highlighted by Costa et al, effective academic writing involves

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[86] Johnson, M., & Wang, T. *"The Role of AI Tools in Academic Writing: A Virtual Tutoring Perspective."* Journal of Educational Technology 15 (2023): 45-60. https://doi.org/10.1016/j.jedutech.2023.02.003.

multiple drafts and revisions, where writers refine their own ideas through continuous feedback loops.[87] This statement means this process is critical to mastering complex writing tasks, which suggests that students can benefit from additional support on what they want to write themselves alongside the assist from TP AI tool. This is in line with the interview results.

> **AS3 narrative data:**
> *".. then I revise what I want to write."*
> (Full, original and other interview results can be seen in the appendix section)

d) Elaborating

The fourth step is elaborating where students are required to develop the results they have revised from the TP AI product by further refining and expanding these ideas into a better idea that that cover and align with their research objectives.

In relation to the implementation of this step, one student (NA) missed it while using TP AI. This result suggests that while NA successfully completed the revising stage, he struggled to transform the revised output into a better result to cover all of his research needs. This gap in the elaboration process highlighted the importance of this step as a common challenge that faced by students when using TP AI tools.

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[87] Costa, C., García, P., & Perrotta, C. *"Artificial Intelligence in Education: A Systematic Literature Review."* Computers & Education 203 (2024). https://doi.org/10.1016/j.compedu.2023.104165

Elaboration is important for enhancing the depth and clarity of academic writing. Research by Smith, J & Doe, A emphasizes that effective elaboration involves expanding on ideas and providing additional context, which is essential for conveying complex arguments clearly.[88] This statement showed that when students rely solely on AI generated content without engaging in the elaboration process, they risk producing text that lacks personal insight and depth, which may not fully align and cover their research objectives. This is also aligned with the finding of interview result.

> **YR4 narrative data:**
> *"I elaborate and process them in my note making sure that all of the main topics in my study covered."*
> (Full, original and other interview results can be seen in the appendix section)

e) Changing

The last step is changing where students change the form, structure or even the language of their elaborated writing from the output produced by TP AI previously by making them more human-like in order to avoid any form of plagiarism.

In relation to this step implementation, three students, AS, IM, and CK, did not complete this last step. While these students successfully engaged in understanding, editing, revising, and elaborating their thesis

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[88] Smith, J., and Doe, A. *"The Importance of Elaboration in Academic Writing."* Journal of Academic Writing 15, no. 2 (2023): 45-60. https://doi.org/10.1234/jaw.2023.002.

background outputs by TP AI, they stopped short of enhancing the grammatical form and structural quality of their research.

The inability to change or modify their elaborated outputs is concerning, as this step is crucial for enhancing their skills and quality in order to meet academic standards as well as avoiding any kind of plagiarism.

Many research indicates that effective writing involves multiple iterations of changing certain patterns even after editing, revising and elaborating to ensure its clarity and coherence. According to the KU Writing Center, the changing phase should focus on correcting structure, punctuation, and ensuring that the text adheres to academic conventions or avoiding form of unhuman-like product.[89] This indicates that without completing the changing step, students may produce work that lacks the necessary polish and professionalism expected in academic writing. This is also supported by the result of interview data.

> **NA5 narrative data:**
> *"Changed some of the sentences in it to make it more appropriate."*
> (Full, original and other interview results can be seen in the appendix section)

Moreover, changing require critical engagement with the text to enhance its appropriateness, that is why students must actively reflect on

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[89] KU Writing Center. *"The Writing Process."* (2024). https://writing.ku.edu/writing-process

their previous steps to take this last step and make necessary adjustments to ensure their writing communicates their ideas human-like effectively.

Furthermore, after analyze the steps in using TP AI that applied by students in thesis background writing process, interestingly, the researcher found a huge correlation between the students' steps in utilizing TP AI and the quality of their thesis background. The data revealed that, those steps affected their overall thesis background quality which also lead to their overall thesis output.

4. **Steps of Using Text Processing AI Effect towards Thesis Background Quality**

As the researcher stated in the section above, where the researcher found the correlation between students' step in using Text Processing AI and their thesis background quality by utilizing the theory of CARS model[90], the researcher analyzed all of the thesis background one by one in order to gain the fully comprehensive result.

The data analysis result revealed that all students with a comprehensive quality of thesis background did not skip any steps which means that all of them students are successfully to understand, edit, revise, elaborate and change the output while utilizing TP AI in writing thesis background, while all students who have a sufficient quality of thesis background skipped several steps in the process as describe in advance.

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[90] Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About Writing, 12-15. (2014).

This result suggests that a more consistent and thorough application of the steps in using Text Processing AI lead to better quality of thesis background outputs and, consequently, a comprehensive output in writing thesis background. This result highlighted the importance of following the prescribed process in utilizing TPAI tools effectively to enhance the quality of the thesis background.

The data revealed that several thesis background already have a good and complete quality based on CARS model, there are 3 students who have completed the 3 moves in their thesis background, they are MF, YR and NS. Beside of that, there are 4 students who have not completed the 3 moves in their thesis background, they are AS, IM, CK and NA. These 3 moves which deciding students' thesis background quality is described as follows.

a) **Move 1**

In this move of thesis background, the author sets the research's context by giving the relevant background information on the topic. In order to ensure the quality of a good research background, the author must claim the centrality of their thesis, or generalize their thesis topic or review some previous related research. An author needs to make sure that at least one of these criteria must be appear in the thesis background.

According to John Swales, a good background chapter should incite the reader to read the rest of the thesis by establishing the context of the topic, the motivation for undertaking your work and the importance of

your research.[91] This structure helps situate the research within existing literature and demonstrates its relevance. This statement is also supported and can be seen in the result of students' thesis background analysis.

> **MF document analysis move 1: step 1 data:**
> *"Vocabulary has an essential part in learning and language teaching as the main part to develop other skills successfully, considering that vocabulary knowledge plays as the basis of all thoughts and feelings for being expressed and conveyed through the medium of language. (Page: 1, Paragraph: 1)."*
> (Other document analysis results can be seen in the appendix section)

Based on the mentioned statement, it emphasizes that a strong thesis background not only outlines the research problem but also engages the reader by establishing the significance of the research.

b) **Move 2**.

In writing a thesis background, the researcher must clearly argue that there exists an open "niche" that requires further exploration through additional research. This involves stating the necessity of their work by identifying a gap in the existing literature, raising pertinent questions, or continuing a tradition from previous studies. According to the Create a Research Space (CARS) model proposed by Swales, this process is critical for establishing the significance of the research. This statement

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[91] Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About Writing, 12-15. (2014).

described that the second move, which focuses on establishing a niche, is particularly important as it allows researchers to justify their study by highlighting what has not been addressed in prior research.

In relation to this research, all of the students except NA already stated this move in their thesis background which can be reached mostly through indicating a gap that their research aims to fill that indicates the uniqueness and originality of their research. This statement is also supported and can be seen in the result of students' thesis background analysis.

> **YR document analysis move 2: indicating a gap data:**
> *"However, even with the extensive analysis provided by the aforementioned studies, it is still unclear exactly how the errors relate to the language acquisition process. Furthermore, the aforementioned study makes no mention of how Prof. Gill's Effort Model influenced the interpretation. This is very unfortunate, especially if we look back to the rich study of SLA23 and its potential effect on student language acquisition. (Page 4, Paragraph 1 & 2)"*
> (Other document analysis results can be seen in the appendix section)

This finding is also aligned with a statement by Paltridge and Starfield,[92] effectively establishing a niche is vital for demonstrating the originality and relevance of one's research within the academic community. Therefore, at least one of the second move criteria must be present in a well-structured thesis background to ensure the clarity and

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[92] Paltridge, Brian, and Sue Starfield. "*Establishing a Niche: A Corpus-Based Study of Interpersonal Discourse Strategies in Thesis Introductions."* Open Linguistics 8, no. 1 (2022): 190-207. https://doi.org/10.1515/opli-2022-0190.

purpose. This statement is aligned and found in the result of document analysis of thesis background.

c) **Move 3**

In this move, the researcher must transform the niche identified in Move 2 into a research space that they will fill by demonstrating how they will address the counterclaims, fill identified gaps, answer raised questions, or continue a research tradition in order to produce a strong academic writing product.

To produce a strong thesis backgrounds, it is essential for the researcher to state this move clearly by outlining the purposes of their research, announcing the present research's significance, and indicating the structure of the research as needed.

This crticallity is supported by Swales,[93] which stated that this final move is crucial for establishing the relevance and contribution of the research. In this context, an author must articulate their research objectives and findings to provide clarity on how their work adds value to existing knowledge. This statement is also aligned and found in the result of document analysis of thesis background.

> **NS document analysis move 1 step 1 data:**
> *"After all the information that have been explained above, the researcher find that it is important to investigate the effects of flipped classroom in enhancing students reading comprehension and investigate students' perception towards the use of flipped*

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[93] The C.A.R.S. Model - Organizing Your Social Sciences Research Paper," University of Southern California Libraries. (2024). https://libguides.usc.edu/writingguide/CARS.

> *classroom mediated by LMS at first grade of Senior High School Number 2 Rejang Lebong. Therefore, the researcher conducted 8 the research entitled The Effect of Using a Flipped Classroom Mediated by Learning Management System On Students Reading Comprehension. (Page: 7, Paragraph: 3)"*
> (Other document analysis results can be seen in the appendix section)

In relation to this research, four students (MF, YR, NS, NA) successfully applied this move in their thesis backgrounds, indicating their ability to effectively communicate their research's significance and structure. Conversely, three students (AS, IM, CK) who missed several steps in utilizing TP AI while compiling their thesis background struggled with this aspect, indicated a failing to adequately occupy the niche in their thesis background.

This is also align with the finding by Fakhri et al that highlights the importance of not only identifying a research niche but also effectively communicating how their research addresses that niche to ensure clarity and engagement with the audience which actually how a good thesis background crafted.[94]

The finding of this research showed that the steps involved in utilizing TP AI directly affect the quality of thesis background. Students who completed all the sequential steps in utilizing TP AI produced a better quality of thesis

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[94] Fakhri, Ali, and others. *"Evidence-Based Understanding of Introductions of Research Articles."* Scientometrics 125, no. 3 (2020): 1917-1939. https://doi.org/10.1007/s11192-020-03475-9.

background that has all of the 3 essenttial moves which indicated a comprehensive output in writing thesis background.

In contrast, students who skipped or did not fully implement the sequential steps produced an average quality of thesis background which doesn't have all of the 3 essential moves, this average quality of thesis background which indicated a sufficient output in writing thesis background.

This data result suggests that proper implementation of the TP AI steps of using is critical to improving the quality of thesis backgrounds and earning higher students' output.

CHAPTER V

CONCLUSSION

A. CONCLUSSION

1. Types of Text Processing AI

Through the exploring and investigating with semi structured interview based on some key concepts which proposed by Gerard Salton and Kaplan, Haenlein, the researcher already clarified the types of TP AI which lead the researcher into a discovery that TP AI has certain types that focus on certain key performances and functions despite having some other functions that are similar to each other.

The types of TP AI are Reference Based which focus into utilizing citation and edit certain references into current research needs, Ideas Generate Based which focus into generate idea through brainstorming concept which involves revising and elaborating certain patterns, and also Text Modifier Based which focus into altering, paraphrasing through changing certain forms, structure or even a language of the text.

2. The Motives of Using Text Processing AI

Referencing the theory of Nabi Nazari et al through semi structured interview, the researcher clarified why the students utilize Text Processing AI in writing thesis background, its efficiency and accessibility in saving their time and manual effort, which also improve the writing quality by fixing certain mistake and give certain new vocabularies and also its feedback and learning

support in brainstorming and support student academic quality overtime become the result of the motives that students have in using TP AI in writing thesis background.

Interestingly, the researcher also clarified the existence of new motives underlying the action of using TP AI in writing the background of thesis, those are demanding of responsibility where students need to fulfill intern and extern expectation and also curiosity where students interest to test the effectiveness of TP AI.

3. **Steps for Using Text Processing AI**

In conclusion, the researcher found that there are 5 sequential steps for using TP AI, those are understanding to be able in providing a good prompt, editing in order to suit more to their research, revising in order to be more effective, elaborating to expand the output and changing in order to gain a better structure or form and avoid plagiarism, these 5 steps are necessary in order to maximize the potential of TP AI itself. While implementing these 5 sequential steps in using TP AI, the researcher also found that students utilize TP AI in different steps which lead them into different outcome of thesis background quality.

4. **Steps of Using Effect towards Thesis Background Quality**

The researcher also discovered that the steps that students applied in utilizing TP AI affects their overall thesis background quality. In summary, through a John Swales's CARS model of document analysis technique, which encompasses move 1 to establish a territory, move 2 in order to establish a niche

and move 3 in order to occupying the niche as the indicators of thesis background quality.

The research found that students who followed all the steps in using TP AI successfully applied the three essential moves, demonstrating a comprehensive output in writing the thesis background. In contrast, students who skipped several steps struggled to apply all three moves effectively, resulting in only sufficient output in their thesis background writing.

B. SUGGESTION

The most impactful direction for future research lies in developing best practices for using TP AI in academic writing. Establishing standardized frameworks or guidelines can address differences in how students use these tools and ensure consistent, high-quality results.

Such research would benefit from experimental studies that test different approaches to using TP AI, with clear metrics to evaluate their effectiveness in improving writing quality. By identifying optimal steps, techniques, and tool combinations, this research could provide students with actionable insights to maximize the benefits of AI while avoiding common pitfalls, such as skipping critical steps in the process.

Moreover, establishing best practices will bridge the gap in students' TP AI familiarity, ensuring equitable access and enhancing academic writing. This approach maintains AI as a supportive asssiting tool, fostering skill development while preserving academic integrity and credibility.

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APPENDICES

APPENDIX 1
INSTRUMENT

			3. Elaborate users' ideas based on specific patterns as well as users' instructions to generate.	8. What specific tools that you use to revise and elaborate your thesis introduction ideas?
		TEXT MOFIFIER-BASED	1. Involve altering, enhancing, refining or translating existing text to improve clarity, style, or structure. 2. Focus on changing, paraphrasing, or rephrasing text to enhance its quality by fixing and changing text structures. 3. Change the form of structure or language from the original source language to the target language.	9. Do you altering, enhancing, refining or translating existing text on your thesis introduction to improve its clarity, style, or structure through Text Processing AI? 10. How do you change, paraphrase, or rephrase your thesis introduction through Text Processing AI? 11. How do you change form of structure or language through Text Processing AI? 12. What specific tools that you use to change, paraphrase and rephrase your thesis introduction?

- Semi-Structured Question for Types: Is there any other types of TP AI that you used beside all of TP AI that we have discussed?

INTERVIEW OF MOTIVES USING TEXT PROCESSING AI BLUEPRINT

(VALIDATED)

NO	THEORY	MOTIVES	INDICATORS	QUESTIONS
2	Nabi Nazari, Muhammad Salman Shabbir b, Roy Setiawan. *"Application of Artificial Intelligence Powered Digital Writing Assistant in Higher Education."* Science Direct. (2021).	EFFICIENCY AND ACCESIBILITY	1. Significantly reduce the time required for writing and editing. 2. Saves researchers from manual effort. 3. Allows them to focus on content creation.	13. Do you utilize Text Processing AI due to its efficiency in reducing your time in writing thesis? 14. How do you utilize Text Processing AI in order to save your manual effort? 15. Do you utilize Text Processing AI in order to focus on your thesis content creation?
		IMPROVING WRITING QUALITY	1. Improving clarity, coherence, and overall writing quality. 2. Offer advanced grammar and vocabulary correction. 3. Rephrase suggestions, and adherence to academic writing conventions	16. Do you utilize Text Processing AI in order to improving your thesis clarity, coherence, and overall writing quality? 17. How do you utilize Text Processing AI in order to correct your thesis grammar and vocabulary? 18. Do you utilize Text Processing AI in order to rephrase suggestion and adherence to academic conventions?
		FEEDBACK AND LEARNING SUPPORT	1. Provide interactive feedback. 2. Helping to improve writing skills over time	19. Do you utilize Text Processing AI due to its ability to provide an interactive feedback? 20. How do you utilize Text Processing AI in order to help you improving your writing skills over time?

- Semi-Structured Question for Motives: Is there any other motives that you have in using TP AI beside all of the motives that we have discussed?

NARRATIVE INQUIRY OF STEPS IN USING TEXT PROCESSING AI BLUEPRINT

(VALIDATED)

NO	THEORIES	STEPS OF USING TEXT PROCESSING AI	INDICATORS	✓
1	Gerard Salton. "*Automatic Text Processing*". Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989). & Kaplan, Andreas; Haenlein, Michael. *"Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence"*. Elsevier. (2019).	Understanding	1. Understand the output citations based on the researcher's needs.	
		Editing	1. Edit the output to suit the researcher's current research needs	
		Revising	1. Revise the ideas of users' instructions to be more comprehensive, complete or even effective.	
		Elaborating	1. Elaborate the ideas based on specific patterns as well as users' instructions to generate.	
		Changing	1. Change, paraphrase, or rephrase the text to enhance its quality by fixing and changing text structures.	
			1. Change the form of structure or language from the original source language to the target language.	

**DOCUMENT CHECKLIST OF THESIS INTRODUCTION QUALITY
MOVES BLUEPRINT**

(VALIDATED)

NO	THEORY	MOVES	INDICATORS	✓
1	Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About Writing, 12-15. (2014).	MOVE 1: ESTABLISHING A TERRITORY	a) Claiming Centrality, researcher describing phenomena and the importance of the thesis topic.	
			b) Making Topic Generalizations, researcher mentions general statement and topic/definitions of the thesis topic.	
			c) Reviewing Previous Items of Research, researcher summarizes the previous relevant studies and it with the research to be conducted.	
		MOVE 2: ESTABLISHING A NICHE	Establish a niche from one of the four techniques: a) Counter-claiming, researcher mentions a counter-claim towards previous research.	
			b) Indicating a gap, researcher mentions a research gap of the thesis theory or methodology.	
			c) Question-raising, researcher suggests additional research needs to be done.	
			d) Continuing a Tradition, researcher presents the research as a useful extension of existing research.	
		MOVE 3: OCCUPYING A NICHE	a) Outlining Purposes, researcher explains the objectives of the research in clear terms.	
			b) Announcing Present Research, researcher describes what the	

			research aims to achieve based on current articles.	
			c) Announcing Principal Findings, researcher presents a brief summary of key findings of the research and mention the thesis statements.	
			d) Indicating the Structure of the Research Article, researcher previews the briefly outline or structure of the research.	

Correction Feedback:

1. Key terms pada blue print 1 harus ditulis detail pada bab 2.

2. Theoretical Framework pada blue print 1 harus ditulis detail pada bab 2.

3. Tabel blue print interview guidance yang menjawab pertanyaan penelitian 1 dan 2 harus dipisah.

4. Setiap pertanyaan pada blue print 1 dan 2 tidak boleh pertanyaan langsung harus pertanyaan berjenjang sesuai indicator.

5. Term Indicator pada blue print 1, 2, 3, 4 harus diganti ke aspek pertanyaan penelitian yang ingin dijawab.

6. Term Sub-Indicator pada blue print 1, 2, 3, 4 harus diganti ke term Indicator.

7. Term Indicator dan poin-point nya harus ditambahkan pada blue print 3.

8. Setiap point per point pada setiap bab harus dirapikan dengan numbering yang baik dan benar.

Instrumen telah divalidasi melalui dua kali revisi dan sudah layak digunakan dalam proses pengambilan data dan dinyatakan valid secara konstruksi.

Validator,

Sarwo Edy, M. Pd
NIP. 19810607023211011

APPENDIX 2
DATA OF INTERVIEW

Example 1

Script Wawancara Student 1 (MF) 29 Agustus 2024 13.57

- Researcher: Assalamualaikum warahmatullahi wabarakatuh

- MF: Waalaikumsalam warahmatullahi wabarakatuh

- Researcher: Sebelumnya banyak terima kasih atas waktu dan kesempatan yang diberikan oleh bang MF angkatan 2020 dari kelas C bang ya, jadi saya izin bang untuk ambil data yang akan saya gunakan untuk skripsi saya bang Mengenai penggunaan atau tipe text processing AI yang abang gunakan Atau motif yang juga abang punyai dalam menggunakan text processing AI tersebut Saya izin bertanya beberapa pertanyaan bang ya, yang pertama bang, apakah Bang Farid ini menggunakan referensi atau kutipan sumber lah Yang ada untuk meningkatkan konten atau memberikan informasi tambahan dalam pendahuluan tesis abang Melalui AI bang

- MF1: Ya tentu saja, yang paling penting adalah sumber referensi yang kita gunakan itu harus jelas Biasanya saya itu menggunakan dari Taylor & Francis atau juga bisa dari Google Scholar Lalu untuk memudahkan mencari dan mengumpulkan referensi dan mengolah ide berdasarkan itu bisa juga menggunakan bantuan AI Salah satunya itu Persplexity AI

- Researcher: Kemudian Bang Farid, bagaimana Bang Farid itu memahami kutipan yang dikeluarkan dari referensi ke dalam penelitian Bang Farid Misalkan dari AI itu kan dihasilkan begini, dari referensi yang dihasilkan Kayak referensi dari teori ini, dari artikel ini yang dihasilkan oleh AI

Memberikan informasi seperti ini Itu bagaimana cara Bang Farid untuk membuat hasil tadi ke dalam penelitian Bang Farid Apakah langsung diambil atau bagaimana Bang?

- MF2: Tentunya selain menggunakan pemahaman secara langsung ya, melalui membaca Dan juga kita butuh kemampuan untuk menganalisis poin yang penting di antar kalimat Penting juga untuk menggunakan bantuan AI Atau juga bisa saya biasanya menggunakan mesin translator dan mengolah ide ya Untuk memahami isi teori ataupun referensi yang saya dapat dari internet Agar tidak terjadi kesalahan makna Yang biasa saya gunakan itu adalah **Chat GPT** biasanya

- Researcher: Berarti Bang Farid ini termasuk referensinya dari beberapa AI yang diambil Kemudian Bang Farid coba untuk kembali lihat lagi gitu Bang ya Kalau boleh tahu Bang Farid, ada nggak aspek apa aja yang Bang Farid edit dari kutipan sebelum memasukkannya ke dalam penelitian Bang Farid, aspek-aspek apa kira-kira yang Bang Farid edit lagi sebelum dimasukkan ke skripsi Bang Farid?

- MF: Kalau untuk beberapa aspek itu, aspek banyak ya Tapi salah satu aspek yang saya tinjau terlihat lagi adalah diksinya Dan juga kejelasan makna Agar tetap berhubungan dengan permasalahan yang akan saya angkat dalam sirkus saya Tanpa mengubah makna aslinya

- Researcher: Kalau boleh tahu Bang Farid, kita dari tadi berbicara tentang referensi ya AI pemrosesan teks yang bekerja di bidang referensi Artinya

sumber yang akan kita jadikan acuan Nantinya mungkin dari sumber ini akan dialaborasikan lagi oleh Chat GPT dan segala macam seperti kata Bang Farid tadi, Kalau boleh tahu Bang, alat bantu apa sih Bang, alat bantu khusus seperti apa yang Bang Farid gunakan untuk memahami dan mengedit kutipan keluaran yang ada dari AI itu ke dalam pendahuan tesis Bang Farid?

- MF3: Ini untuk di bagian latar belakang ya, Jadi kalau untuk latar belakang itu saya menggunakan beberapa bantuan AI Yang pertama seperti, yaitu Connected Papers, Connected Papers itu saya gunakan untuk memudahkan saya memahami hubungan antara jurnal atau artikel yang sudah saya dapatkan sebagai referensi, Kemudian yang kedua, kalau untuk editing di latar belakang biasanya saya menggunakan Chat GPT Untuk translating ya Tapi kalau untuk para paraphrase itu biasanya menggunakan Quillbot.

- Researcher: Izin Bang Farid, saya ingin melanjutkan ya Kalau dari Bang Farid sendiri Bang, apakah Bang Farid itu menghasilkan ide atau konsep dan konten baru berdasarkan masukan yang diberikan oleh AI pemprosesan teks Bang?

- MF: Tentu saja, khususnya, sebenarnya penggunaan AI terkhusus dalam pemprosesan teks ya Yang baik itu adalah digunakan sebagai penghasil ide atau konten Terkadang sulit untuk kita kembangkan sendiri Tapi harus ingat bahwa bahasa yang digunakan AI dengan bahasa yang kita gunakan untuk mengucapkan ide itu berbeda ya Jadi sebisa mungkin untuk tetap mengembangkan kembali ide atau konten yang kita dapatkan dari AI menggunakan bahasa kita atau kita sebagai human language

- Researcher: Kalau boleh tau nih Bang Farid, kira-kira setelah Bang Farid meminta ide atau meminta konten dari AI gitu Mereka memberikan kita ide, sudah pasti akan diubah lagi ke human language seperti kata Bang Farid kan Kira-kira Bang, aspek apa yang direvisi oleh AI pemprosesan teks dari awal ide Abang gitu, abang punya ide kan, udah punya ide gitu Kemudian Abang berikan ke Chat GPT atau AI yang Abang minta bantuannya gitu Dari AI ini Bang, kira-kira apa yang dielaborasi dari AI tadi Bang?

- MF: Kalau untuk aspek, kalau sejauh ini yang saya perhatikan adalah di aspek ke sesuaian konteks Itu bagaimana AI itu bisa memperbaiki atau mengganti formasi jadi lebih bermakna akademis biasanya Dan juga menjaga konsistensi gaya penulisannya.

- Researcher: Seperti itu Bang ya Kalau Abang sendiri Bang, bagaimana Abang menginstruksikan AI pemprosesan teks itu Untuk menguraikan ide original dari Abang gitu?

- MF4: Kalau di AI itu yang paling penting adalah pakai perintah kita ya Kita untuk memberikan perintah, menggunakan keyword yang lengkap Misalkan kita harus masukin yang namanya topik pemerintahan kita Bagian apa saja yang ingin kita gali lebih dalam Dan kita juga bisa menggunakan fitur regenerate response kalau di chat GPT Yaitu untuk memunculkan tanggapan dengan versi yang berbeda Jadi biasanya kan kalau kita kurang puas dengan tanggapan yang pertama Biasanya kalau kita pakai fitur regenerate response itu bakal muncul tanggapan-tanggapan Dengan versi-versi berbeda di chat GPT

- Researcher: Tanggapan yang mungkin bisa jadi lebih baik gitu Bang ya Kalau boleh tau Bang Farid, apa saja Bang alat bantu khusus Yang Abang gunakan untuk merevisi atau menguraikan ide di latar belakang tesis Abang gitu Melalui teks processing AI tadi Bang Teks processing AI seperti apa Bang?

- MF5: Kalau untuk merevisi, yang paling sering saya gunakan itu Quillbot ya Dan untuk menguraikan ide atau mengembangkan ide itu bisa menggunakan Chat GPT, ada Humata AI dan juga Connected Papers yang saya gunakan

- Researcher: Baik Bang, kalau boleh tau sekali lagi Bang, saya ingin tanya Bang Bang Farid ini, apakah Bang Farid mengubah, meningkatkan, menyempurnakan Atau menerjemahkan teks yang ada pada latar belakang tesis Abang Itu untuk meningkatkan kejelasan, gaya atau struktur Semua kebahasannya itu melalui teks processing AI Bang Pasti Bang ya

- MF: Itu tentu saja ya Karena penting untuk mengubah, meningkatkan, menyempurnakan Atau penting menerjemahkan teks ya Yang saya dapatkan melalui sumber referensi Ataupun melalui pengembangan ide saya sendiri Karena tergadang keterkaitan antar kalimat Baik kalimat utama dan kalimat menjelas Masih belum terkoneksi atau terkonstruksi dengan baik Oleh karena AI sangat saya butuhkan untuk menjempurnakan tulisan saya

- Researcher: Kalau boleh tau Bang, bagaimana Bang Bagaimana cara Abang itu mengubah, memparaperasakan Atau menyusun ulang latar belakang tesis Abang Melalui teks processing AI itu Bang, gimana Bang?

- MF6: Kalau tahapan, bagaimana itu Yang pertama itu, saya menggunakan Chat GPT atau Itu ada yang namanya DeepL.com untuk menerjemahkan teks Untuk memurudah, memahami makna Lalu, yang kedua Saya bisa menggunakan Quillbot untuk paraphrase dan terakhir bisa menggunakan Connected Papers Atau yang Humata AI tadi Untuk mengkonstruksi dan menyusun ulang latar belakang saya

- Researcher: Oh siap siap Berarti Abang itu benar-benar kayak Memanfaatkan semua jenis tipe-tipe teks processing AI Untuk memperbagus referensi Atau kemudian mencari referensi Kemudian mengelaborasi ide Atau juga memperbagus gaya bahasa dan struktur kalimat gitu Bang ya Kalau boleh tau Bang untuk Apa namanya Translating Juga memperbagus gaya tata bahasa tadi Bang Alat bantu khusus apa Bang Yang Abang gunakan untuk paraphrase Untuk menyusun ulang kata-kata kalimat dari Indonesia ke Inggris Sebagaimana macemnya

- MF7: Oke, untuk yang pertama Untuk ide yang saya kembangkan sendiri Saya bisa langsung menggunakan Quillbot untuk paraphrase Namun untuk referensi yang saya dapat dari sumber internet Baik jurnal maupun deskripsi Penting untuk menggunakan alat bantu translate ya Untuk mengubah diskripsi dan penggunaan kata Kemudian Baru menggunakan Quillbot atau alat paraphrase lainnya Untuk menjaga plagiasi

- Researcher: Ini izin Bang saya ingin bertanya Bang Dari pertanyaan tadi kan Bang Cukup luas ya Bang, Abang menjelaskan Kira-kira Bang dari semua yang

saya sebutkan tadi Bang Dari text processing AI Yang berbasis dari referensi Seperti Abang bilang dari Publish or Perish, Humata AI, Connected Papers dan sebagainya Kemudian dari Text yang mengelaborasi ide kita Text processing AI jenis yang Untuk meningkatkan struktur bahasa Menterjemah dan sebagainya Ada gak Bang Text processing AI yang Abang manfaatkan di luar ini Artinya yang kayak Enggak hanya ini loh Ada yang lain yang Abang gunakan Ada gak Bang?

- MF8: Oke Alat AI atau alat bantu penterjemahan, ide dan lain-lain dalam text yang saya gunakan di Skripsi itu biasanya yang umum aja, saya sebutkan tadi kayak Chat GPT, Bing, Quillbot, Persplexity, Humata AI, dan Satu lagi tadi Connected Paper, karena yang saya gunakan itu yang udah terjamin, yang sering dipakai sama banyak orang.

- Researcher: Itu mungkin untuk Wawancara pertama Bang Farid Untuk tipe text processing AI Yang kira-kira Bang Farid gunakan Saya juga ingin sekalian Bang Untuk bertanya dengan Bang Farid Mengenai wawancara Tentang motif Abang dalam menggunakan text processing AI Itu apa aja gitu Bang Boleh Bang ya Jadi beberapa motif Yang ada dalam penggunaan AI itu Sangat bervariasi Bang ya Mulai dari efisiensi dan aksebilitas, Meningkatkan kualitas penulisan kita Atau juga untuk umpan balik Dan memberikan kita dukungan dalam belajar Kalau saya boleh tau Bang Farid Bang Farid ini apakah Abang menggunakan text processing AI ini Karena efisiensinya dalam mengurangi Waktu abang dalam menulis tesis Bang Latar belakang

- MF9: Tentu saja Kalau mencari latar belakang Itu berawal dari proses mencari referensi dulu Dan kemudian kita harus mengembangkan ide sendiri Dan itu tentu saja Sudah menghabiskan banyak waktu Sehingga dengan penggunaan AI Mencari referensi dan pengembangan ide Menjadi lebih cepat dan mudah sehingga efisiensi waktu dan kemudahan menjadi hal utama Yang menjadi alasan mengapa AI saya gunakan Buat latar belakang

- Researcher: Berarti kurang lebih Untuk mengefisiensi waktu Kalau boleh tau Bang Bagaimana sih Bang Abang memanfaatkan text processing AI Untuk menghemat upaya Atau langkah-langkah yang manual Bagaimana Abang memanfaatkannya Untuk menghemat diri Abang sendiri Biar nggak capek banget

- MF: Sebelum menggunakan AI Tentunya kita harus paham dulu Apa yang ingin kita kerjakan Dan dilanjutkan melalui proses mencari Data tambahan dari buku, jurnal Ataupun skripsi yang relevan dengan Penelitian yang akan kita laksanakan Lalu untuk membantu memahami Dan merangkum dengan Analisis yang cepat AI sangat dibutuhkan Karena saya sangat Terbantu dibanding Dengan saya hanya melakukan upaya manual saja

- Researcher: Sangat menolong kita Untuk lebih Nggak capek banget dan lebih cepat, Kalau dari Bang Farid sendiri, Bang Farid itu menggunakan text processing AI Itu apakah juga untuk fokus pada Pembuatan konten latar belakang bang?

- MF: Kalau untuk menjadi Pilihan utama mungkin Kalau menurut saya kunci Atau fokus utama Dari pemahaman mendalam Tentang sistematika dan alat penelitian kita sendiri Jadi kita harus paham dulu pertama Bukan berarti saya tidak Tapi kita masih perlu menggunakan AI Sehingga kalau penggunaan AI itu Menurut saya hanya untuk mempermudah dan manfaatkan sewajarnya aja.

- Researcher: Berarti Abang tidak hanya fokus Dari AI untuk meningkatkan konten Tapi Abang juga menggunakan ide aslinya sebagai macam, Lanjut Bang Farid Kalau boleh Bang Farid Apakah Bang Farid menggunakan Text Processing AI untuk meningkatkan Kejelasan, koherensi Dan kualitas penulisan latar belakang skripsi Abang secara keseluruhan?

- <mark>MF10: Tentu saja Karena untuk meningkatkan kejelasan Koherensi dan kualitas penulisan tesis AI sangat perlu untuk dimanfaatkan Dalam penulisan tesis pada saat ini Karena kualitas penulisan skripsi adalah salah satu poin tambahan.</mark>

- Researcher: Kalau boleh tahu Bang Farid, bagaimana Abang Farid itu memanfaatkan Text Processing AI untuk mengkoreksi Tata bahasa dan kosa kata tesis Latar belakang yang ada di skripsi Bang Farid itu bang?

- MF: Jadi tahap pertama yang dilakukan adalah Menyoroti teks mana saja yang kita perasa Baik dari tata bahasa maupun kosa katanya Kedua Saya itu biasanya lakukan translating dulu ya Seperti Chat GPT atau DeepL tadi Terus yang ketiga Setelah hasil terjemahannya Saya itu dari Inggris ke Indonesia Terus Indonesia ke Inggris lagi Lalu habis diterjemahkan Hasil terjemahannya bisa di

input Atau dipastikan ke Quillbot untuk proses paraphrase, Jadi hasilnya itu kayak Jauh dari sebuah referensi sebelumnya Mungkin dari yang tadi yang lagi kasih

- Researcher: Kalau boleh tahu nih Bang Farid Apakah Bang Farid ini menggunakan Text Processing AI Untuk Apa ya kita bilang kayak Dapat saran gitu Untuk biar dapat ide yang Lebih bagus untuk Secara keseluruhan gitu Bang Untuk mendapatkan saran dan konvensi atau kesesuain terhadap tata penulisan akademis kampus lah gitu Bang?

- MF: Dari konvensi akademis ya Jadi kayak peraturan yang ada di kampus ya Oke Tentu saja kayak yang saya sebutin sebelumnya Karena salah satu kelebihan AI itu adalah mampu menyesuaikan gaya penulisan, contohnya di bagian referensi Bisa disesuaikan dengan gaya penulisan Seperti APA yang sudah kita ketemu dan juga MLA Yang mungkin sudah sesuai dengan konvensi Akademis ini.

- Researcher: Berarti ini Bang ya Menggunakan Text Processing AI untuk Menerapkan paraphrase lagi Saran yang diberikan oleh AI Agar lebih akademik gitu Bang ya Biar lebih sama Lebih sesuai dengan peraturan kampus Biar lebih akademik Bang ya, izin Bang Farid Kalau saya boleh tau Bang Farid Ini memanfaatkan Text Processing AI untuk Memberikan umpan balik gak Bang Misalkan Bang Farid itu menggunakan Text Processing AI ini Biar dapat umpan balik lebih gitu Bang Dapat lebih banyak ide dan segala macem gitu Bang

- MF11: Seperti poin sebelumnya tadi ya Kalau AI itu banyak banget keuntungan buat kita ya Salah banyak ya Bukan salah banyak ya beberapa contohnya adalah AI itu dapat memberikan Umpan balik kritis Target argumen, konsistensi, dan juga Revovansi konten yang akan kita cari kemudian AI juga dapat memeriksa apakah Argumen yang didukung oleh bukti yang relevan atau kuat AI dapat mendari apakah argumen disusun dengan logika yang jelas dan juga AI dapat memberikan Umpan balik tentang kejelasan penyapain argumen Terus yang terakhir AI juga dapat mengevaluasi Konsistensi dalam gaya penulisan dan juga Formatnya Jadi banyak banget benefit atau umpan balik yang Didapatkan dalam penggunaan AI

- Researcher: Berarti memang sangat memberikan kita Umpan balik yang interaktif gitu Bang Kita dapat memberi ide untuk dielaborasi Dia juga bisa memberikan ide Untuk kita elaborasi juga Bang Kalau boleh tau Bang Farid Bagaimana Bang Farid dalam Memanfaatkan text processing AI untuk membantu Bang Farid meningkatkan keterampilan menulis Dari waktu ke waktu gitu gak Bang Farid?

- MF: Oke menurut saya yang saya rasakan sekarang adalah penggunaan AI itu sangat memberikan dampak signifikan dalam hak menulis melalui penggunaan AI secara kontinu dalam setiap pengerjaan tugas mempermenubuhkan inspirasi dan juga pemikiran kreatif yang saya rasakan ya AI juga mampu meningkatkan keterampilan menulis saya karena melalui AI, saya mampu memperoleh peningkatan tata bahasa dan hijauan dan juga peningkatan kosa kata salah satu

contohnya yang umumnya seperti Grammarly dan juga Quillbot, itu salah satu alat tulis AI paling populer yang ada saat ini

- Researcher: Benar-benar menolong bang ya Oke baik terima kasih banyak Bang Farid Mungkin Bang Farid saya boleh lanjut tadi kan kita bisa ambil kesimpulan ya beberapa alasan Bang Farid itu Menggunakan text processing AI itu karena Lebih efisiensi Lebih enak aja untuk aksesnya Aksesibilitinya lebih bagus Memperbagus atau meningkatkan Kualitas tulisan Memberikan kita feedback dan juga Tunjangan dalam belajar atau learning support Gitu kan Bang ya Kira-kira Bang ada gak Bang Faktor atau motif lain yang Abang miliki Ketika menggunakan text processing AI Untuk menulis atas belakang skripsi Selain itu Bang?

- MF12: Yang pertama adalah faktor dari dalam dulu ya Karena Tanggung jawab kita untuk menulis skripsi Dan juga faktor dari luar Seperti faktor dari orang tua Itu menjadi satu faktor dorongan saya Untuk Kayak mood buster gitu Sehingga Dalam Menggunakan Text processing AI Menjadi lebih Bersemangat lagi ya Selain ide-ide yang muncul Dan juga Pengembangan ide itu Berasal dari dorongan tadi

- Researcher: Mungkin kayak Tuntutan dari keluarga

- MF: Dari diri sendiri gitu Bang, Sehingga ide-ide maupun argumen-argumen Pengembangan ide itu menjadi lebih Terdeskripsi dengan baik Jadi ala-ala yang saya gunakan tadi itu Kayak lebih optimal Lebih optimal Abang gunakan Bang ya

- Researcher: Berarti memang kayak kita Menggunakan text processing AI tadi memang karena Untuk biar Tulisan kita agar lebih bagus Agar ya tuntutan dari diri sendiri

- MF: Karena hasil akhir Sebenarnya orang itu lihat hasil akhir aja ya Ketika hasil akhir sudah bagus Orang bakal mengeduakan Proses awal Ketika menggunakan Text processing AI Kalau menurut saya itu bagus banget ya Karena bahasa yang digunakan juga akademis Dan juga sesuai dengan konteks yang Sesuai dengan Apa yang kita inginkan Jadi ketika sudah mendapatkan kepuasan Dari Itu Maka dorongan-dorongan yang ada di belakang itu Kayak merasa sudah terpenuhi semua

- Researcher: Terpenuhi semua Bang Masya Allah Terima kasih banyak Bang Farid atas waktu Dan pikiran dan juga opini Dan juga keterangan dari Bang Farid Mengenai tipe yang Abang Farid gunakan Mengenai text processing AI Serta motif yang Abang miliki dalam menggunakan text processing AI Saya harap Abang kedepannya syukur Dan sehat selalu Bang ya Terima kasih banyak Bang Farid semoga semua agendanya dapat dilancarkan ya bang, saya tutup ya bang, Wassalamualaikum Warahmatullahi Wabarakatuh.

No	Code	Interview	Interpretation
1	MF1	Ya tentu saja, yang paling penting adalah sumber referensi yang kita gunakan itu harus jelas Biasanya saya itu menggunakan dari Taylor & Francis atau juga bisa dari Google Scholar Lalu untuk memudahkan mencari dan mengumpulkan referensi dan mengolah ide berdasarkan itu bisa juga	Based on Miftah Farid interview, the researcher found that, the respondent use Perplexity AI which include as an ideas generate

		menggunakan bantuan AI Salah satunya itu Persplexity AI	based of text processing AI
2	**MF2**	Tentunya selain menggunakan pemahaman secara langsung ya, melalui membaca dan juga kita butuh kemampuan untuk menganalisis poin yang penting di antar kalimat Penting juga untuk menggunakan bantuan AI Atau juga bisa saya biasanya menggunakan mesin translator dan mengolah ide ya Untuk memahami isi teori ataupun referensi yang saya dapat dari internet Agar tidak terjadi kesalahan makna Yang biasa saya gunakan itu adalah Chat GPT biasanya.	Based on Miftah Farid interview, the researcher found that, the respondent use Chat GPT which include as an ideas generate based of text processing AI
3	**MF3**	Ini untuk di bagian latar belakang ya, Jadi kalau untuk latar belakang itu saya menggunakan beberapa bantuan AI Yang pertama seperti, yaitu Connected Papers, Connected papers itu saya gunakan untuk memudahkan saya memahami hubungan antara jurnal atau artikel yang sudah saya dapatkan sebagai referensi, Kemudian yang kedua, kalau untuk editing di latar belakang biasanya saya menggunakan Chat GPT Untuk translating ya Tapi kalau untuk para paraphrase itu biasanya menggunakan Quillbot.	Based on Miftah Farid interview, the researcher found that, the respondent use Connected Papers which include as an Reference Based of text processing AI and Chat GPT as Ideas Generate based also Quillbot which include as a Text Modifier Based of text processing AI
4	**MF4**	Kalau di AI itu yang paling penting adalah pakai perintah kita ya Kita untuk memberikan perintah, menggunakan keyword yang lengkap, misalkan kita harus masukin yang namanya topik pemerintahan kita bagian apa saja yang ingin kita gali lebih dalam dan kita juga bisa menggunakan fitur regenerate response kalau di Chat GPT Yaitu untuk memunculkan tanggapan dengan versi	Based on Miftah Farid interview, the researcher found that, the respondent use Chat GPT which include as an ideas generate based of text processing AI

		yang berbeda Jadi biasanya kan kalau kita kurang puas dengan tanggapan yang pertama Biasanya kalau kita pakai fitur regenerate response itu bakal muncul tanggapan-tanggapan dengan versi-versi berbeda di Chat GPT	
5	MF5	Kalau untuk merevisi, yang paling sering saya gunakan itu Quillbot ya dan untuk menguraikan ide atau mengembangkan ide itu bisa menggunakan Chat GPT, ada Humata AI dan juga Connected Papers yang saya gunak an	Based on Miftah Farid interview, the researcher found that, the respondent use Quillbot which include as an text modifier based, and use Humata AI which include as ideas generate based and also Connected Papers as a reference based of text processing AI
6	MF6	Kalau tahapan, bagaimana itu Yang pertama itu, saya menggunakan Chat GPT atau Itu ada yang namanya DeepL.com untuk menerjemahkan teks Untuk merubah, memahami makna, lalu, yang kedua Saya bisa menggunakan Quillbot untuk paraphrase dan terakhir bisa menggunakan Connected Papers Atau yang Humata AI tadi Untuk mengkonstruksi dan menyusun ulang latar belakang saya	Based on Miftah Farid interview, the researcher found that, the respondent use DeepL and Quillbot which include as an text modifier based, and use Humata AI which include as ideas generate based and also Connected Papers as a reference based of text processing AI
7	MF7	Oke, untuk yang pertama Untuk ide yang saya kembangkan sendiri Saya bisa langsung menggunakan Quillbot untuk paraphrase Namun untuk	Based on Miftah Farid interview, the researcher found that, the

		referensi yang saya dapat dari sumber internet Baik jurnal maupun deskripsi penting untuk menggunakan alat bantu translate ya untuk mengubah diskripsi dan penggunaan kata Kemudian Baru menggunakan Quillbot atau alat paraphrase lainnya Untuk menjaga plagiasi	respondent Quillbot which include as a text modifier based,
8	MF8	Oke Alat AI atau alat bantu penterjemahan, untuk ide dan lain-lain dalam text yang saya gunakan di Skripsi itu biasanya yang umum aja, saya sebutkan tadi kayak Chat GPT, Bing, Quillbot, DeepL, Persplexity, Humata AI, dan Satu lagi tadi Connected Papers, karena yang saya gunakan itu yang udah terjamin, yang sering dipakai sama banyak orang.	Based on Miftah Farid interview, the researcher found that, the respondent use DeepL and Quillbot which include as an text modifier based, and use Humata AI, Perplexity and chat GPT which include as ideas generate based and also Connected Papers as a reference based of text processing AI
9	MF9	Tentu saja Kalau mencari latar belakang Itu berawal dari proses mencari referensi dulu Dan kemudian kita harus mengembangkan ide sendiri Dan itu tentu saja Sudah menghabiskan banyak waktu Sehingga dengan penggunaan AI Mencari referensi dan pengembangan ide Menjadi lebih cepat dan mudah Sehingga efisiensi waktu dan kemudahan menjadi hal utama yang menjadi alasan mengapa AI saya gunakan Buat latar belakang	Based on Miftah Farid interview, researcher found that the respondent use text processing AI in order to enhance the efficiency and accessibility
10	MF10	Tentu saja Karena untuk meningkatkan kejelasan Koherensi dan kualitas penulisan tesis AI sangat perlu untuk dimanfaatkan Dalam penulisan tesis	Based on Miftah Farid interview, researcher found that the

		pada saat ini Karena kualitas penulisan skripsi adalah salah satu poin tambahan.	respondent use text processing AI in order to improve their writing quality
11	MF11	Seperti poin sebelumnya tadi ya Kalau AI itu banyak banget keuntungan buat kita ya Salah banyak ya Bukan salah banyak ya beberapa contohnya adalah AI itu dapat memberikan Umpan balik kritis Target argumen, konsistensi, dan juga Revovansi konten yang akan kita cari kemudian AI juga dapat memeriksa apakah Argumen yang didukung oleh bukti yang relevan atau kuat AI dapat mendari apakah argumen disusun dengan logika yang jelas dan juga AI dapat memberikan Umpan balik tentang kejelasan penyapain argumen Terus yang terakhir AI juga dapat mengevaluasi Konsistensi dalam gaya penulisan dan juga formatnya Jadi banyak banget benefit atau umpan balik yang Didapatkan dalam penggunaan AI	Based on Miftah Farid interview, researcher found that the respondent use text processing AI in order to obtain feedback and learning support
12	MF12	Yang pertama adalah faktor dari dalam dulu ya Karena Tanggung jawab kita untuk menulis skripsi Dan juga faktor dari luar Seperti faktor dari orang tua Itu menjadi satu faktor dorongan saya Untuk Kayak mood buster gitu Sehingga Dalam Menggunakan Text processing AI Menjadi lebih Bersemangat lagi ya Selain ide-ide yang muncul Dan juga Pengembangan ide itu Berasal dari dorongan tadi	Based on Miftah Farid interview, researcher found that the respondent use text processing AI due to demanding factor of responsibility

Example 2

Wawancara Student 5 (CK) 06 Oktober 2024 13.42

- Researcher: Assalamualaikum wr. wb Sebelumnya saya ingin mengucapkan banyak terima kasih kepada Mbak Cicak Ristama untuk mau dan juga mengisihkan sedikit waktunya guna membantu peneliti dalam menjawab beberapa pertanyaan terkait wawancara tentang penggunaan text processing AI dalam bab 1 atau latar belakang penulisan skripsi serta wawancara 2 tentang motif dibalik penggunaan text processing AI tersebut Saya izin mengajukan beberapa pertanyaan Mbak ya Pertanyaan pertama Mbak Cicak Apakah Mbak Cicak ini menggunakan referensi, kutipan atau sumber yang ada untuk meningkatkan konten atau memberikan informasi tambahan di pendahuluan skripsi Mbak Cicak melalui text processing AI Mbak?

- CK: Kalau untuk menggunakan referensi pastinya harus ya kan referensi lumayan dibutuhkan untuk memberi tahu kalau penelitian kita itu mau dilakukan dan kayak penting dilakukan gitu jadi sedikit banyaknya menggunakan itu sih dalam dibutuhkan Oke Mbak Lanjut Mbak ya Bagaimana Mbak Cicak ini memahami hasil kutipan dari referensi ke dalam penelitian di latar belakang Mbak Cicak itu gimana Mbak? Misalnya kalau sudah baca kan, misalnya kalau semacamnya sudah ditemukan terus kita dikasih tahu ada beberapa referensi yang bisa kita lihat setelah itu baru kita lihat dulu pilah-pilah dulu yang sekiranya nyambung sama benang merah, benang merah dari referensi-referensi yang sudah direkomendasi tadi itu kita baca ulang kira-kira mana nih yang nyambung sama topik yang kita punya dan

benang merahnya itu mana yang kira-kira yang bakal menyambungkan benang merah di penelitian kita

- Researcher: Siap, terus Mbak kalau boleh tahu aspek apa aja Mbak yang Mbak edit dari kutipan referensi itu sebelum memasukkannya ke latar belakang penelitian Mbak Cicak gitu Mbak?

- CK: Biasanya yang pertama itu penyesuaian di grammar misalnya kayak di web 1 kan grammarnya kita baru akan melakukan penelitian jadi biasanya kalau di awal-awal itu dilihat, kita sesuaikan sama kayak tadi kan, kalau sebelumnya tadi kita pahami dulu itu nyambung atau enggak setelah kita pahami itu nyambung atau enggak, kita cocokin dulu sama paragraf yang bakal kita masukin, itu kan biasanya kayak di kualitatif atau kuantitatif itu dari yang umum ke yang spesifik atau yang spesifik ke umum, jadi kita sesuaiin dulu sama yang sebelumnya data yang sudah ada, habis itu baru kita masukin jenisnya sebagai paragraf di deskripsi

- Researcher: Siap, kalau boleh tahu nih Mbak, alat bantu khusus apa Mbak yang Mbak gunakan untuk memahami dan mengedit hasil kutipan dari referensi ke dalam pendahulan Thesis Mbak kayak text processing AI lah di bidang referensi itu, ada nggak Mbak?

- CK1: Kalau untuk memahami, kayaknya untuk memahami untuk sejauh ini apalagi yang di awal-awal kayaknya masih manual sih kalau untuk memahami tapi kalau untuk mengedit hasil kutipan, kalau misalnya kayak Andy bilang tadi kayak misalnya grammar-nya agak sedikit kurang masuk gitu kan biasanya pakai Grammarly untuk mengedit kutipan itu supaya masuk dan selanjutnya tuh biasanya

kalau udah masuk paragraf kalau udah di Grammarly, udah masuk paragraf, itu juga biasanya puter-puter jadi setelah dapat, setelah dapat itu biasanya dimasukin dulu ke DeepL atau Translate, ada kan DeepL, namanya DeepL, itu ditranslate jadi balik di DeepL, habis di DeepL nanti baru ke Grammarly habis di Grammarly baru di paraphrase di Quillbot

- Researcher: Siap, lengkap Insya Allah Mbak Ini saya izin lanjut Mbak, Mbak Cica sendiri Mbak apakah Mbak Cica menghasilkan ide, konsep atau konten baru berdasarkan masukan atau saran yang diberikan oleh text processing AI gitu Mbak kita punya ide sedikit gitu, biar kita kasih idea yang biar ide-nya lebih bagus dan segala macam gitu Mbak

- CK: kayaknya lebih sering kayak gitu sih, soalnya kan buat inti dari penelitian itu kan jadi nanti misalnya kebutuhannya di AI biasanya tuh tinggal kita ketik-ketik aja dari ide kita misalnya saya butuh yang kayak gini gitu sih tolong bantu dong dikembangin di kalimat yang ini atau tolong dijabarkan di bagian kalimat yang ini gitu

- Researcher: Siap, kalau boleh tahu Mbak, aspek apa yang direvisi oleh text processing AI dari ide awal Mbak gitu atau dispesifikan lagi atau gimana gitu Mbak

- CK: biasanya kalau di AI itu, yang direvisi itu yang paling simple ya kalimatnya atau kata-katanya itu yang pertama tuh yang direvisi sama AI biasanya setelah itu ditambahin yang kayak detail-detail yang kurang itu biasanya di AI itu lebih ditambahin atau lebih dijabarin-jabarin lagi sih kalau biasanya kita bisa pakai satu

kata misalnya katanya cuma dua gitu tapi di AI kita bisa dapetin penjabaran-penjabaran yang lainnya

- Researcher: Siap, kalau boleh tahu Mbak, bagaimana Mbak Cica ini menginstruksikan text processing AI tadi untuk menguraikan ide orisinal dari Mbak Cica gitu Mbak

- CK: Ketika, kalau biasanya tuh kalau saya di awal itu udah dikasih tagline ya misalnya gini bayangkan kamu adalah seorang expert dan coba kembangkan kalimat ini, jadi AI itu melakukannya ya dia disana berfungsi sebagai seorang expert, jadi biasanya pakai kata kunci gitu jadi di instruksi di AI-nya tuh pakai kata kunci supaya pas kita naruh di situ tuh yang kita mau tuh keluarnya sesuai dengan yang kita butuhin gitu, karena kan kalau di skripsi kan kita butuh kalimat-kalimat yang disusun yang kayak awal-awal belajar bahasa Inggris atau gimana gitu

- Researcher: Siap, izin Mbak kalau boleh tahu Mbak alat bantu khusus apa yang Mbak gunakan untuk merepisi dan menguraikan ide-ide di pendahuluan tesis Mbak Cica gitu text processing AI-nya Mbak

- CK2: Kalau untuk ide-ide tuh Chat GPT itu yang pertama ya yang paling sering dipakai ya kan yang paling terkenal Chat GPT sama satu Perolexity, jadi itu dua dua bundle yang paling sering dipakai sih kalau untuk bagian ngurahin ide terus ngebantu nyari ide atau konten-konten yang lebih fresh atau yang kayak gitu lebih sering di dual AI itu

- Researcher: Siap, saya izin lanjut Mbak ya Mbak Cica sendiri Mbak, apakah Mbak Cica itu mengubah, meningkatkan atau menyempurnakan ataupun menerjemahkan

teks yang ada pada pendahuluan tesis Mbak Cica itu untuk agar meningkatkan kejelasan, gaya atau strukturnya melalui text processing AI Mbak

- CK: Kalau sering dinerjemahkan teks sih Biasanya tuh lebih nerjemahin teks dulu diindoin dulu, baru dimasukin ke AI supaya proses teksnya lebih sering diterjemahkan

- Researcher: Kalau boleh tahu Mbak, bagaimana cara Mbak Cica ini mengubah, memparaprasakan, atau menyusun ulang di pendahuluan tesis Mbak Cica tersebut melalui text processing AI gitu Mbak

- CK: Kalau mengubah biasanya disesuaikan sama masih ada yang kurang sesuai sama sama paragraph yang udah ada sebab frase kayak yang di awal tadi biastic sendiri tuh sepertinya artinya tuh kayak gak pas gitu jadi lebih sering dibikin dulu, diterjemahin nah abis itu baru di paraphrase nah pas paraphrase itu masih dicek lagi kira-kira nyambung gak sama yang paragraph diatasnya, kadang-kadang hasil dari paraphrase juga masih masih rancu dengan paragraph diatasnya paling yang gitu sih dibolak-balik, diterjemahin abis itu diterjemahin lagi, diparaphrase abis itu dicek lagi

- Researcher: Kalau boleh tahu Mbak, bagaimana Mbak Cica ini mengubah bentuk struktur atau bahasa melalui text processing AI tadi Mbak

- CK: Kalau struktur atau bahasa biasanya sih cuma di grammar-nya doang sih kalau untuk di prosesan AI biasanya cuma di grammar-nya doang kayak apakah tenses-nya atau ada tambahan-tambahan yang lain yang kurang

- Researcher: Kalau boleh tahu Mbak, alat bantu khusus text processing AI apa yang Mbak gunakan untuk mengubah memparaphrasekan atau menyusun ulang atau menerjemahkan di pendahuluan tesis Mbak Cica itu Mbak

- CK3: Kalau untuk paraphrase itu Quillbot Quillbot itu yang paling sering dipakai untuk paraphrase kalau untuk mengubah kalau mengubah lebih sering di-dipel, di-translate di-dipel karena biasanya kan kalau di pendahuluan itu kebanyakan saya ngetik sendiri jadi biasanya bahasa yang saya ketik itu agak aneh jadi biasanya saya pakai dipel untuk bantu translate-in lagi ini bahasa saya sudah pas atau belum habis itu baru masuk ke Quillbot untuk diparaphrase kalau sudah diparaphrase baru kita cek lagi di Grammarly

- Researcher: Jadi kurang lebih begitu tadi Mbak tentang beberapa text processing AI yang Mbak gunakan tadi Mbak saya izin untuk memasuki wawancara tentang topik kedua Mbak tentang motif apa yang melatar belakang Mbak Cica ini ingin menggunakan text processing AI dalam membuat pendahuluan seperti yang kita tahu kan Mbak kalau motif orang itu mungkin berbeda-beda tetapi dari beberapa teori yang saya dapat itu kemungkinan sangat besar kemungkinannya di efisiensi dan aksibilitas atau untuk meningkatkan kualitas penulisan ataupun untuk karena ada umpan balik atau dukungan pembelajaran yang lebih banyak dari AI saya izin mengajukan beberapa pertanyaan Mbak Mbak Cica Mbak, apakah Mbak Cica ini menggunakan text processing AI itu karena efisiensinya dalam menghemat waktu Mbak Cica dalam menulis pendahuluan di skripsi Mbak Cica Mbak

- CK4: kalau ini betul karena yang buntu, yang awal buntu bingung cara nyusunnya atau bingung konten-konten yang mau ditemuin jadi lebih cepat lebih cepat dan cara penjabarannya juga pastinya cepat banget tinggal instruksiin aja dan itu muncul dan kita tinggal paling ya dicek lagi ulang

- Researcher: Siap Mbak, kalau boleh tahu Mbak bagaimana Mbak Cica itu memanfaatkan text processing AI untuk menghemat upaya manual Mbak Cica dalam menulis pendahuluan di skripsi gitu Mbak

- CK: Kayak yang tadi sebelumnya ada dimention jadi yang diinstruksikan kan sudah ada tuh yang sudah dimanualkan gitu jadi paling kita pakai ide utama atau ide pokok yang sudah ada ide yang sudah ada habis itu kita masukkan di AI untuk ngebantu penjabaran di kalimat itu supaya nanti bisa dibentuk jadi paragraf jadi lebih cepat, kalau biasanya kita satu paragraf itu kan butuh beberapa menit lah ibaratnya kan 8-10 menit lah untuk mikir kan ini nyambungannya gimana apalagi yang mau dijabarkan gitu tapi kalau dengan AI kan kita tinggal masukin satu topik setelah itu minta bantu buat dijabarkan nah itu lebih cepat kadang 1 menit doang, nggak sampai 1 menit udah selesai gitu penjabaran dalam satu paragraf

- Researcher: Ini mbak, kalau boleh tahu apakah mbak Cica ini menggunakan text processing AI ini untuk fokus pada pembuatan konten latar belakang skripsi mbak Cica gitu mbak?

- CK: Kalau untuk pembuatan konten kayaknya nggak karena kalau di awal itu memang kontennya tuh memang sudah ada kayak kita udah disiapin konten per konten per paragrafnya emang udah disiapin tapi kalau untuk pengembangan

konten atau pengembangan kontennya penjabaran kontennya, ataupun detailan dari konten-konten tersebut supaya lebih spesifik nah itu biasanya lebih sering pake untuk penjabaran dan pengembangan kontennya

- Researcher: Siap mbak mbak Cica sendiri mbak, apakah menggunakan text processing AI untuk meningkatkan kejelasan meningkatkan koherensi atau kualitas penulisan skripsi di latar belakang mbak Cica ini secara keseluruhan mbak?

- CK5: Untuk secara penulisan untuk ditesis sendiri kayaknya memang menggunakan AI sih untuk kualitasnya, kualitasnya sendiri kualitas penulisan apalagi kayak yang dibilang tadi di awal-awal kan nulis masih pake ide-ide sendiri dan itu kadang penulisannya, kualitas penulisannya masih standar banget gitu kan jadi butuh untuk ditingkatin gitu supaya lebih kadang keformalannya atau lebih ke bahasa-bahasa ilmiahnya jadi kemungkinan kalau AI sih emang benar-benar ngebantu buat meningkatin kualitas penulisannya sendiri jadi penulisannya lebih lebih bahasa ilmiahnya dapat dan juga lebih jelas gitu loh, kadang kan kalau misalnya ngetik sendiri, kalau saya sendiri termasuk cenderung orang yang agak ribet yang agak muter-muter jadi AI bantu banget untuk meningkatin kualitas penulisannya sendiri sih

- Researcher: Mbak Cica sendiri mbak bagaimana cara mbak Cica itu untuk memanfaatkan text processing AI dalam mengkoreksi tata bahasa dan kosa kata pendahuluan skripsi mbak Cica mbak

- CK6: Jadi kalau AI itu contohnya kalau di untuk koreksi tata bahasa itu ya kayak yang kita tahu karena grammarnya atau grammarnya dan semacamnya itu ya

biasanya ya pakai grammarly dan sejenisnya itu untuk kosa-kosa kata yang ada dan juga pastinya kalau misalnya kena plagiat atau semacamnya atau itu ya kosa kata yang dilihat tadi kita bisa paraphrase dan semacamnya, jadi textnya itu benar-benar diproses di kita ada textnya habis itu kita cek lagi di grammarly atau grammar-grammarnya kurang biasanya di grammarly itu ada peningkatan kualitas grammar, jadi biasanya textnya kita masukin itu ada 60% atau 70% dari grammar yang di text itu jadi kita bisa ningkatin misalnya awalnya 50% kita tingkatin jadi 70% grammar checknya

- Researcher: Oke siap mbak ini mbak kalau boleh tahu mbak apakah mbak Cicah itu menggunakan text processing AI untuk merepisi saran atau untuk menyesuaikan terhadap aturan penulisan akademis kampus gitu mbak?

- CK: Kalau untuk kalau untuk sesuai dengan aturan penulisan akademis kayaknya lebih ke manual sih kalau itu kan kalau konstruk ide dari awalnya bikin kerangka dan semacamnya kayaknya lebih kesering ke manual dibandingkan pakai AI sendiri sih kalau untuk disesuaikan dengan aturan kampus gitu kan karena di AI pastinya mereka nggak punya kerangka yang tertentu gitu AI-nya cuma ngasih sesuatu yang udah kita instruksikan gitu kalau untuk disesuaikan dengan disesuaikan dengan aturan-aturan yang sudah ada di kampusnya sendiri kayaknya lebih ke manual karena kita yang lebih paham kayak kerangka-kerangka penulisan kayak misalnya di kualitatif, di kualitatif atau justru di mix method jadi ya lebih kesering ke manual sih kalau untuk bagian menyesuaikan dengan aturan-aturan yang sudah ada di akademis

- Researcher: Mbak Cicat sendiri mbak apakah memanfaatkan text processing AI ini untuk mendapatkan umpan balik interaktif mbak?

- CK7: Kayaknya di AI kayaknya iya sih termasuk yang kita membutuhkan umpan balik karena termasuk bukan cenderung yang sering membaca jurnal dan semacamnya jadi AI cukup ngebantu dengan AI jadi seenggak dengan nyari konten atau bantu nyari konten atau kita butuh penjabaran atau semacamnya termasuk salah satu yang bikin jadi dukungan buat saya belajar juga dan meningkatkan bagaimana saya harus nulis lagi buat selanjutnya jadi termasuk yang ngasih umpan baliknya cukup bagus sih

- Researcher: Kalau boleh tahu lagi mbak bagaimana mbak Cicat ini memanfaatkan text processing AI untuk membantu mbak Cicat meningkatkan keterampilan menulis dari waktu ke waktu

- CK8: Kalau untuk yang membantu membantu penulisan lebih seringnya setelah nulis nulis sendiri dari nulis paragraf sendiri habis itu dimasukin ke AI itu kan dicek sama AI ternyata kalau mau mulai paragraf untuk karya ilmiah itu kayak gini kalau mau bikin kalimat yang lebih tingkat ekspertnya itu kayak gini jadi sedikit banyaknya jadi pengetahuan ternyata yang dilakukan selama ini ternyata levelnya masih standar jadi

- Researcher: Kurang lebih banyaknya sama saja tentang penggunaan AI itu memang membantu penulisan skripsi kita jadi mbak, saya dari beberapa pertanyaan yang sudah diajukan tadi di wawancara 1 dan 2 saya terbesit sebuah pertanyaan baru yang di wawancara 1 tadi mbak mbak Cica menggunakan text processing AI kurang

lebih kayak untuk menghasilkan ide, untuk memodifikasi teks ataupun untuk referensi dan segala macam kira-kira mbak ada nggak mbak Cica itu menggunakan text processing AI yang diluar dari ketiga hal tersebut atau ketiga jenis tadi itu mbak? atau cuma memang ketiga tadi itu mbak ya?

- CK: Kayaknya nggak sejauh ini sih kayaknya cuma itu-itu aja sih yang dipakai belum belum ada nggak ada yang lain sih kayaknya masih jauh ini cuma itu-itu aja yang dipakai karena kebetulan ketiga itu sudah termasuk paket lengkap sih kalau untuk bantu penulisan

- Researcher: Oke siap mbak kalau untuk motif mbak Cica mbak di wawancara kedua kita tadi mbak sudah pasti kayak lebih efisien aksibilitasnya juga mudah meningkatkan kualitas penulisan juga umpan balik dan dukungan pembelajarannya bagus kata mbak kan mbak saya pengen tanya mbak kira-kira mbak ada nggak mbak motif lain gitu mbak yang melatar belakangi mbak Cica itu menggunakan text processing AI selain yang tiga motif itu tadi mbak

- CK: Trmasuk salah satunya sih mungkin buat nutupin kekurangan aja sih kekurangan dari diri sendiri aja sama aja mirip kayak pas AI kan ngebantu jadi ya kekurangan kita yang karena menurut saya kalau dalam penulisan atau dalam writing itu emang agak buruk jadi dengan AI sih ngebantu untuk menutupi kekurangan saya

- Researcher: Berarti kurang lebih sama kayak agar meningkatkan kualitas penulisan tadi gitu mbak ya

- CK: Miirip-mirip sih salah satu lagi sih salah satu lagi karena mungkin kalau dalam pembuatan skrips itu kan sering ngobrol sama temen-temen motif-motif lainnya kayak temen-temen mulai ngasih tau pas di awal-awal eh coba pake AI dong biar nggak terlalu ribet mungkin dari temen-temen sih rekomendasi-rekomendasi AI itu banyak kan dari temen

- Researcher: Berarti salah satu motifnya karena agar bisa memberitahu temen atau lebih bisa sharing-sharing sama temen gitu mbak ya

- CK: Iya salah satunya karena kayak udah bukan jadi hal yang biasa lagi bukan jadi hal yang wow lagi sih pake AI gitu kan jadi kayak temen-temen semuanya juga udah pada pake gitu

- Researcher: Berarti kurang lebih seperti itu mbak ya dalam penulisan bab satu mbak Cica mbak ya oke saya ucapkan banyak terima kasih mbak atas kerjasama dan juga atas bantuan dari mbak Cica dalam mewawancara satu dan dua ini mbak saya harapkan mbak Cica lancar dalam wuwisudanya nanti dan juga semoga ke depannya rencana yang telah ditetapkan itu terjalan dengan seperti seharusnya gitu mbak saya ucapkan terima kasih banyak mbak ya sama-sama saya izin tutup mbak ya rekaman mewawancaranya mbak dengan ucapkan terima kasih banyak wassalamualaikum warahmatullahi wabarakatuh

- CK: Wassalamualaikum warahmatullahi wabarakatuh

No	Code	Interview	Interpretation
1	**CK1**	Kalau untuk memahami, kayaknya untuk memahami untuk sejauh ini apalagi yang di awal-awal kayaknya masih manual sih kalau untuk memahami tapi kalau untuk mengedit hasil kutipan, kalau misalnya kayak Anda bilang tadi kayak misalnya grammar-nya agak sedikit kurang masuk gitu kan biasanya pakai Grammarly untuk mengedit kutipan itu supaya masuk dan selanjutnya tuh biasanya kalau udah masuk paragraf kalau udah di Grammarly, udah masuk paragraf, itu juga biasanya puter-puter jadi setelah dapat, setelah dapat itu biasanya dimasukin dulu ke DeepL atau Translate, ada kan DeepL, namanya DeepL, itu ditranslate jadi balik di DeepL, habis di DeepL nanti baru ke Grammarly habis di Grammarly baru di paraphrase di Quillbot	Based on Cica Kristama interview, the researcher found that, the respondent use Grammarly and DeepL and Quillbot which include as Text Modifier Based of text processing AI
2	**CK2**	Kalau untuk ide-ide tuh Chat GPT itu yang pertama ya yang paling sering dipakai ya kan yang paling terkenal Chat GPT sama satu Perplexity, jadi itu dua dua bundle yang paling sering dipakai sih kalau untuk bagian ngurahin ide terus ngebantu nyari ide atau konten-konten yang lebih fresh atau yang kayak gitu lebih sering di dua AI itu	Based on Cica Kristama interview, the researcher found that, the respondent use Chat GPT and Perplexity which include as Ideas Generate Based of text processing AI
3	**CK3**	Kalau untuk paraphrase itu Quillbot Quillbot itu yang paling sering dipakai untuk paraphrase kalau untuk mengubah kalau mengubah lebih sering di-dipel, di-translate di-dipel karena biasanya kan kalau di pendahuluan itu kebanyakan saya ngetik sendiri jadi biasanya bahasa yang saya ketik itu agak aneh jadi biasanya saya pakai dipel untuk bantu translate-in lagi ini bahasa saya sudah	Based on Ismail interview, the researcher found that, the respondent use Quillbot and Grammarly which include as a Text Modifier Based of text processing AI

		pas atau belum habis itu baru masuk ke Quillbot untuk diparaphrase kalau sudah diparaphrase baru kita cek lagi di Grammarly	
4	**CK4**	kalau ini betul karena yang buntu, yang awal buntu bingung cara nyusunnya atau bingung konten-konten yang mau ditemuin jadi lebih cepat lebih cepat dan cara penjabarannya juga pastinya cepat banget tinggal instruksiin aja dan itu muncul dan kita tinggal paling ya dicek lagi ulang.	Based on Cica Kristama interview, the researcher found that, the respondent use text processing AI in order to enhance the efficiency and accessibility
5	**CK5**	Untuk secara penulisan untuk ditesis sendiri kayaknya memang menggunakan AI sih untuk kualitasnya, kualitasnya sendiri kualitas penulisan apalagi kayak yang dibilang tadi di awal-awal kan nulis masih pake ide-ide sendiri dan itu kadang penulisannya, kualitas penulisannya masih standar banget gitu kan jadi butuh untuk ditingkatin gitu supaya lebih kadang keformalannya atau lebih ke bahasa-bahasa ilmiahnya jadi kemungkinan kalau AI sih emang benar-benar ngebantu buat meningkatin kualitas penulisannya sendiri jadi penulisannya lebih lebih bahasa ilmiahnya dapat dan juga lebih jelas gitu loh, kadang kan kalau misalnya ngetik sendiri, kalau saya sendiri termasuk cenderung orang yang agak ribet yang agak muter-muter jadi AI bantu banget untuk meningkatin kualitas penulisannya sendiri sih	Based on Cica Kristama interview, the researcher found that, the respondent use text processing AI in order to improve writing quality
6	**CK6**	Jadi kalau AI itu contohnya kalau di untuk koreksi tata bahasa itu ya kayak yang kita tahu karena grammarnya atau grammarnya dan semacamnya itu ya biasanya ya pakai grammarly dan sejenisnya itu untuk kosa-kosa kata yang ada dan juga pastinya kalau	Based on Cica Kristama interview, researcher found that the respondent use text processing AI

		misalnya kena plagiat atau semacamnya atau itu ya kosa kata yang dilihat tadi kita bisa paraphrase dan semacamnya, jadi textnya itu benar-benar diproses di kita ada textnya habis itu kita cek lagi di grammarly atau grammar-grammarnya kurang biasanya di grammarly itu ada peningkatan kualitas grammar, jadi biasanya textnya kita masukin itu ada 60% atau 70% dari grammar yang di text itu jadi kita bisa ningkatin misalnya awalnya 50% kita tingkatin jadi 70% grammar checknya	in order to improve writing quality
7	CK7	Kayaknya di AI kayaknya iya sih termasuk yang kita membutuhkan umpan balik karena termasuk bukan cenderung yang sering membaca jurnal dan semacamnya jadi AI cukup ngebantu dengan AI jadi seenggak dengan nyari konten atau bantu nyari konten atau kita butuh penjabaran atau semacamnya termasuk salah satu yang bikin jadi dukungan buat saya belajar juga dan meningkatkan bagaimana saya harus nulis lagi buat selanjutnya jadi termasuk yang ngasih umpan baliknya cukup bagus sih	Based on Cica Kristama interview, the researcher found that, the respondent use text processing AI in order to gain feedback and learning support
8	CK8	Kalau untuk yang membantu penulisan lebih seringnya setelah nulis nulis sendiri dari nulis paragraf sendiri habis itu dimasukin ke AI itu kan dicek sama AI ternyata kalau mau mulai paragraf untuk karya ilmiah itu kayak gini kalau mau bikin kalimat yang lebih tingkat ekspertnya itu kayak gini jadi sedikit banyaknya jadi pengetahuan ternyata yang dilakukan selama ini ternyata levelnya masih standar jadi	Based on Cica Kristama interview, the researcher found that, the respondent use text processing AI in order to gain feedback and learning support

INTERVIEW DATA RESULT OF TEXT PROCESSING AI TYPES

NO	SUBJECTS	INTERVIEW DATA	TYPES	TOOLS
1	Students 1 (MF)	MF1 MF2 MF3 MF4 MF5 MF6 MF7 MF8	1. Reference Based 2. Ideas Generate Based 3. Text Modifier Based	1. Connected Papers, Mendeley 2. Perplexity, Chat GPT, and Humata AI 3. Quillbot, DeepL
2	Students 2 (YR)	YR1 YR2	1. Ideas Generate Based 2. Text Modifier Based	1. Chat GPT 2. Quillbot
3	Students 3 (AS)	AS1	1. Text Modifier Based	1. Quillbot
4	Students 4 (IM)	IM1 IM2 IM3 IM4	1. Ideas Generate Based 2. Text Modifier Based	1. Chat Sonic, Chat GPT, Gemini 2. DeepL, Grammarly, Quillbot
5	Students 5 (CK)	CK1 CK2 CK3	1. Ideas Generate Based 2. Text Modifier Based	1. Chat GPT, Perplexity 2. Grammarly, DeepL, Quillbot
6	Students 6 (NS)	NS1 NS2 NS3 NS4	1. Reference Based 2. Ideas Generate Based	1. Mendeley 2. Chat GPT, Gemini 3. Quillbot, DeepL

			3. Text Modifier Based	
7	Students 7 (NA)	NA1 NA2 NA3 NA4	1. Reference Based 2. Ideas Generate Based 3. Text Modifier Based	1. Mendeley 2. Chat GPT, Perplexity 3. DeepL, Grammarly

INTERVIEW DATA RESULT OF MOTIVES USING TEXT PROCESSING AI

NO	SUBJECTS	INTERVIEW DATA	MOTIVES
1	Students 1 (MF)	MF10 MF11 MF12	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support 4. Unknown 1
2	Students 2 (YR)	YR3 YR4 YR5 YR6 YR7 YR8	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support 4. Unknown 2
3	Students 3 (AS)	AS2 AS3 AS4 AS5	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support
4	Students 4 (IM)	IM5 IM6 IM7 IM8 IM9 IM10	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support
5	Students 5 (CK)	CK4 CK5 CK6 CK7 CK8	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support
6	Students 6 (NS)	NS5 NS6 NS7 NS8 NS9	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support 4. Unknown 1
7	Students 7 (NA)	NA5 NA6 NA7 NA8 NA9	1. Efficiency and Accessibility 2. Improving Writing Quality 3. Feedback and Learning Support

APPENDIX 3
DATA OF NARRATIVE INQUIRY

Example 1

NAME   **:** Student 2 (YR)

NIM   **:** 20551077

ANGKATAN/KELAS   **:** 2020/B

- Understanding -> I understand what prompt I want chat GPT do, before Start to interpreting the output. (YR1).
- Editing -> I enter the new prompt if I don't satisfy with the output. (YR2)
- Revising -> I enter the new prompt with addition to the latter regarding theories, ideas. or aspects. (YR3)
- Elaborating -> I Elaborate and process them in my note making sure that all of the main topics in my study covered. (YR4)
- Changing -> I Combine or delete several outputs that not fit with the expected Idea. (YR5)

NO	THEORIES	STEPS OF USING TEXT PROCESSING AI	INDICATORS	✓
1	Gerard Salton. "*Automatic Text Processing*". Addison-Wesley Longman Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989). &	Understanding	1. Understand the output citations based on the researcher's needs.	✓
		Editing	1. Edit the output to suit the researcher's current research needs	✓
		Revising	1. Revise the ideas of users' instructions to be more comprehensive, complete or even effective.	✓

Kaplan, Andreas; Haenlein, Michael. *"Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence".* Elsevier. (2019).	Elaborating	1. Elaborate the ideas based on specific patterns as well as users' instructions to generate.	✓
	Changing	1. Change, paraphrase, or rephrase the text to enhance its quality by fixing and changing text structures.	✓
		1. Change the form of structure or language from the original source language to the target language.	✓

Example 2

NAME   **:** Student 4 (IM)

NIM   **:** 20551025

ANGKATAN/KELAS   **:** 2020/A

Dalam Pembuatan Thesis/Skripsi banyak hal dan cara yang bisa kita lakukan untuk mempermudahkan kita dalam penulisan. Salah satunya menggunakan AI.

Disini saya akan memberikan sedikit pengalaman saya dalam penggunaan AI untuk membantu kit dalam pembuatan Thesis.

1. Memahami apa yang akan dicari dan memahami apa yang diberikan atau feedback oleh Al (IM1), ketika kita memahami apa yang diperlukan maka kita bisa mengontrol ide dan opini yang di dapatkan.
2. Editing, ketika sudah mendapatkan feedback, langkah selanjutnya edit hasil (IM2), karena kadang hasilnya terlalu luas dan tidak spesifik seperti apa yang kita inginkan.
3. Setelah diedit, elaborate dengan bahasa/ide kita biar hasilnya lebih humanity dan tidak terlihat seperti bahasa mesin (IM4).
4. terakhir gunakan dalam thesis.

NO	THEORIES	STEPS OF USING TEXT PROCESSING AI	INDICATORS	✓
1	Gerard Salton. *"Automatic Text Processing"*. Addison-Wesley Longman	Understanding	1. Understand the output citations based on the researcher's needs.	✓
		Editing	1. Edit the output to suit the researcher's current research needs	✓

Publishing Co., Inc. ISBN:978-0-201-12227-5. (1989). & Kaplan, Andreas; Haenlein, Michael. *"Siri, Siri, in my hand: Who's the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence".* Elsevier. (2019).	Revising	1. Revise the ideas of users' instructions to be more comprehensive, complete or even effective.	✕
	Elaborating	1. Elaborate the ideas based on specific patterns as well as users' instructions to generate.	✓
	Changing	1. Change, paraphrase, or rephrase the text to enhance its quality by fixing and changing text structures.	✕
		1. Change the form of structure or language from the original source language to the target language.	✕

**NARRATIVE INQUIRY DATA RESULT OF STEPS USING TEXT
PROCESSING AI**

NO	SUBJECTS	NARRATIVE DATA	STEPS OF USING TEXT PROCESSING AI
1	Students 1 (MF)	MF1 MF2 MF3 MF4 MF5	1. Understanding 2. Editing 3. Revising 4. Elaborating 5. Changing
2	Students 2 (YR)	YR1 YR2 YR3 YR4 YR5	1. Understanding 2. Editing 3. Revising 4. Elaborating 5. Changing
3	Students 3 (AS)	AS1 AS2 AS3 AS4 -	1. Understanding 2. Editing 3. Revising 4. Elaborating 5. -
4	Students 4 (IM)	IM1 IM2 - IM4 -	1. Understanding 2. Editing 3. - 4. Elaborating 5. -
5	Students 5 (CK)	CK1 CK2 - CK4 -	1. Understanding 2. Editing 3. - 4. Elaborating 5. -
6	Students 6 (NS)	NS1 NS2 NS3 NS4 NS5	1. Understanding 2. Editing 3. Revising 4. Elaborating 5. Changing
7	Students 7 (NA)	NA1 NA2 NA3 - NA5	1. Understanding 2. Editing 3. Revising 4. - 5. Changing

APPENDIX 4
DATA OF DOCUMENT ANALYSIS

Example 1

NAME   **:** Student 6 (NS)

NIM   **:** 20551043

OUTPUT   **:** Comprehensive

THESIS BACKGROUND QUALITY ANALYSIS

1. **Move 1: Establishing a Territory**
   a) Step 1: Claiming Centrality

   "Reading comprehension is one of the key components of learning in the field of education, particularly for Senior High School students. One of the most difficult skills to master is reading comprehension because it has the biggest impact on students' academic success." (Page 1, Paragraph 2.)

   b) Step 2: Making Topic Generalizations

   "Flipped classroom strategy is a learning strategy that encourages students to read extensively at home and draw conclusions based on their understanding, then discuss their findings in class." (Page: 5, Paragraph: 2)

   c) Step 3: Reviewing Previous Items of Research

   "Researcher also found previous studies that have correlation to Flipped Classroom. " (Page 6, Paragraph 2.)

2. **Move 2: Establishing a Niche**
   a) Counter-claiming

   "None (The thesis already establish a niche in a statement by indicating a gap)."

   b) Indicating a Gap

   "Unlike earlier studies, the Novelty in this research is in the media employed. In terms of delivery and presentation, the lessons videos were delivered via whatsapp or telegram, but in this research, researchers used learning management system, Kahoot!" (Page 7, Paragraph 1, Sentence 1)

c) Question-raising

"None (The thesis already establish a niche in a statement by indicating a gap)."

d) Continuing a Tradition

"None (The thesis already establish a niche in a statement by indicating a gap)."

3. **Move 3: Occupying a Niche**

a) Step 1A: Outlining Purposes

"None (This research already explicitly announce the present research.)"

b) Step 1B: Announcing Present Research

"The researcher concludes that the use of interesting strategy in teaching reading can stimulate and upgrade students reading comprehension and one of the strategy that teacher can apply called Flipped Classroom Strategy." (Page 5, Paragraph 1)

c) Step 2: Announcing Principal Findings

"After all the information that have been explained above, the researcher find that it is important to investigate the effects of flipped classroom in enhancing students reading comprehension and investigate students' perception towards the use of flipped classroom mediated by LMS at first grade of Senior High School Number 2 Rejang Lebong. Therefore, the researcher conducted 8 the research entitled The Effect of Using a Flipped Classroom Mediated by Learning Management System On Students Reading Comprehension." (Page: 7, Paragraph: 3)

d) Step 3: Indicating the Structure of the Research Article

"The researcher indicates a form of Undergraduate Thesis structure format in this research"

NO	THEORY	MOVES	INDICATORS	✓
1	Swales, J. *"Create a Research Space (CARS)*	MOVE 1: ESTABLISHING A TERRITORY	a) Claiming Centrality, researcher describing phenomena and the importance of the thesis topic.	✓

	Model of Research Introductions." Writing About Writing, 12-15. (2014).		b) Making Topic Generalizations, researcher mentions general statement and topic/definitions of the thesis topic.	✓
			c) Reviewing Previous Items of Research, researcher summarizes the previous relevant studies and it with the research to be conducted.	✓
		<mark>MOVE 2: ESTABLISHING A NICHE</mark>	Establish a niche from one of the four techniques: a) Counter-claiming, researcher mentions a counter-claim towards previous research.	✗
			b) Indicating a gap, researcher mentions a research gap of the thesis theory or methodology.	✓
			c) Question-raising, researcher suggests additional research needs to be done.	✗
			d) Continuing a Tradition, researcher presents the research as a useful extension of existing research.	✗
		<mark>MOVE 3: OCCUPYING A NICHE</mark>	a) Outlining Purposes, researcher explains the objectives of the research in clear terms.	✗
			b) Announcing Present Research, researcher describes what the research aims to achieve based on current articles.	✓
			c) Announcing Principal Findings, researcher presents a brief summary of key findings of the research and mention the thesis statements.	✓

			d) Indicating the Structure of the Research Article, researcher previews the briefly outline or structure of the research.	✓

Example 2

NAME	**:** Student 7 (NA)
NIM	**:** 20551045
OUTPUT	**:** Sufficient

THESIS BACKGROUND QUALITY ANALYSIS

1. **Move 1: Establishing a Territory**
   a) Step 1: Claiming Centrality

   "None (This research does not explicitly claim its centrality)"

   b) Step 2: Making Topic Generalizations

   "Gallery walk strategy can be a needed learning strategy which is a teaching strategy designed to build a connection between students and the topic being discussed in the form of a gallery exhibition visualization where students walk around the classroom to observe, brainstorm, respond to friends, and record the visualized material into a complete summary of the material." (Page 3, Paragraph 2)

   c) Step 3: Reviewing Previous Items of Research

   "None (This research does not explicitly review any previous items of research)"

2. **Move 2: Establishing a Niche**
   a) Counter-claiming

   "None (This research does not explicitly counter-claim another research)"

   b) Indicating a Gap

   "None (This research does not explicitly indicate any gap)"

   c) Question-raising

   "None (This research does not explicitly raise any question in any statement)."

   d) Continuing a Tradition

"None (This research does not explicitly continue any previous research)"

3. **Move 3: Occupying a Niche**

a) Step 1A: Outlining Purposes

"None (This research already announce the present research)"

b) Step 1B: Announcing Present Research

"With this explanation, the use of the Gallery Walk Strategy allows as a trigger for students to pour ideas into writing which this process can help streamline students' ability to write. In addition, this strategy also creates a dynamic and interactive learning environment that provides opportunities for deeper understanding". (Page 4, Paragraph 1)

"the researcher wants to research a study entitled 'The Effect of the Use of Gallery Walk Strategy on Students' Ability to Write Narrative Paragraphs'."

c) Step 2: Announcing Principal Findings

"From the case above, researchers need to examine the effectiveness of the gallery walk strategy on students' writing skills. Therefore, the researcher wants to research a study entitled "The Effect of the Use of Gallery Walk Strategy on Students' Ability to Write Narrative Paragraphs." (Page: 5, Paragraph: 2)

d) Step 3: Indicating the Structure of the Research Article

"The researcher indicates a form of Undergraduate Thesis structure format in this research"

| NO	THEORY	MOVES	INDICATORS	✓
1	Swales, J. *"Create a Research Space (CARS) Model of Research Introductions."* Writing About	MOVE 1: ESTABLISHING A TERRITORY	a) Claiming Centrality, researcher describing phenomena and the importance of the thesis topic.	✗
			b) Making Topic Generalizations, researcher mentions general statement and topic/definitions of the thesis topic.	✓

|	Writing, 12-15. (2014).		c) Reviewing Previous Items of Research, researcher summarizes the previous relevant studies and it with the research to be conducted.	✗
		MOVE 2: ESTABLISHING A NICHE	Establish a niche from one of the four techniques: a) Counter-claiming, researcher mentions a counter-claim towards previous research.	✗
			b) Indicating a gap, researcher mentions a research gap of the thesis theory or methodology.	✗
			c) Question-raising, researcher suggests additional research needs to be done.	✗
			d) Continuing a Tradition, researcher presents the research as a useful extension of existing research.	✗
		MOVE 3: OCCUPYING A NICHE	a) Outlining Purposes, researcher explains the objectives of the research in clear terms.	✗
			b) Announcing Present Research, researcher describes what the research aims to achieve based on current articles.	✓
			c) Announcing Principal Findings, researcher presents a brief summary of key findings of the research and mention the thesis statements.	✓
			d) Indicating the Structure of the Research Article, researcher previews the briefly outline or structure of the research.	✓

DOCUMENT ANALYSIS RESULT OF THESIS BACKGROUND QUALITY

NO	SUBJECTS	MOVES IN THESIS BACKGROUND	STUDENTS' OUTPUT
1	Student 1 (MF)	Move 1 Move 2 Move 3	Comprehensive
2	Student 2 (YR)	Move 1 Move 2 Move 3	Comprehensive
3	Student 3 (AS)	Move 1 Move 2	Sufficient
4	Student 4 (IM)	Move 1 Move 2	Sufficient
5	Student 5 (CK)	Move 1 Move 2	Sufficient
6	Student 6 (NS)	Move 1 Move 2 Move 3	Comprehensive
7	Student 7 (NA)	Move 1 Move 3	Sufficient

DOCUMENTATION
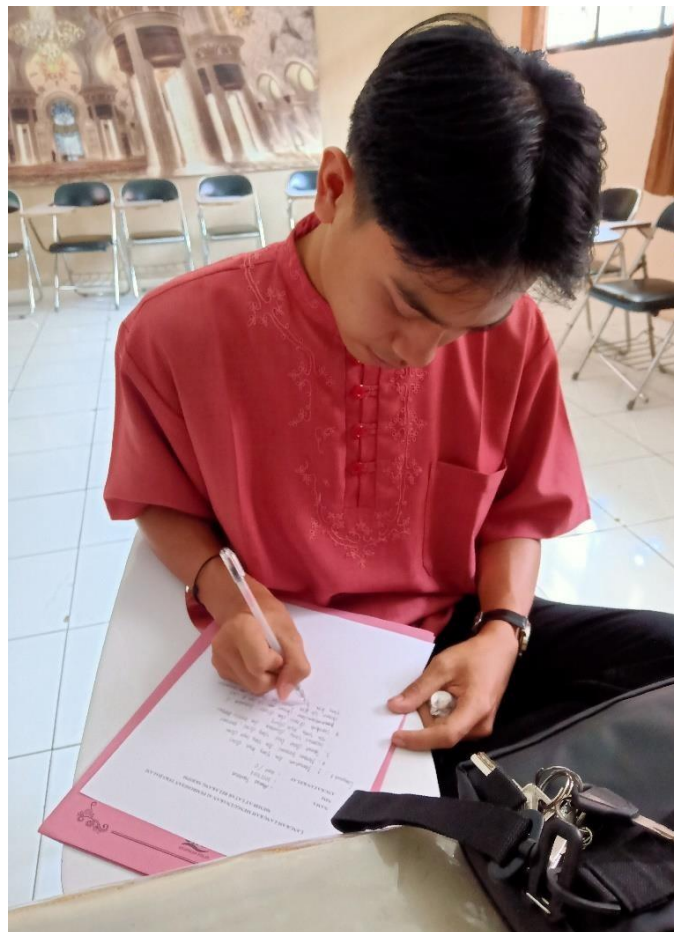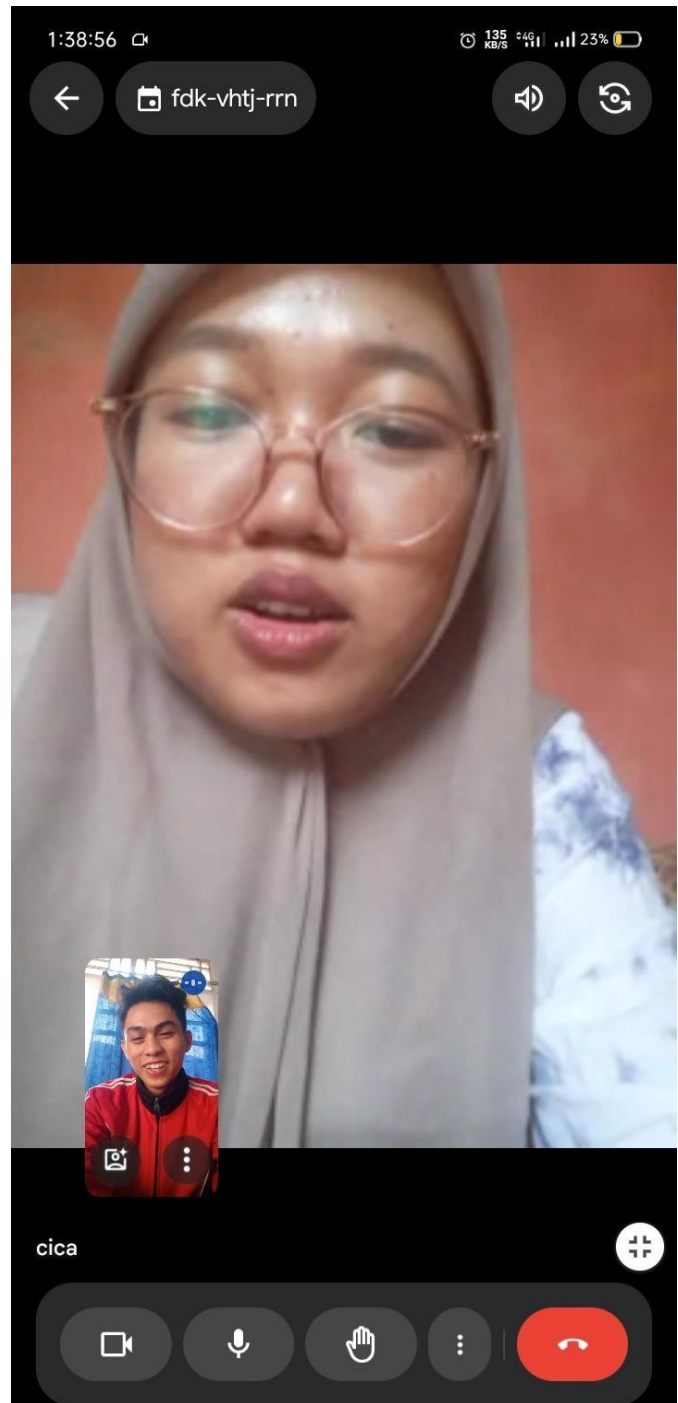
LANGKAH-LANGKAH MENGGUNAKAN AI PEMROSESAN TEKS DALAM
MEMBUAT LATAR BELAKANG SKRIPSI

NAMA   : Yongki Ramadhan Putra
NIM   : 2055 1077
ANGKATAN/KELAS   : 2020/B

Understanding -- I understand what prompt I want Chat GPT do, before start to interpreting the output.

Editing -- I Enter the new prompt if I don't satisfy with the output

Revising -> I enter the new prompt with addition to the latter regarding theories. Ideas. or aspects.

Elaborating -> I Elaborate the output and process them in my note book, making sure that all of the main topics in my study are covered.

Changing -> I combine or delete several outputs that not fit with the expected Idea.

LANGKAH-LANGKAH MENGGUNAKAN AI PEMROSESAN TEKS DALAM
MEMBUAT LATAR BELAKANG SKRIPSI

NAMA : Ismail
NIM : 20551025
ANGKATAN/KELAS : 2020/A

Dalam Pembuatan Thesis/Skripsi banyak hal dan cara yang bisa kita lakukan untuk mempermudah kan kita dalam penulisan, salah satunya menggunakan AI. Di sini saya akan memberikan sedikit pengalaman saya dalam penggunaan AI untuk membantu kita dalam Pembuatan Thesis.

1. memahami apa yang akan di cari dan memahami apa yang di berikan atau feedback oleh AI, ketika kita memahami apa yang di perlukan maka kita bisa mengontrol ide dan opini yang di dapatkan

2. editing, ketika sudah mendapatkan feedback langkah selanjutnya edit hasil karena kadang hasilnya terlalu luas dan tidak spesifik seperti apa yang kita inginkan.

3. setelah diedit elaborate dengan bahasa/ide kita biar hasilnya lebih humanity dan tidak terlihat ~~robot~~ seperti bahasa mesin

4. terakhir gunakan di dalam thesis.

THE EFFECT OF USING FLIPPED CLASSROOM STRATEGY MEDIATED BY LEARNING MANAGEMENT SYSTEM ON STUDENTS READING COMPREHENSION

(A Quantitative Study in SMAN 2 Rejang Lebong)

THESIS

This Thesis Is Submitted to fulfill the requirement for "Sarjana"
Degree in English Tadris Study Program

NESA SALSABILLA

NIM. 20551043

ENGLISH TADRIS STUDY PROGRAM

EDUCATION (TARBIYAH) DEPARTEMENT

STATE COLLEGE OF ISLAMIC STUDIES (IAIN) CURUP

2024

Supervisors' Approval

Hal : Pengajuan Skripsi

Kepada Yth.
Ibu. Ka. Program Studi Tadris Bahasa Inggris IAIN Curup
Di tempat.

Assalamu'alaikum warahmatullahiwabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi saudara Nesa Salsabilla mahasiswa IAIN Curup yang berjudul "**The Effect of Using Flipped Classroom Strategy Mediated b Learning Management System on Students Students Readin Comprehension (A Quantitative Study In SMAN 2 Rejang Lebong)**" Suda dapat diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri Curup.

Demikian Permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Warahmatullahiwabarakatuh.

Curup, Juli 2024

Pembimbing I

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CHAPTER 1
INTRODUCTION

This chapter contains the background of the research, research question, the objectives of research, delimitation of research, operational definition, hypothesis significances of the research and oragization of the research.

A. Background Of The Research

The main issue in teaching reading, particularly in Senior High School, is the effectiveness of the startegies that teachers employ during the learning process. The teaching and learning process is still less appealing to students and tends to be teacher-centered. Students typically struggle and are less engaged in reading since it incorporates relatively a few media, which causes them feel bored during the learning process and also causes them to lack motivation and interest in understanding the material. Students continue to struggle with understanding the reading materials content, such as making inferences, determining the main concept, and discovering references. Some of the causes are that they do not understand how to employ reading comprehension tactics and that they lose concentration during the reading comprehension process.

Reading comprehension is one of the key components of learning in the field of education, particularly for Senior High School students. One of the most difficult skills to master is reading comprehension because it has the biggest impact on students' academic success. According to Gusnetti, reading as a complicated activity and indicated that reading ability was a specific

THE EFFECT OF USING GALLERY WALK STRATEGY TOWARD STUDENTS' WRITING ABILITY OF NARRATIVE PARAGRAPH
(A quasi-experimental design in SMK Negeri 2 Rejang Lebong)

THESIS

This Thesis is submitted to fulfil the requirment
For "Sarjana" degree in English Education

by :

NOFRI ARIO DIANSI
NIM: 20551045

ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBYAH
STATE ISLAMIC INSTITUTE OF CURUP
2024

1

Hal : Pengajuan Skripsi
Kepada Yth.
Dekan Fakultas Tarbyah
Di tempat.

Assalamu'alaikum warahmatullahiwabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan maka kami berpenda... bahwa skripsi saudara Nofri Ario Diansi mahasiswa IAIN Curup yang berju... "THE EFFECT OF USING GALLERY WALK STRATEGY TOWA... STUDENTS' WRITING ABILITY OF NARRATIVE PARAGRAPH... quasi-experimental design in SMK Negeri 2 Rejang Lebong)" Sudah da... diajukan dalam sidang Munaqasyah Institut Agama Islam Negeri Curup. Demikian Permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum Warahmatullahiwabarakatuh

Curup, Maret 2024

Pembimbing I   Pembimbing II

Dr. Eka Apriani, M.Pd   **Jumatul Hidayah, M.Pd**
NIP. 19900403 2015032 005   NIP. 19780224 2002122 002

CHAPTER I

INTRODUCTION

1.1 Background of the research

Language learning is a holistic process that involves four main skill aspects: speaking, listening, reading, and writing.[1] These skills can be classified into two main categories: receptive skills and productive skills. Receptive skills, such as reading and listening, require students to comprehend and respond effectively to information acquired through text or audio. In contrast, productive skills involve students' abilities in speaking and writing. They are expected to express and convey messages clearly through their words.[2] By understanding and developing these two categories of skills, students can acquire comprehensive language proficiency that can be applied in various communicative contexts. Therefore, proficiency in writing is crucial to students' progress in learning English, especially in senior high school level. Writing is not only a productive skill but also the primary tool that enables foreign language learners to express their ideas and feelings clearly and precisely. To achieve clarity and precision in writing, students should aim to compose concise pieces of writing, avoid complex terminology, and steer clear of overly broad descriptions. Using objective and neutral language is essential for effective communication. It is important to avoid language that may cause bias or elicit emotional responses. Consistency in maintaining a common sentence structure also plays a crucial

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[1] H.Douglas Brown, "Teaching by Principles Second Edition," *Teaching by Principles An Interactive Approach to Language Pedagogy* (London: Pearson Longman, 2000).
[2] Kalayo Hasibuan, "Teaching Writing as Productive Skills," *Journal of English and Arabic Language Teaching* 4, no. 2 (2013): 1–22.

AUTOBIOGRAPHY

Megi Ari Pratama is the author of this thesis, born on July, 7 2002 in Talang Tige, Kepahiang. As the first child of Gusali and Leni, his academic journey began at MIS 03 Kepahiang, culminating in graduation in 2014. Subsquently, he completed his junior high school education at SMPN 3 Rejang Lebong in 2017, followed by senior high school at SMAN 4 Rejang Lebong until 2020, after graduated he worked a year as a courier in one of the delivery service company known as JNE. Advancing further, Megi Ari Pratama enrolled at IAIN Curup, specializing in the English Tadris Study Program in the academic year of 2021. His academic career is a story of perseverance and meaningful journey, as he enters, process and progress through the institutional education system with a pure intention, grit, diligence and dedication.

The author has acquired a wealth of knowledge from various learning hubs in academic or even non-academic context. In academic context, the author always did a great outcome in every semester, following as an active student in major international and national competition in his branch, such as won the Runner Up in International Learning Media Competition in UIN Syahada 2024, becoming the International Presenter of the 5th MMC Graduate Research Colloquium in Philippines – Australia 2022, one of the Best English Debate Speaker in PKM Southeast Asia III 2023 at UIN

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Sutha, Finalist in National Debate of OASE 2023 in UIN Jakarta, also becoming the representatative of IAIN Curup and Bengkulu province in KKN Moderasi Beragama se-Indonesia 2024 in Jawa Barat which lead him in winning the best group in Exploring and Developing Community Potential as a leader and person in charge as well as gained many other academic competitions.

In non-academic context, the author actively participated in many organizations, following by becoming the Leader of PIK-M EDL IAIN Curup which has won the 1st place as the best PIK-M in Bengkulu province and also the 5th place in Indonesia under his management, the author also participated in e-Station (HMPS TBI IAIN Curup) as the Leader of Education Division, as well as earned the Bank Indonesia Scholarship and joining GenBi IAIN Curup as well as gained many other organizations experience.

A notable achievement for the author is the reception of Mahasiswa Berprestasi from Indonesian Government under the auspices of the Religion Ministry at IAIN Curup trough his academic and non-academic perseverance. With unwavering intention, grit and action, a commitment and responsibility to continuous learning with a high level of motivation and confidence, the author successfully completed the thesis and earned the bachelor's degree. The author aspires that this final project, entitled "Exploring The Usage of Text Processing Artificial Intelligence in Writing Thesis Background" will contribute meaningfully to the field of education and technology. Lastsy, the author expresses profound gratitude for the completion of this thesis.