

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains explanation about: (1.) finding and (2) discussion

A. Findings

The purpose of this study was to determine how EFL students experience the use of artificial intelligence in assisting them in writing their theses, and to identify the advantages and disadvantages they face when utilizing artificial intelligence. This study involved ten participants, the students were students of the 2020 batch, the Faculty of English Education, Department of Tarbiyah and the Faculty of Teacher Training at Antasari State Islamic University, Banjarmasin. The selected students were designated as P1, P2, P3, P4, P5, P6, P7, P8, P9, and P10. A series of questions were asked to the participants face-to-face and online. All participants were asked the same questions. In-depth interviews were conducted with each student on ten occasions.

10 participants were given 15 specific questions as part of the design research with the aim of getting in-depth answers that explain the students' experiences using AI to write their theses and the advantages and disadvantages of using AI to help students write their thesis. To complete the current research,

there are two research questions that need to be answered, the first research question is about how EFL students experience using AI to write their theses and the second research question is what are the advantages and disadvantages of using AI in writing their thesis.

1. EFL Students' Experiences in using Artificial Intelligence for writing Thesis.

In this section, researcher outline the findings obtained from the interviews related to the participants' experiences in using artificial intelligence (AI) technology during their thesis writing process. The researcher divided the findings into several important points covering various aspects, the using AI for Writing Thesis, Kind of AI using by students, and Students' attitude when using AI for Write a thesis.

Based on Interview, all participants had experience in using AI to write their thesis. Researchers found many variations and answers from participants regarding their experiences.

a.) The Using AI for Writing Thesis.

The researcher found some of the students' experiences in using ai for writing and what they felt when using ai as well as the challenges and things that ai helped them with. Interview Results First, all participants use AI to help them write their thesis, such as the following statements,

“Yes, it's true that I use AI to help write my thesis”-p1

“Yes, I used several AIs to help draft my thesis”-p5

From the interview results, it can be seen that all students use AI to help them work on their thesis. All the participants, almost all of them have the same experience, because AI is trending, as a student working on a final project such as a thesis, AI is needed. some of them are very interested in using ai because it helps them complete tasks more easily, even they feel that ai is trusted and reliable, as in the following statement:

“I feel very satisfied using AI, because it provides effectiveness and efficiency in completing my various task”-p3

AI can help students for Writing Thesis, there are many AI functions, there are several AI tools that can be used for this such as: Chat GPT, Grammarly, Quiltbolt, this AI can make it easier for students to complete their thesis. In addition to paraphrasing, participants also use AI to help them find sources of information, references, and materials for their research, as mentioned by some participants.

“It's very useful like perplexity, once I wanted to find a discussion about my thesis on Google, but I couldn't find it, then I searched in AI perplexity earlier and I found the journal I was looking for”-p1

“yes, it is very helpful because nowadays AI is developing with various features that are useful for my thesis.

features that are useful for my thesis so I feel that AI makes it very easy"-P2

"Yes, I usually use perplexity to find journals related to what I am looking for, for example, looking for the definition of speaking, and I will search in perplexity, and there will bring up the journals I need"-p4

"I usually search using AI first, then I ask, for example, to find the meaning of something, then the theory from which article, so after searching in AI, then search again to the article, so it's like twice but first in AI first"-p6

In writing a thesis, several problems such as finding references, finding ideas in writing are very difficult for some students. In addition, based on the results of interviews conducted, participants said that artificial intelligence is able to overcome these problems, this is evidenced by the following statement:

"yes, because AI is really very helpful especially in composing sentences, grammar, especially English."-p1

"Yes, I can understand that AI is very easy for students, especially when used wisely"-p2

"Yes, AI helps students complete their assignments easily"-p3

"In my opinion, yes, from my experience using AI, it makes it more effective and faster to finish"-p6

All participants reported that AI made their thesis easier. Based on the results of the interviews, it can be concluded that the participants felt that AI was very helpful in supporting their research process, especially in finding sources of information, references, and relevant materials. Some participants

specifically mentioned the use of AI such as Perplexity to search for journals and theories that are difficult to find through regular search engines. AI is considered to make it easier to find academic information more quickly and efficiently. In addition, AI features that are increasingly developing are felt to be very useful in the thesis preparation process, starting from finding definitions, theories, and other supporting literature.

b.) Kind of AI Used by Students

All participants know that AI is one of the technological developments, they can all use AI well. As well as participants reported that they know the types of AI tools that are suitable for them to use for writing, such as the statement:

“Yes, I know, like paraphrasing using quillbot. If, for example, grammarly is for checking grammar, but we can also check the grammar directly in quillbot without grammarly.”-P1

“Yes, I can choose based on the features provided by the AI, for example there is an AI translator so I use it to translate my English paragraphs and sentences”-p2

“Yes, I can choose for example when I want to check my writing with grammar, I will use grammarly, because with grammarly it will check whether our writing is in accordance with the tense.”-p4

“Yes, I usually determine the type of AI I use, especially when it comes to paraphrasing writing, for example, to paraphrase

I use Quillbot, I also use perplexity and consensus AI to find references to English journal articles for my thesis, I also use BING AI to summarise some of the journals I get in order to speed up my work in summarising or summarising a journal.'-p5

From the interviews, some participants stated that they were able to choose an AI that suited their needs. In thesis writing, they often utilise AI to paraphrase, check grammar, and translate. For paraphrasing, most participants use Quillbot, for checking grammar they usually use Grammarly, and for translating most of them use DeepL. In addition, some of them also mentioned the use of AI to help finding and summarise journal content, making the writing process more efficient and structured, such as BING AI, Consensus AI, Perplexity, and Elicit AI.

c.) Students' Attitudes When Using AI to Write A Thesis

Based on the results of interviews from the experience gained, it can be indicated that the attitude of students towards the use of artificial intelligence is a positive attitude. This is also evidenced by the participants' statements in the interviews that have been conducted.

"of course, I re-read it because it cannot be said that the information we get from AI is 100% accurate"-P1

“When I get information from AI, I re-read it because I am worried that the AI might have problems or mistakes so I have to re-correct it so that the writing I make is good”-P2

“Yes, I usually re-read the information I get because most of the time, the information from AI is sometimes less relevant to what we are looking for and less accurate, for example, the GPT chat is not accurate because it can be said that the references are not very strong, because they take it from several websites or wikipedia, while we need it from journals or articles”-p5

From this statement, it can be said that the attitude taken by students is positive like re-reading the information they get from AI, this shows that they do not just copy what is delivered by AI.

From the interviews, it can be concluded that although the participants utilised AI in the research process, they still felt the need to double-check the information obtained. They realise that information from AI is not always 100% accurate and sometimes less relevant to the topic they are looking for. Concerns about possible errors or mistakes made them more cautious by rereading and correcting the information. Participants also highlighted that some AIs, such as ChatGPT, sometimes use less robust reference sources such as Wikipedia, while they require more scientific references such as academic journals and articles.

2. The Advantages and Disadvantages Using AI for Writing Thesis

a. The Advantages

After analyzing the transcripts of the interview through narrative analysis, several themes about the advantages of AI in writing thesis can be categorized: time effectiveness, improving quality of writing, assisting in paraphrasing, and assisting in finding topics. In the interview session, the researcher directly asked and mentioned statements about the advantages of AI and asked participants to answer by agreeing or disagreeing and stating their reasons.

1.) Time Effectiveness

The advantages of AI can save students time working on their thesis such as structuring the thesis, finding references, some participants reported that:

“Yes, I agree that AI can save time because with AI it can help me reduce the time that was originally searching manually, now with the help of AI it becomes automatic”-p2

From the interviews, it can be concluded that the participants recognised that AI had significant advantages in saving their time during the thesis writing process. AI was considered very helpful in structuring the

thesis and finding references, thus reducing the time previously spent searching for information manually. With the help of AI, tasks that require time and effort can be done automatically, speeding up the research and thesis writing process.

2.) **Improving Quality of Writing**

Another advantage of AI is that it can offer suggestions and corrections to improve the quality of writing, including grammar, writing style, and sentence structure.

As stated by the participant:

“Yes, there is one AI such as grammarly, deepL, and Quillbot which helps me to suggest my sentences whether they are in accordance with grammar or not if they are not appropriate, they will give a red check and I am given the option to choose whether to change or use other options”-p2.

The interview results show that artificial intelligence (AI) has the advantage of providing suggestions and corrections that can improve the quality of writing, in terms of grammar, writing style, and sentence structure. In addition, AI can also help writers avoid common mistakes, clarify ideas, and structure arguments more logically and effectively. The interview results also

showed that some participants confirmed that the corrections and suggestions provided by AI helped them improve their writing for academic writing, such as grammar. In particular, the students highlighted the use of Quillbot and Grammarly and mentioned how useful these two apps were in correcting and improving grammar. These students found that by using Quillbot or Grammarly as writing aids, the grammatical accuracy in their thesis writing improved greatly. This emphasises how AI tools can be used practically to help people in their academic pursuits, especially when it comes to improving language and grammar skills.

3.) Assiting of Paraprashing

AI can help students to paraphrase sentences, such as the partsipan statement:

'Yes, for example in quillbot, I paraphrase in quillbot there is also a grammar check feature so that the word structure is more correct.' p1

'Yes, like quillbot, when I paraphrase the paraphrase results from quillbot, there are recommendations for the right words to use.'-p4

Some Participants gave the opinion that AI provides useful support when it comes to paraphrasing texts. They

specifically discussed the use of QuillBot, a tool that students commonly utilize to paraphrase when writing essays or tests. When it comes to helping students reword text in a way that preserves its original meaning but presents it in a different way, QuillBot is a helpful tool. When trying to stay clear of plagiarism-related problems or when trying to convey ideas in a way that fits with their own writing style, students find it especially helpful. Students should be proficient in paraphrasing, especially in academic writing, including thesis writing. This ability is crucial because people need to express information in their own words or in a different language on papers that incorporate material from books, journals, or other sources. Acquiring expertise in paraphrasing guarantees adherence to moral writing guidelines and improves the overall quality of the written work. Moreover, good paraphrasing skills also help prevent plagiarism and strengthen understanding and critical analysis of the material learned.

4.) **Assisting in Finding Accurate Information**

AI can help ensure that the data and information used in the thesis are accurate and consistent, reducing the risk of human error, from this statement participants reported:

“Actually, I don't agree, because even though we use artificial intelligence, there must be a slight error that is not in accordance with our wishes, so it is necessary to double-check the results of AI.” -p4

In contrast to p4's statement, p2 actually agreed with the statement,

“Yes, I agree because there are some AIs that have confirmed that the content is accurate and consistent because it is based on references or journals so maybe the results provides have a few shortcomings but not too many”-p2

Then the next advantage of AI is that AI can access and analyze various online resources, quickly providing relevant and up-to-date references and literature. From this statement the participant stated:

“yes, I agree that it can access quickly and provide references because maybe AI is entering advanced technology so it will quickly provide the information needed by its users”-P2

“yes, because usually if we search on our own, it's usually like the old theories that appear but if for example in AI we can get the latest information”-P6

Furthermore, the advantages of AI are that AI can help customize content according to the specific needs of the student, such as adjusting to a particular writing style or research field. In accordance with the following participants' statements, some participants had different answers:

“I don't disagree because the AI is too general, so we as students should be able to specify directly to AI that the data we need is like our title not others, so maybe AI will help, but if directly he cannot specifically answer”-p2

“Usually I need 2-3 questions so that AI can answer what we want”-p6

In contrast to p2 and p6, p4 said that:

“Yes, it is appropriate, for example, if I want AI to complete the paragraph that I wrote in the form of academic writing, AI will help improve my writing according to academic writing.”-p4

Overall, participants recognized AI's strengths in providing quick access to up-to-date resources and assisting with content customization, but also noted

limitations regarding accuracy and the need for specific input and human oversight.

b. The Disadvantages

After analyzing the transcripts of the interview through narrative analysis, several themes about the advantages and disadvantages of AI in writing thesis can be categorized: Dependency on Artificial Intelligence, Reduce originality and creativity, risk of plagiarism, and limited access. In the interview session, the researcher directly asked and mentioned statements about the disadvantages of AI and asked participants to answer by agreeing or disagreeing and stating their reasons.

1.) Dependency on Artificial Intelligence

AI can reduce students' analytical and critical abilities, decreasing their engagement and deep understanding of the material.

As the participant's statement:

“sometimes because students are influenced because, for example, they use gpt chat and just look for what they want and copy-paste it so they don't think anymore and make them lazy.”-p1

“It depends on the person, for example, if he really takes it from the AI and immediately copies it, it means that it will definitely reduce their critical thinking,

and there are some students who use AI to support their thinking or make them think again, more thinking, it actually increases critical thinking."-p6

"Most agree, it can reduce but some don't, like 50-50 because there are some students who with the existence of AI actually make them critical of the answers given so that they search again Some students also directly copy directly in the AI without re-reading it again." -p2

Overall, there is a recognition that AI can have a dual effect on students' critical thinking. It can either diminish their engagement if they use it passively or support and enhance their analytical skills if used as a supplementary tool for deeper reflection and understanding. In summary, while AI has the potential to support academic work, its effectiveness in encouraging critical thinking largely depends on how students choose to interact with it. Over-reliance on AI and laziness without proper engagement can stunt intellectual development, whereas thoughtful and strategic use of AI can enhance students' analytical abilities.

2.) Reduce Originality and Creativity

Another disadvantage of using AI is that AI can reduce originality and creativity in thesis writing, as AI tends to generate content based on existing patterns and data. As stated by the following participant:

"I agree that AI reduces my originality and creativity in writing because with AI it directly creates data that already exists so it is not new so it is like Plagiarizing and the results are the same as others so my creativity is limited there"-p2

"reduce Yes, in my opinion, it reduces originality, the thesis should be when we look for theories we understand and we make it in our own language, whereas now there are many like this, when we get a theory or a paragraph, we immediately put it in the GPT chat and give an order to try to make a better sentence, then it can be directly copied and pasted into the thesis so automatically we may not understand the theory because yes, it is still the one who processes the GPT Chat so that the point is to avoid plagiarism."-p8

Overall, both participants agreed that the use of AI in thesis writing can significantly reduce originality and creativity, as AI tends to produce content that is based on pre-existing patterns and data. In other words, AI can replace the in-depth understanding and writing process that should be done personally by the thesis writers themselves. This means that the creative and analytical processes required to produce truly original and innovative work become less involved, as the author may simply rely on AI to structure sentences and present theories without actually understanding the material in depth. As a result, the thesis outcome may lack a reflection of the author's unique thinking and understanding, which is essential to ensure an authentic and unexpected contribution to academia.

3.) Risk of Plagiarism

then another drawback is the use of AI in writing a thesis including the risk of plagiarism and the authenticity of academic work. Most participants said that AI helps reduce plagiarism as the following participant's statement:

“As for plagiarism, I think it's a different thing but because now on campuses checking AI while checking plagiarism, they also check the AI, they also check the AI, so it's like maybe AI and plagiarism are related so it's just maybe for example like we paraphrase, even this AI helps avoid plagiarism” -p6

“In my experience, AI helps in reducing plagiarism”-P7

“I think it reduces plagiarism, but there are various kinds of plagiarism checkers now, especially from our majors. So, I think it depends on the plagiarism checker. If it's turnitin, it will definitely be plagiarism-free.” -p8

“I don't think so because AI itself helps reduce plagiarism”-p9

In contrast to the statements of some participants p3 and p4 said that AI is included in the risk of plagiarism:

‘In my opinion, the use of AI is included in plagiarism, so as much as possible change a little.’-p3

‘Very influential on plagiarism, especially now that there is detection of whether this is AI-made or not’-p4

4.) Limited Access

Then the other disadvantages are Limited free access and connection One of the disadvantages of AI that is quite often encountered is limited access because there are several premium or paid AI applications or websites, some students may often feel because most of them use free AI, besides that the limitations of internet connection may be slightly felt when having a slow network where AI is a web or application that is used using an internet connection. As stated by participants:

“yes, definitely because it is accessed using the internet so when we are out of internet range, of course, the data we use is immediately lost, and for premium ones, it must be paid, and if it is free and even that is also limited. So we have to be able to use it at least a few times a day, so it makes my writing wait for the next day and hinders my thesis writing.”-p2

“There is a letter limit in quilbot so it is limited to how many letters can be paraphrased, so it must be paraphrased step by step, then there is no history of previous paraphrases so it must be typed and remembered manually, and sometimes there are some words that cannot be paraphrased so the sentence does not change. paraphrasing from quilbot sometimes changes the sentence structure so in some cases my hook sentence is changed to the beginning of the sentence so I usually make another hook sentence to keep it connected to the next paragraph.”-p9

“Yes, because if we use some limited AI, sometimes there are features that cannot be used, like in quillbot, there are several choices, so if it wants a non-standard one, we have to use a premium one.” p10

B. Discussion

This study aims to investigate the experiences and perspectives of students regarding the use of artificial intelligence (AI) in assisting them with thesis writing. The following section presents a discussion of the findings derived from participant interviews. It also includes references to relevant theories that support these findings. The discussion is structured around the research questions, specifically: 1) how do efl student' experience in using AI to write a thesis? 2) What are the advantages and disadvantages of AI in assisting students with thesis writing? The analysis and discussion of these two research questions are presented as follows.

Writing skills are needed especially for EFL students who are working on their final project, namely thesis, thesis is one part of academic writing. In writing a thesis, there are many challenges and problems experienced by students, especially students who write a thesis in English, most of them find it difficult to compose a thesis due to grammar and language, besides that creating content and ideas in their thesis is also a challenge in writing.

1. EFL Students' Experiences in Using AI for Writing Thesis

In this study the researcher has discussed how students experience the use of artificial intelligence (AI) in the thesis writing process. Experience is something that has been experienced (lived, felt, borne) (KBBI, 2005). The factor that makes a person have experience is the existence of experience that is obtained continuously. In this research, experience includes the perceptions, feelings, and responses or attitudes of respondents in using Artificial Intelligence to help them write their thesis.

a.) The Using AI for Writing Thesis

In the findings, researchers found that AI was used by participants to help them write their theses. The results found by researchers that there were many benefits felt by participants, namely making it easier for them to write and improve their writing, and add ideas, this finding is consistent with research by Chen and Wei, (2021), who found that using an AI-powered writing assistant improved students' ability to generate ideas, organize their thoughts, and create writing of higher quality. The researchers also found that some participants were very interested and satisfied with using AI because AI could help them do their assignments more easily and efficiently, this is in line with the results of previous research by Syarifah &

Fakhrudin (2024), who found this artificial intelligence (AI) tools make learning sessions more successful, engaging and efficient, thus helping students improve their writing and comprehension skills more quickly. According to Luong & Manning (2015), AI tools can analyze writing styles and provide suggestions to make text more concise, clear, and engaging. The findings of this study indicate a significant level of student enthusiasm towards the utilization of Artificial Intelligence.

In this research, it was found that AI is very helpful for students to write a thesis because writing a thesis is not an easy thing as Swarni said (2016) The thesis should be written in correct, coherent language, in an appropriate style, and in accordance with citation rules. From their experience, they think that AI helps develop their language learning, especially in writing and every student surveyed think that using AI to help with writing is a good idea. This is consistent with the findings of Alammar and Amin (2023), who stated that AI can assist EFL students in producing their academic papers.

b.) Kind of AI Using by Students

Based on the interview results, researchers found that there are several types of AI that participants often use to help them

complete their theses. Some applications and websites of AI that are often mentioned by participants are Chat GPT, Grammarly, and Quillbot. They use these applications to help them find writing ideas, paraphrase, translate, and check their grammar. Researchers also found that participants can also customize AI to suit their needs in addition to helping them improve the quality of their writing, some participants also use AI to search for journals and summarize journals, such as Perflexity, BING AI, Elicit AI, and Consensus AI. From the interview results, it can be concluded that AI has many types, especially to help writing processes, participants already understand when it comes to choosing the appropriate AI tool for their specific needs. With so many AI tools available, it was easy for students to determine which tool would be most effective in helping them develop their argument and thesis structure. By being able to choose the right AI tool, it can be used optimally, thus helping the completion of the paper. The results of these findings are in accordance with research by Choi (2012) that online paraphrasing tools and the application of accurate grammar have been shown to substantially impact student writing outcomes. According to Anam (2021) the utilization of Quillbot and Grammarly, which are artificial intelligence tools, facilitates paraphrasing and ensures

grammatical accuracy for students. This increases the effectiveness of the final assignment. Using Quillbot as a paraphrasing tool significantly helped students in formulating sentences to include in their final assignments.

Meanwhile, according to Gitsaki and Coombe (2016), Grammarly helps students determine correct grammar in writing final assignments, and Grammarly can even detect plagiarism in a sentence. Grammarly is software for detecting errors and detecting plagiarism. Using Grammarly results in good writing as the tool helps students determine and improve vocabulary and grammar and even include correct citations according to the style used. Lorna Marie (2018) also stated Grammarly is widely recognised as one of the most accurate grammar checkers globally.

Therefore, choosing the right type of AI tools is very important to ensure that the writing results are more efficient. This includes recommendations for sentence structure, word choice, and improved readability. Therefore, selecting the appropriate AI tools is crucial to ensure more efficient writing outcomes. These tools offer recommendations for sentence structure, word choice, and enhanced readability. Applications such as ChatGPT, Grammarly, and QuillBot can be effectively used for this purpose. By utilizing

these AI tools, students can complete their theses more efficiently and quickly.

c.) Students' Attitude When Using AI to Write a Thesis

The students' attitudes toward incorporating AI into their academic writing process were overwhelmingly positive, largely due to the anticipated benefits AI could bring to their learning experience. This optimism was rooted in practices such as double-checking AI-generated content and avoiding direct plagiarism from AI tools. AI is regarded as a versatile tool that helps students evaluate their writing skills by identifying and correcting grammatical and structural errors, providing draft suggestions, offering topic ideas, and recommending relevant resources. Through this comprehensive support, students can effectively develop and refine their writing abilities. Similar to what Ratih & Kastuhandani (2024) reported, students who had their theses authored by AI were far more driven to finish their coursework. Students feel better about their accomplishments when they receive prompt and pertinent AI feedback, which also motivates them to keep getting better and learning more.

This positive outlook aligns with a study by Sumakul et al. (2022), which found that EFL students had a favorable view of AI in their writing classes and felt more confident in their writing as a result. Additionally, students emphasized how AI made their writing sessions more efficient. The accessibility and utility of AI technology were identified as key factors that contributed to increased productivity during the writing process. By speeding up error correction and assisting with idea generation and topic exploration, AI-enabled students find more enjoyment and value in their writing assignments.

2. The Advantages and Disadvantages Using AI for Writing Thesis

A. The Advantages

1.) Time Effectiveness

Findings from the interviews showed a relationship among participants regarding the time-saving benefits of AI in the thesis writing process. Automating these tasks from AI, not only does it save time, but it also allows students to focus on more important aspects of their thesis, such as data analysis and interpretation. By reducing the manual effort of searching for literature and compiling content, AI increases productivity and has the potential to improve the quality of

work by ensuring that the information collected is comprehensive and up-to-date. Thus, the writing process becomes faster, more time-efficient, and overall more productive. This finding aligns with previous research by Aisyi (2024), which highlights that the primary reason for utilizing AI is its ability to enhance the efficiency and accuracy of writing, making the entire process quicker and less complicated.

2.) Improving Quality of Writing

The interview results showed that artificial intelligence (AI) had significant benefits in improving the quality of writing, especially in terms of grammar, writing style, and sentence structure. These benefits were not only limited to the technical aspects of grammar, but also helped in structuring arguments more logically and clearly. AI allowed writers to avoid common mistakes and organize ideas more effectively. Interviewees also acknowledged that the use of tools such as QuillBot and Grammarly was very helpful in improving grammatical accuracy in academic writing, such as theses. With the help of AI, the quality of writing was enhanced, particularly in the context of academic writing, where grammatical accuracy and structure were crucial. This

demonstrated that practical AI tools could be used to support writing skills, particularly in improving language and grammar proficiency. Overall, AI was considered a valuable tool for students in refining the quality of their writing, while helping them achieve higher academic standards. This result is similar to the study by Ratih & Kastuhandani (2024) Using AI has an impact on students' growth as thesis writers since it helps them get past obstacles including sentence paraphrasing, choosing a thesis topic, grammatical errors, and concept development. The students also stated that AI is beneficial for them in assisting in sentences construction. This result is also similar to Fitria (2021) reported that AI may enhance students' writing quality by employing a variety of strategies, such as using synonyms, modifying word forms, using active or passive sentences, and changing word order.

3.) Assisting of Paraphrasing

Based on the interviews conducted, several participants expressed that AI can be highly beneficial in the process of paraphrasing texts, particularly through the use of tools

like QuillBot. The participants noted that QuillBot not only assists in paraphrasing but also offers additional features such as grammar checks and recommendations for more accurate word choices. This provides added value by ensuring that sentence structures are improved and adhere to proper linguistic conventions.

From the students' perspective, paraphrasing is an essential skill that must be mastered, especially in the context of academic writing, such as theses or research papers. AI tools like QuillBot help Students express ideas in their own words while preserving the original meaning of the text. This is crucial for avoiding issues of plagiarism and for conveying ideas in a manner more aligned with their personal writing style.

Moreover, mastering the skill of paraphrasing also aids students in deepening their understanding of the material and enhances their critical analysis of the information being studied. In this regard, AI provides significant support in ensuring that their written work is not only free from plagiarism but also of higher quality in terms of

grammar and word choice. In conclusion, the interview results indicate that the participants view AI, particularly tools like QuillBot, as highly useful in enhancing their paraphrasing skills, which is a critical competency in the academic realm. This study is similar to Aisyi (2024) Paraphrasing the texts from the sources and write down by their own. With this AI, it made them more confident in findings lot of references that need as the support of their written papers, especially in their academic writing. Also, similar to Ansorge et al. (2021) stated students can use online paraphrasing tools to improve the quality of their paraphrases. Online tools for paraphrasing can help with many different activities, including text rewriting and text spinning, as well as identifying plagiarism.

4.) Assisting of Finding Accurate Information

In this discussion, participants provided varied perspectives on the benefits and limitations of AI in supporting thesis writing, particularly concerning accuracy, consistency, access to resources, and content customization.

The accuracy of AI-generated results, noting that they might not always align with user expectations, thus requiring manual verification. This suggests that while AI can be beneficial, there is still potential for errors, necessitating human oversight to ensure accuracy, these finding similar with Smith, J. (2022) noted that although AI can provide instantaneous feedback on vocabulary and grammar, it might struggle to comprehend idioms, cultural allusions, and appropriate usage.

In other situations, the integration of AI was perceived as beneficial, as it provided additional information and materials that enhanced the overall quality of their writing. The use of AI enabled participants to access a broader and more current range of information, ultimately improving the quality of their academic writing. These findings align with the theory proposed by Woo and Guo (2023), which posits that AI can stimulate students' creativity and idea generation by providing multiple aspects related to the problem at hand. The findings are also similar to William (2024) AI improves efficiency, accuracy, and accessibility in academic work.

Additionally, these findings are consistent with Sakhare et al. (2023), who argue that machine learning leverages large datasets to extract relevant information, potentially revolutionizing information access and retrieval systems. However, the accuracy of AI-generated information can vary depending on the field, and overall, AI shows potential in helping to find accurate information, though its effectiveness may depend on the application area and implementation.

Overall, participants recognized the advantages of AI, particularly in providing quick access to updated resources and assisting with content customization. However, they also highlighted limitations related to accuracy, the need for specific input, and the importance of human oversight. Although AI can enhance the research and writing process, it is not entirely perfect and requires critical engagement from users to optimize its potential. The combination of AI assistance with human judgment can create a more effective and reliable research process for students.

b. The Disadvantages

1.) Dependency on Artificial Intelligence

Overall, there is an acknowledgment that AI can have a dual effect on students' critical thinking abilities. AI can either diminish student engagement if used passively or support and enhance analytical skills if used appropriately. While AI has the potential to support academic work, its effectiveness in promoting critical thinking largely depends on how students interact with it. Such as according Musi (2023) presents chatbots designed to inoculate against misinformation, which could indirectly enhance critical thinking skills. However, Over-reliance on AI and passivity without active engagement can hinder intellectual development.

Conversely, wise and strategic use of AI can enhance students' analytical capabilities. This aligns with findings by Mendoza Zaragoza et al. (2024) express concerns about the potential for excessive dependence

on AI, which could impede the development of critical thinking and writing skills checkers and virtual assistants, can improve writing quality, motivation, and problem-solving skills among students. These tools play a crucial role in various aspects of academic writing, including idea generation, content organization, literature review, data analysis, and editing. However, to maximize the benefits of AI in academic writing, researcher recommend a balanced integration of these tools, comprehensive user training, and clear policies to maintain academic integrity. Ongoing research is necessary to address emerging challenges and ethical considerations in the application of AI in academia.

In other words, AI use should be approached wisely to leverage its advantages while minimizing its potential negative impacts on students' critical thinking abilities. Balanced integration and appropriate training can help ensure that AI serves as a supportive tool rather than a replacement for critical and analytical skills. So that IA is not used as a tool for student dependency.

2.) Reduce Originality and Creativity

In this study, participants expressed concerns about the impact of AI on originality and creativity in academic writing, particularly in thesis writing. Some participants emphasized that AI-generated content, which is often based on existing patterns and data, can limit students' ability to produce unique and original work. AI's tendency to generate data from existing sources creates a sense of plagiarism, as the content produced may be similar to that of others using the same AI tools. This ultimately limits the user's creativity, as the space for innovation and originality in the writing process becomes reduced.

Overall, participants stated that the use of AI in thesis writing can hinder the creative process and lead to a lack of understanding of academic material. Relying on AI to generate content can reduce the authenticity of the work, as it reflects existing patterns rather than the student's personal insights. This suggests that the role of AI in academic writing should be carefully considered to ensure that AI supports, rather than hinders, the development of original

thought and understanding. While AI can be a useful tool for organizing information and generating ideas, it is important for students to remain actively involved in the writing process to ensure the authenticity and originality of their work. This finding aligns with David & Wang (2016), text produced by AI might not have the same originality and inventiveness as writing produced by humans. Because AI frequently relies on preexisting data and patterns, the originality of the information it generates may be limited. This could ultimately reduce their originality and creativity in producing academic work. In this context, AI not only limits students' understanding and engagement with the material but also diminishes the creativity and originality of the thesis produced.

3.) Risk of Plagiarism

The discussion on the use of AI in thesis writing reveals two perspectives regarding the risk of plagiarism. Most participants believe that AI helps reduce plagiarism, as some mentioned that AI facilitates paraphrasing and avoids plagiarism detection, especially with tools like Turnitin.

However, some participants expressed the opposite view, stating that the use of AI risks being considered plagiarism. They pointed out that AI-generated work can now be detected, so AI usage needs to be modified to avoid being flagged as plagiarism. In conclusion, while AI is seen as helpful, concerns remain about the risk of plagiarism associated with its use. These findings are similar to the research by Kornfeld & Roy's (2021) study, which stated that some individuals expressed concerns that the use of AI tools could encourage plagiarism, as students may become overly reliant on automated suggestions and neglect honing their own writing skills. And the finding aligns with Mustofa (2024), which states that AI writing tools can inadvertently cause plagiarism by rewording sources too closely without proper citation. While these tools may not directly copy text, their paraphrased outputs can closely resemble the original material. Over-reliance on AI for paraphrasing requires careful review and accurate attribution to prevent unintended plagiarism. Furthermore, acknowledging the necessity of upholding academic integrity and preventing plagiarism is essential, even as AI tools are employed to refine text quality.

4.) Limited Access

One of the disadvantages of AI that is often experienced is limited access, especially because many AI applications or websites are premium or paid. Students using the free versions often feel restricted, both in terms of usage limits and available features. Additionally, a slow internet connection can hinder access, as most AI requires a stable connection. Common issues include word or character limits, the absence of editing history, and changes in sentence structure that may not align with the user's needs. Additional features usually require payment for premium versions, which poses a challenge for some users. This finding is similar to the discovery by Mendoza Zaragoza (2024) that premium features of advanced grammar checkers, which are often paid, may not be accessible to all students.