

APPENDICES

Appendix I : Translation of Alqur'an

No.	Surah/Verse	Translation	
		English	Indonesia
1.	Al-Hujurat verse:6	“O you who have believed, if a disobedient one brings you information, investigate, lest you harm a people out of ignorance and become regretful.”	Wahai orang-orang yang beriman, jika seseorang yang fasik datang kepadamu membawa suatu berita, maka telitilah kebenarannya, agar kamu tidak mencelakakan suatu kaum karena kecerobohan yang akhirnya kamu menyesali perbuatanmu.

Appendix II : Research Instrument

Interview Guidelines

The interview guidelines were designed to explore students' perceptions and strategies in using ChatGPT in Academic Writing. All questions are open-ended to encourage participants to provide detailed and reflective responses.

Section A: Background Information

1. Can you describe your experience in developing your academic writing?
2. What types of academic writing tasks do you usually work on during your studies?
3. How did you first get to know ChatGPT?
4. How often do you use ChatGPT for academic purposes?
5. In what situations do you usually decide to use ChatGPT to support your academic writing?

Section B: Students' Perceptions of ChatGPT

6. What is your general view on the use of ChatGPT to support your academic writing?
7. How useful do you think ChatGPT is in improving academic writing?
8. What benefits do you experience when using ChatGPT for academic writing?
9. What concerns or limitations do you experience when using ChatGPT in academic writing?
10. In your opinion, what is the difference between ChatGPT and other learning tools you have used?

Section C: Strategies in Using ChatGPT for Academic Writing

11. How do you usually use ChatGPT in different stages of academic writing (planning, drafting, revising)?
12. What strategies do you use to ensure your writing remains original when using ChatGPT?
13. How do you evaluate and select the responses generated by ChatGPT?
14. How do you combine your own ideas with the responses provided by ChatGPT?
15. How do you avoid becoming overly dependent on ChatGPT in developing your academic writing skills?

Section D: Reflection and Evaluation

16. How does using ChatGPT affect your confidence in academic writing?
17. In what ways has ChatGPT changed the way you complete academic writing tasks?
18. What is your view on the ethical use of ChatGPT in academic writing?
19. What challenges do you still face in academic writing despite using ChatGPT?
20. What suggestions would you like to give regarding the use of ChatGPT to support students' academic writing?

Appendix III : Transcript of interview results

1. Can you describe your experience in developing your academic writing?

Participant	Response
P1	Initially, I struggled with academic writing, particularly with structuring and using formal language. However, over time and with frequent assignments, my skills began to develop.
P2	In the beginning, when I first started writing, I had trouble with grammar. At first, it was in the present tense, then it changed to the past tense at the end. It seemed disorganized, and the lecturer commented on it.
P3	It was difficult at first, the hardest part was putting together the structure. Sometimes it was messy. So, while it was difficult at first, with more practice, it gradually improved.
P4	Honestly, I'm still struggling with developing my academic writing skills, especially since the format and layout for academic papers differ from school to college. But as time goes by, especially after being at this university for a while, I've seen progress, gained knowledge, and gained insights from friends and lecturers. So that's the progression.
P5	At first, I was confused about how to write a paper, as other people were already able to write papers, so I was stumped. Then, I met a friend who was quite an expert in the field, so I learned how to start a paper properly, how to cite journals, articles, and so on. I finally got to a point where I could do it pretty well.
P6	Initially, I struggled with academic writing, especially in constructing sentences that adhered to writing conventions. However, with time and practice, my writing skills began to improve, although I still need much improvement.
P7	When I first started college, I didn't really understand the structure

	of it, and I didn't know what a good one looked like. So, it was a bit difficult at first, because there were a lot of papers assigned. I found it difficult because in high school, it wasn't discussed in that way.
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2. What types of academic writing tasks do you usually work on during your studies?

Participant	Response
P1	I usually work on papers, essays, and also some assignments like paraphrasing and journal summaries.
P2	What I remember most clearly is that academic writing was a task that practiced skills like paraphrasing, synthesizing opinions, and so on. I also wrote simple pieces, such as about vacations, with an introduction, body, and conclusion. There were also proposals, which utilized various skills, such as introductions and supporting evidence.
P3	When it comes to academics, the most memorable things are paraphrasing, paraphrasing texts, paragraphs, and essays.
P4	For this, Ulun is very enthusiastic, especially since he's still in college. Courses usually involve presentations, papers, and those are often given. And also essays, sometimes if the lecturer wants them. Ulun does the essay assignments. For now, he's just starting to write this seminar proposal, and there are only one or two proposals for now.
P5	Usually Ulun writes papers, more like papers or essays than assignments.
P6	Usually working on papers, essays, and assignments such as summarizing journals and paraphrasing.
P7	Certainly, I've written papers, essays, and more recently, proposals. I've also written literature reviews.

3. How did you first get to know ChatGPT?

Participant	Response
P1	I first learned about ChatGPT from a friend, then tried using it to help with my assignments.
P2	It was initially from a friend, so I was surprised to find ChatGPT. I continued to study it, initially using it on the web, and then eventually downloading the app.
P3	I first learned about ChatGPT through a friend. Initially, I looked for answers from other sources, but they weren't very satisfying. Then, they suggested trying ChatGPT.
P4	At first, Ulun's first impression was skeptical. This is AI, after all, and he still has the principle from school: try it yourself first if you can. So, at first, he was still skeptical, still in denial about this AI. Speaking of which, Ulun had heard of ChatGPT after Covid, a year or two after Covid. But he only started using it recently, last year, or mid-last year, before he started seriously using it.
P5	I initially learned about ChatGPT just to answer questions. That was in my third semester, if I'm not mistaken, and I learned about it through a friend.
P6	I first learned about ChatGPT from a friend, then tried using it to help with assignments.
P7	I first learned about ChatGPT because it was trending on social media platforms like X and Instagram. I wasn't too trusting at first and was still using Google. However, after hearing how good ChatGPT was, I finally gave it a try.

4. How often do you use ChatGPT for academic purposes?

Participant	Response
P1	Quite often, especially when there's a writing assignment, it can be around 60–70 percent.
P2	Every time using ChatGPT, but in one task around 50–70 percent.
P3	It depends. I usually use ChatGPT when I'm pressed for time. Since I'm often pressed for time, I use it frequently. It's around 70% of the time.
P4	As for ChatGPT, it's not used as often as it could be right now. It's around 60–70 percent at most. This is due to skepticism, and also because AI has so many prompts, and I'm afraid of making mistakes. So I still often manually search for examples at school or elsewhere, and I mostly ask friends. But using AI isn't 100% copy-paste.
P5	ChatGPT is quite common, alongside other AI applications. The percentage is around 60–70%.
P6	Quite often, especially when working on writing assignments, with a percentage of around 60–70%.
P7	It's used quite frequently for writing, usually as a proofreader or to make bullet points. It's not copy-pasted. It accounts for around 90%.

5. In what situations do you usually decide to use ChatGPT to support your academic writing?

Participant	Response
P1	Usually when I have trouble finding ideas or when I want to improve my writing to make it better.
P2	When you have no idea what to write, when you want to write you don't know what idea you want to write, so as an initial idea, use ChatGPT first to get an idea of what you want to write.

P3	Usually when you're pressed for time against a deadline or when you're not focused or feeling lazy, you immediately use ChatGPT6.
P4	For cross-checking and also to gain new insights, especially from AI, to see if there's a different layout or structure than what Ulun learned in lectures. It's usually used for comparison and to gain new insights.
P5	When I'm stuck for ideas to write about something or anything else, I use ChatGPT. ChatGPT helps me generate ideas while writing, especially when I don't know what to write or where else to find references. ChatGPT is what helps me generate ideas for writing.
P6	Usually used when having difficulty finding ideas or when you want to improve your writing.
P7	Usually when you have an idea but are confused about how to put it together, especially in using academic language because you are still lacking formal language.

6. What is your general view on the use of ChatGPT to support your academic writing?

Participant	Response
P1	In my opinion, ChatGPT is very supportive, it can connect one sentence to another, for example, in a paragraph there is still a period, after that period, the next paragraph must be connected to the previous paragraph. Well, ChatGPT can help make the two paragraphs still connected in terms of explanation.
P2	Used for proofreading. For example, I've written something, then sent it to ChatGPT for proofreading, and I can learn from it.
P3	It depends on who uses it. If the prompts are correct, the results are good. However, the downside is that it can be addictive.

P4	In Ulun's opinion, ChatGPT is very helpful, more as a tool, as a tool to assist. So, like in today's life, it's meant to make work easier, but it doesn't mean it takes over everything.
P5	Personally, I think ChatGPT and other AI tools are very helpful for academic writing. However, we must use them wisely to avoid copy-pasting.
P6	In my opinion, ChatGPT is very helpful, especially in academic writing.
P7	Very helpful. It helps a lot, because ChatGPT can correct our writing, then can tell us where our mistakes are when writing, usually using ChatGPT not only asks for corrections to my writing but also asks for the reasons why my writing is wrong and why.

7. How useful do you think ChatGPT is in improving academic writing?

Participant	Response
P1	Very useful, because it can help in constructing better and more formal sentences.
P2	It's very helpful, especially with grammar and word structure. Using a translator alone can lead to a misaligned writing structure, while ChatGPT's language is much better. (12)
P3	It's quite helpful, especially in executing ideas. For example, if you want to write something and have an idea but aren't sure how to write it, ChatGPT can help you and then select the best one.
P4	According to Ulun, it's quite useful. It's a tool to help, with guidelines and benchmarks for formats or templates that align with the content of academic writing. But it all comes down to our ability to implement AI.
P5	In my personal opinion, this is a double-edged sword. If used wisely, it can be very helpful in academic writing, but if used unwisely, it can actually worsen our academic writing skills.

P6	very useful for example, looking for aspects that need to be discussed, then helping to find references, then correcting grammar,
P7	Useful, especially in helping to make writing better and in line with academic writing.

8. What benefits do you experience when using ChatGPT for academic writing?

Participant	Response
P1	Makes it easier to create ideas, for example in making a 1 paragraph essay the idea is about A and the sentence is about that, then we can see the chat and make sentences about the idea that was created like that.
P2	What is certain is that you will complete your assignments faster, get good grades, and get inspiration for writing. For example, improving your writing because it is stiff can be made simple by GPT.
P3	Work gets done faster, especially when you're up against a deadline.
P4	The first is clearly to broaden your knowledge and add other strategies. If something is missing from the lecturer, you can find a more appropriate layout or format in GPT.
P5	It makes it easier to summarize the journals we'll cite and use in papers or scientific writing. It also makes it easier to find reference sources.
P6	Makes it easier to find ideas, speeds up assignments, and helps correct writing errors.
P7	Writing becomes more structured and work becomes faster, especially when approaching a deadline.

9. What concerns or limitations do you experience when using ChatGPT in academic writing?

Participant	Response
P1	Sometimes the results don't always match the intended context, so it's still important to double-check. For example, if the language used in chatbots is clearly standardized, or the vocabulary seems standard, it's easy to detect if the writing is AI-generated.
P2	Sometimes it makes me lazy to write, because I feel like ChatGPT is the only one who does the writing, and it also makes me worried because relying only on ChatGPT can also make me not understand the content of what is written.
P3	Writing can be affected by plagiarism, there are several lecturers who check assignments whether they use chatgpt or not, so there is a worry about plagiarism and being caught by the lecturer because now there is AI checking.
P4	The concern is more about credibility. Can the contents of ChatGPT be trusted? Some of the information isn't necessarily accurate; sometimes it's accurate, sometimes it's fabricated. So, it's not entirely trustworthy.
P5	The main concern is that AI detection now exists. If we use ChatGPT 100%, it can be detected. Furthermore, ChatGPT sometimes repeats words, making it easier for lecturers to recognize.
P6	The writing results produced by chat gpt are very standard so that the writing can be detected by lecturers, then because everything is made easier by chat gpt, such as generating the desired writing with fast results, it can also trigger addiction because the desired results are obtained quickly.
P7	For example, plagiarism is certain, because sometimes there are lecturers who have said that assignments should not be done

	entirely using GPT, because even though it has been parsed, it can still be detected as using GPT, and also the dependence on using AI which is definitely triggered by deadlines.
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10. In your opinion, what is the difference between ChatGPT and other learning tools you have used?

Participant	Response
P1	ChatGPT is more flexible and can provide explanations, while other tools usually only focus on grammar.
P2	While other tools don't provide enough explanation and simply answer questions, ChatGPT can provide a more comprehensive understanding because its explanations are tailored to the specific needs.
P3	ChatGPT is more flexible and can be tailored to your needs. For example, you can ask it to write in a specific style, while other tools like Grammarly are more limited.
P4	ChatGPT is more descriptive, so it can still be understood. However, other AIs, such as Gemini, provide references, such as journals or articles, directly. Furthermore, ChatGPT is usually combined with paraphrasing tools to avoid being too robotic and plagiarism.
P5	ChatGPT is more general-purpose, even capable of coding or generating images. Grammarly, on the other hand, is more specific to grammar.
P6	ChatGPT is more flexible and can provide explanations, while other tools focus more on specific aspects such as grammar.
P7	ChatGPT provides more specific answers to your needs than other tools like Grammarly or Google.

11. How do you usually use ChatGPT in different stages of academic writing (planning, drafting, revising)?

Participant	Response
P1	Usually used for revision, sometimes there are grammatical errors when writing, when you have written with your own results, then send it to GPT to be checked as a final check before collecting the writing assignment.
P2	First, submit the article to ChatGPT and ask for an explanation of its contents. Afterward, reread the article to confirm its validity. From there, start planning your writing based on the explanations and evidence provided.
P3	It's more often used for revisions. For example, you might have written something and then input it into ChatGPT to find errors and suggest improvements.
P4	Planning usually involves searching for a single case or title elsewhere. Afterward, it's fed into AI for analysis, identifying key points. Then, it's returned to cross-check with other sources. This is often done back and forth with other tools to ensure consistent results.
P5	Typically, reference materials are first collected, then entered into ChatGPT to summarize them from journals. After that, they're tabulated. Then, they're entered back into ChatGPT to create a draft of the paper.
P6	From the beginning, I didn't know what the planning for making a proposal was like, so I used chat to ask for an explanation of how to make a draft proposal and what parts needed to be made, for example, the background and so on.
P7	Usually, you'll have your own draft first, then send it to ChatGPT to refine the structure and academic language. You'll also need to

	provide references to ensure the results are consistent.
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12. What strategies do you use to ensure your writing remains original when using ChatGPT?

Participant	Response
P1	I usually rewrite it in my own language and don't directly use the results from ChatGPT.
P2	By using Google Translate first to understand, then rewriting it in your own language, then correcting it again in ChatGPT for grammar.
P3	Usually, after getting text from ChatGPT, it is paraphrased again by replacing vocabulary with synonyms.
P4	Cross-check again, and the results from ChatGPT are changed or slightly overhauled to make them more appropriate and less robotic.
P5	After using ChatGPT, Ulun paraphrases again, either manually or using other tools.
P6	Rewrite it in your own language and don't directly use the results from ChatGPT.
P7	Because we have been using Chatgpt for a long time, Chatgpt automatically knows how we will ask for a parphrase according to the writing style we want.

13. How do you evaluate and select the responses generated by ChatGPT?

Participant	Response
P1	I reread it and make sure it is in line with the topic being discussed.
P2	By comparing it with the original article, see if it matches. If it doesn't, ask ChatGPT again.
P3	Reread it several times to determine which ones looked too much

	like AI and then fixed them.
P4	I cross-checked it again and returned it to the original title to see if it was appropriate. Then, I analyzed it again to ensure it remained on track.
P5	Please read it again, don't just copy and paste. Furthermore, ChatGPT can be trained to improve its results.
P6	Reread and make sure it is in accordance with the topic being discussed.
P7	priest Ask for references then check them one by one, and reconfirm if anything is not appropriate.

14. How do you combine your own ideas with the responses provided by ChatGPT?

Participant	Response
P1	I combined ideas from ChatGPT with my own ideas to make the results more suitable.
P2	By writing it yourself first, then just ask ChatGPT for corrections without changing the information.
P3	The text from ChatGPT is then paraphrased and combined with your own ideas.
P4	Ulun usually combines ideas. Most of the ideas come from himself, while ChatGPT is an additional reinforcement. This ensures that the AI isn't overburdened or solely focused on himself.
P5	By combining and comparing personal ideas with ChatGPT results, then seeing which one is the most appropriate to use.
P6	Combine ideas from ChatGPT with your own ideas to get more accurate results.
P7	The main points come from yourself, then ChatGPT helps

	improve the structure and language.
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15. How do you avoid becoming overly dependent on ChatGPT in developing your academic writing skills?

Participant	Response
P1	By trying to do the task not close to the deadline
P2	By trying to do it yourself first, without needing to ask for help from ChatGPT at the beginning, and gaining confidence, ChatGPT is used solely for assistance.
P3	By not always relying on ChatGPT, especially when not under a tight deadline. Unless you're under a tight deadline, you generally don't use GPT much for any writing assignment.
P4	It comes back to the intention. AI is just a tool, and it can be wrong. So, as users, we must still analyze and cross-check our own data.
P5	By reading older literature more often, observing how people used to write without AI, you can reflect on yourself and not rely too much on tools like GPT.
P6	By trying to work on and complete the task yourself first before using ChatGPT using existing resources.
P7	By increasing interest in reading, because usually people use chat, it makes them lazy because they lack the desire to read and if possible, try to do it yourself first.

16. How does using ChatGPT affect your confidence in academic writing?

Participant	Response
P1	It makes me more confident because I have help in improving my writing.
P2	ChatGPT seems to provide encouragement and support, making you more confident.

P3	Increased confidence because of the many references from ChatGPT, but still have to ensure the source is valid.
P4	It further broadens your knowledge and provides other insights that can be utilized. This increases your confidence in formatting and adapting your writing.
P5	When conditions are tight, having ChatGPT makes you more confident in doing assignments or writing papers.
P6	Makes you more confident because you get help in improving your writing.
P7	More confident because the writing has been improved in terms of p7 and language.

17. In what ways has ChatGPT changed the way you complete academic writing tasks?

Participant	Response
P1	I've become more attentive to structure and the use of more formal language.
P2	Used as practice, for example, creating questions and then answering and correcting them by ChatGPT.
P3	More used for revision, especially to improve vocabulary in writing.
P4	Provides another way to organize format, layout, and adjust information to be more appropriate for use in academic writing.
P5	In terms of academic writing itself and also translation, so I use ChatGPT more often.
P6	Pay more attention to structure and better use of language.
P7	Helps understand how to create good paragraphs and arguments in academic writing.

18. What is your view on the ethical use of ChatGPT in academic writing?

Participant	Response
P1	It must be used wisely and must not be directly copied and pasted.
P2	By not plagiarizing directly, but paraphrasing and changing the language.
P3	Don't use it too often and don't copy it all at once, it's better to paraphrase it first.
P4	It must comply with the rules and not go beyond the bounds. This is especially true in academic settings. It's crucial to pay attention to the credibility of the source and the responsibility of the writing.
P5	I think this is very important. From an academic perspective, using ChatGPT 100% is unethical. Therefore, it must be used wisely.
P6	It must be used wisely and must not be directly copied and pasted.
P7	You can use it, but don't copy and paste it directly.

19. What challenges do you still face in academic writing despite using ChatGPT?

Participant	Response
P1	Still having difficulty developing ideas independently.
P2	Still having difficulty with formal language and article language, because I don't really understand it yet.
P3	Dependence, because if you use ChatGPT too often you will become lazy to think and your ideas will become shallow.
P4	The challenge is in selecting the right information, because AI is still general or subjective, so it must be carefully selected which can be accounted for.
P5	The challenge is the limited use, because it does not use the pro version, so that in crucial conditions it often hits the limit.

P6	Still having difficulty developing ideas independently.
P7	Sometimes the answer results decrease if used too often, so it is necessary to create a new chat.

20. What suggestions would you like to give regarding the use of ChatGPT to support students' academic writing?

Participant	Response
P1	Use as a tool only, not as a primary source.
P2	Don't plagiarize and be more creative to improve your skills.
P3	Don't rely too much on it. Try writing your own first, and then use ChatGPT if you're stuck, and don't use it 100%.
P4	It's fine to use it, but you must still follow the rules and ethics. Don't let it make you lazy. AI is just a tool, and we still make the decisions. It's also best to follow your lecturer's instructions regarding AI use to be more accurate and avoid plagiarism.
P5	Don't be anti-AI; keep using it, but wisely. Because if we don't use this technology, we could be left behind.
P6	Use it as a tool only and don't rely too much on it.
P7	Don't plagiarize and stick to your own language, especially during presentations, so it doesn't look like ChatGPT results.

Appendix IV : Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B- 632 /Un.14/III.1/PP.00.9/04/2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

17 April 2026

Yth. Kepala UIN Antasari Banjarmasin
 Kota Banjarmasin, Kalimantan Selatan

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Muhammad Rafly Maulana
 NIM : 220101030443
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Pahlawan No. RT. 02, Desa Malintang, Kec. Gambut, Kabupaten Banjar, Kalimantan Selatan
 No HP : 085705003923

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 17 April 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

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SURAT RISET

Nomor : B- 632 /Un.14/III.1/PP.00.9/04/2026

Yang bertanda tangan tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Muhammad Rafly Maulana
NIM : 220101030443
Semester : VIII

Alamat : Jl.Pahlawan No.RT. 02, Desa Malintang, Kec. Gambut, Kabupaten Banjar, Kalimantan Selatan
Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan Judul :

"STUDENTS' PERCEPTIONS AND STRATEGIES IN USING CHATGPT FOR ACADEMIC WRITING"

Tempat Penelitian : UIN Antasari Banjarmasin
Lamanya Riset : 2 (Dua) Bulan
Dari Tanggal : 5 Maret 2026
Sampai Tanggal : 5 Mei 2026

Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Banjarmasin, 17 April 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
NIP 197212112008011009

Mahasiswa yang bersangkutan,

Muhammad Rafly Maulana
220101030443

Appendix V : Research Completion Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

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SURAT KETERANGAN SELESAI RISET

Nomor: B-142/Un.14/III.1/PP.00.9/05/2026

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a : Muhammad Rafly Maulana
NIM : 220101030443
Fakultas : Tarbiyah dan Keguruan
Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (05 Maret 2026 - 05 Mei 2026) dengan judul:

**“STUDENT'S PERCEPTION AND STRATEGIES IN USING CHATGPT FOR
ACADEMIC WRITING”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 18 Mei 2026
Ketua Prodi,



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

Appendix VI : Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

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Nomor : B-74/Un.14/III.1.f/PP.00.9/04/2026
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Muhammad Rafly Maulana
NIM. 220101030444
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**THE CORRELATION BETWEEN CHATGPT USAGE FREQUENCY AND
STUDENTS' SKILL IN ORGANIZING IDEAS IN ENGLISH WRITING
ASSIGNMENTS**

Berubah menjadi:

**STUDENTS PERCEPTIONS AND STRATEGIES IN USING CHATGPT FOR
ACADEMIC WRITING**

Menunjuk :

1. Dra. Andi Irlina, M. Hum sebagai Dosen Pembimbing Skripsi.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

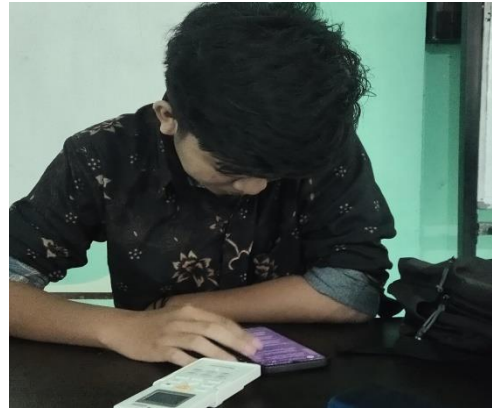
Wassalamu'alaikum. Wr. Wb.

Banjarmasin, 17 April 2026
Ketua Prodi
Tadris Bahasa Inggris



Afifah Linda Sari

Appendix VII : Photographs



Appendix VIII : Consultations Schedules and Notes

No.	Date	Notes	Signature
1.	February 4 th 2026	• Changed the title because the desired population did not meet the criteria during the study. • Changed to qualitative.	
2.	February 11 th 2026	• corrections for chapter 1, surah section, as it has no relation to the research • addition of theory in accordance with the title	
3.	February 18 th 2026	• Clarify the participant selection criteria. • Explain the research setting. • Strengthen the description of the data collection process.	
4	April 22 nd 2026	• Explain each finding in detail, not only through coding tables. • Use complete participant quotations. • Maintain consistent past-tense writing.	
5	April 29 th 2026	• Link all findings to the theories in Chapter II. • Compare the findings with previous studies. • Interpret the findings more critically	
6	May 6 th 2026	• Simplify the conclusion. • Focus on answering Research Questions 1 and 2. • Relate the conclusion to previous studies and the Qur'anic verse.	
7	May 13 2026	• Improve academic language and sentence effectiveness. • Reduce repetitive words and expressions.	
8.	May 14 th 2026	Acc	

CURRICULUM VITAE

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Banjarmasin, July 2026



Writer