

## ABSTRACT

**Arpia.** 2026. *The Role of Technology in EFL Writing of University Students*. Undergraduate Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Nani Hizriani, S.Pd, MA.

**Keywords:** technology, EFL writing, university students, qualitative case study, digital tools.

This study investigated the role of technology in English as a Foreign Language (EFL) writing among university students. The objectives of the study were to explore students' views on the use of technology in academic writing and to identify the technological obstacles they encountered during the writing process. A qualitative case study design was employed. The participants consisted of ten undergraduate students from the English Education Department of Antasari State Islamic University who were selected through purposive sampling. The study was conducted over a one-month period during the Even Semester of the 2025/2026 academic year, specifically focusing on students enrolled in the Academic Writing course. The data were collected through classroom observations and semi-structured interviews and analyzed using thematic analysis. To enhance the credibility of the findings, data triangulation was conducted by comparing the interview and observation data. The findings revealed that students had positive perceptions of technology in EFL writing. Microsoft Word, Grammarly, and Google Docs were the most frequently used digital tools to support writing activities. The participants reported several benefits of using technology, including improved writing efficiency, enhanced grammar and vocabulary knowledge, easier access to learning resources, and more effective collaboration through online platforms. However, the study also identified several challenges, including dependency on technological tools, limited ability to use advanced software features, technical problems such as unstable internet connections and device limitations, digital distractions, and concerns regarding the accuracy of automated feedback. The triangulation results confirmed that technology plays a significant role in facilitating students' academic writing while highlighting the importance of improving students' digital literacy and providing adequate technological support. In conclusion, technology has become an essential component of EFL writing by assisting students throughout the writing process. Nevertheless, its effective implementation requires balanced use, proper training, and institutional support to minimize its limitations and maximize its educational benefits.

## ABSTRAK

**Arpiah.** 2026. Peran Teknologi dalam Menulis Bahasa Inggris sebagai Bahasa Asing (EFL) pada Mahasiswa Universitas. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Pembimbing: Nani Hizriani, S.Pd, MA.

**Kata Kunci:** teknologi, menulis bahasa Inggris sebagai bahasa asing (EFL), mahasiswa, studi kasus kualitatif, aplikasi digital.

Penelitian ini bertujuan untuk mengkaji peran teknologi dalam pembelajaran menulis Bahasa Inggris sebagai Bahasa Asing (EFL) pada mahasiswa, khususnya untuk mengetahui pandangan mahasiswa terhadap penggunaan teknologi dalam penulisan akademik serta mengidentifikasi kendala yang mereka hadapi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Partisipan penelitian terdiri atas sepuluh mahasiswa Program Studi Tadris Bahasa Inggris Universitas Islam Negeri Antasari yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik dengan triangulasi data. Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap penggunaan teknologi dalam pembelajaran menulis EFL. Microsoft Word, Grammarly, dan Google Docs menjadi aplikasi yang paling sering digunakan karena membantu meningkatkan efisiensi menulis, memperbaiki tata bahasa dan kosakata, mempermudah akses sumber belajar, serta mendukung kolaborasi. Namun, mahasiswa juga menghadapi beberapa kendala, seperti ketergantungan pada teknologi, keterbatasan penguasaan fitur aplikasi, masalah koneksi internet dan perangkat, gangguan digital, serta keterbatasan akurasi umpan balik otomatis. Penelitian ini menyimpulkan bahwa teknologi berperan penting dalam mendukung kemampuan menulis akademik mahasiswa. Oleh karena itu, diperlukan peningkatan literasi digital, pelatihan yang memadai, dan dukungan institusi agar manfaat teknologi dalam pembelajaran menulis EFL dapat dioptimalkan.