

**EMBEDMENT OF ARTIFICIAL INTELLIGENCE TOOLS IN  
COMPLETING ACADEMIC ASSIGNMENT AMONG ENGLISH  
LANGUAGE EDUCATION STUDENTS**

**By  
AL ZIKRI NUR RAMADANI**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2024**

**EMBEDMENT OF ARTIFICIAL INTELLIGENCE TOOLS IN  
COMPLETING ACADEMIC ASSIGNMENT AMONG ENGLISH  
LANGUAGE EDUCATION STUDENTS**

**Undergraduate Thesis**

Presented to Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements for the degree of  
*Sarjana Pendidikan*

**By**

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2024**

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I, the undersigned, Al Zikri Nur Ramadani, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, May 29<sup>th</sup> 2024  
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## ABSTRACT

**Al Zikri Nur Ramadani.** 200101030388. *Embedment of Artificial Intelligence Tools in Completing Academic Assignment Among English Language Education Students*. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: Afifah Linda Sari, S.S., M.Pd. 2024

**Keywords:** Artificial Intelligence, English Language Education Students, Academic Assignment.

Artificial Intelligence (AI) has become increasingly prevalent in various fields, including education. English Language Education students, in particular, have been exploring AI tools to enhance the quality and efficiency of their assignments. This study explores the AI tools chosen by students, their approaches to using these tools, challenges encountered, and their strategy to overcome the challenges. The study employs narrative inquiry, focusing on students' experiences with AI tools in completing academic assignment. It involves collecting personal stories and reflecting on them to understand participants' perspectives and the meanings they assign to their experiences. Three students from the English Language Education Department at UIN Antasari Banjarmasin were selected based on specific criteria, including completion of coursework and thesis defense, and incorporation of AI tools in their academic activities. Using the process of telling, transcribing, and analyzing narratives as the data analysis. The findings reveal that students use Grammarly, Chat GPT, Perplexity, QuillBot, and DeepL for writing, research papers, and translation tasks. They adapt these AI tools for tasks like paraphrasing, brainstorming, and refining paragraphs, finding them helpful for improving assignment quality and efficiency. However, the study also indicates that students face challenges, such as matching AI-generated content with their personal writing style and ensuring the accuracy of the information produced by these tools. To address these issues, students use strategies like iterative command inputs and manual adjustments. The study highlights the transformative potential of AI tools in enhancing research paper quality, improving efficiency, and reducing plagiarism, while emphasizing the need for adaptability and critical evaluation in their use.

## **ABSTRAK**

**Al Zikri Nur Ramadani.** 200101030388. *Embedment of Artificial Intelligence Tools in Completing Academic Assignment Among English Language Education Students*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari, S.S., M.Pd. 2024

**Kata kunci:** Kecerdasan Buatan, Mahasiswa Pendidikan Bahasa Inggris, Tugas Perkuliahan

Kecerdasan Buatan (Artificial Intelligence/AI) semakin marak digunakan di berbagai bidang, termasuk pendidikan. Mahasiswa Pendidikan Bahasa Inggris, khususnya, telah mengeksplorasi alat AI untuk meningkatkan kualitas dan efisiensi tugas mereka. Studi ini mengeksplorasi alat AI yang dipilih oleh mahasiswa, pendekatan mereka dalam menggunakan alat-alat ini, tantangan yang dihadapi, dan strategi mereka untuk mengatasi tantangan tersebut. Penelitian ini menggunakan pendekatan naratif, berfokus pada pengalaman mahasiswa dengan alat AI dalam menyelesaikan tugas akademik. Ini melibatkan pengumpulan cerita pribadi dan refleksi untuk memahami perspektif peserta dan makna yang mereka berikan pada pengalaman mereka. Tiga mahasiswa dari Departemen Pendidikan Bahasa Inggris di UIN Antasari Banjarmasin dipilih berdasarkan kriteria tertentu, termasuk penyelesaian mata kuliah dan sidang skripsi, serta penggunaan alat AI dalam kegiatan akademik mereka. Menggunakan proses menceritakan, mentranskrip, dan menganalisis narasi sebagai analisis data. Temuan menunjukkan bahwa mahasiswa menggunakan Grammarly, Chat GPT, Perplexity, QuillBot, dan DeepL untuk penulisan, makalah penelitian, dan tugas penerjemahan. Mereka menyesuaikan alat AI ini untuk tugas-tugas seperti parafrase, brainstorming, dan memperbaiki paragraf, serta menemukan bahwa alat-alat ini membantu meningkatkan kualitas dan efisiensi tugas mereka. Namun, studi ini juga menunjukkan bahwa mahasiswa menghadapi tantangan, seperti mencocokkan konten yang dihasilkan AI dengan gaya penulisan pribadi mereka dan memastikan keakuratan informasi yang dihasilkan oleh alat-alat ini. Untuk mengatasi masalah ini, mahasiswa menggunakan strategi seperti masukan perintah berulang dan penyesuaian manual. Studi ini menyoroti potensi transformasional alat AI dalam meningkatkan kualitas makalah penelitian, meningkatkan efisiensi, dan mengurangi plagiarisme, serta menekankan pentingnya adaptabilitas dan evaluasi kritis dalam penggunaannya.



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The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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Writer

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