

## BUKTI SEBAGAI REVIEWER JURNAL INTERNASIONAL BEREPUTASI

Nama Jurnal : *Journal of Teaching and Learning*

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Judul Artikel yang direview: : *Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology*

Bulan, Tahun Artikel yang direview : Juni 2025 (1<sup>st</sup> Round)

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**[JTL] Article Review Request**

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**April King via University of Windsor Journal Publishing** <no\_reply@scholarsportal.info>

Mon, Jun 2, 2025 at 9:32 PM

Reply-To: April King &lt;king92@uwindsor.ca&gt;

To: Sri Wahyuni &lt;wahyunis@edu.uir.ac.id&gt;

Sri Wahyuni:

Thank you for your willingness to review for the Journal of Teaching and Learning. I believe that, given your expertise, you would serve as an excellent reviewer of the manuscript, "Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology ." The submission's extract is inserted below, and I hope that you will consider undertaking this important task for us.

Please log into the journal web site by 2025-06-09 to indicate whether you will undertake the review or not, as well as to access the submission and to record your review and recommendation.

The review itself is due 2025-06-30.

Submission URL: <https://jtl.uwindsor.ca/index.php/jtl/reviewer/submission?submissionId=9891&reviewId=7055&key=8FpfAJ>

Thank you for considering this request.

April King

[king92@uwindsor.ca](mailto:king92@uwindsor.ca)

"Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology "

**Abstract**

The rapid advancement of artificial intelligence (AI) has brought profound changes to English language education, especially in the domain of academic writing. This study focuses on the experiences of 6th-semester students enrolled in the Scientific Writing class at the English Department of (UMT), investigating how AI-based tools influence their writing practices, skills development, and academic integrity. Specifically, the research examines the use of grammar checkers (e.g., Grammarly), paraphrasing tools (e.g., QuillBot), and AI-powered writing assistants (e.g., ChatGPT and Google Bard) in drafting, editing, and finalizing academic essays. Employing a mixed-methods approach that includes student surveys, semi-structured interviews, and direct classroom observations, the study analyzes students' perceptions of the benefits and drawbacks of these technologies. Results indicate that while AI tools significantly aid students in improving surface-level aspects of writing such as grammar accuracy, vocabulary diversity, and structural coherence, excessive dependence on these tools tends to undermine essential higher-order thinking skills, such as idea development, originality, and critical analysis. Some students also expressed uncertainty regarding the ethical boundaries of AI use in academic contexts. The study concludes by offering pedagogical strategies for lecturers to balance the integration of AI with the cultivation of independent writing skills, including guided AI use, scaffolded assignments, and critical discussions on authorship and academic honesty.

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April King, Editorial Assistant

The Journal of Teaching and Learning

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**Review: Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology**[1. Request](#) [2. Guidelines](#) [3. Download & Review](#) [4. Completion](#)**Request for Review**

You have been selected as a potential reviewer of the following submission. Below is an overview of the submission, as well as the timeline for this review. We hope that you are able to participate.

**Article Title**

Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology

**Abstract**

The rapid advancement of artificial intelligence (AI) has brought profound changes to English language education, especially in the domain of academic writing. This study focuses on the experiences of 6th-semester students enrolled in the Scientific Writing class at the English Department of (UMT), investigating how AI-based tools influence their writing practices, skills development, and academic integrity. Specifically, the research examines the use of grammar checkers (e.g., Grammarly), paraphrasing tools (e.g., QuillBot), and AI-powered writing assistants (e.g., ChatGPT and Google Bard) in drafting, editing, and finalizing academic essays. Employing a mixed-methods approach that includes student surveys, semi-structured interviews, and direct classroom observations, the study analyzes students' perceptions of the benefits and drawbacks of these technologies. Results indicate that while AI tools significantly aid students in improving surface-level aspects of writing such as grammar accuracy, vocabulary diversity, and structural coherence, excessive dependence on these tools tends to undermine essential higher-order thinking skills, such as idea development, originality, and critical analysis. Some students also expressed uncertainty regarding the ethical boundaries of AI use in academic contexts. The study concludes by offering pedagogical strategies for lecturers to balance the integration of AI with the cultivation of independent writing skills, including guided AI use, scaffolded assignments, and critical discussions on authorship and academic honesty.

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# Writing English in the AI Era: A Boon or a Barrier?

## Unpacking the Controversial Role of Technology

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### Abstract

The rapid advancement of artificial intelligence (AI) has brought profound changes to English language education, especially in the domain of academic writing. This study focuses on the experiences of 6th-semester students enrolled in the Scientific Writing class at the English Department of (UMT), investigating how AI-based tools influence their writing practices, skills development, and academic integrity. Specifically, the research examines the use of grammar checkers (e.g., Grammarly), paraphrasing tools (e.g., QuillBot), and AI-powered writing assistants (e.g., ChatGPT and Google Bard) in drafting, editing, and finalizing academic essays. Employing a mixed-methods approach that includes student surveys, semi-structured interviews, and direct classroom observations, the study analyzes students' perceptions of the benefits and drawbacks of these technologies. Results indicate that while AI tools significantly aid students in improving surface-level aspects of writing such as grammar accuracy, vocabulary diversity, and structural coherence, excessive dependence on these tools tends to undermine essential higher-order thinking skills, such as idea development, originality, and critical analysis. Some students also expressed uncertainty regarding the ethical boundaries of AI use in academic contexts. The study concludes by offering pedagogical strategies for lecturers to balance the integration of AI with the cultivation of independent writing skills, including guided AI use, scaffolded assignments, and critical discussions on authorship and academichonesty.

Keywords: artificial intelligence, essay writing, English language learning, academic writing, AI in education, scientific writing, higher-order thinking, student perceptions

### Introduction

The integration of digital technology into educational practices has revolutionized the way students learn and interact with knowledge. Among the most groundbreaking innovations in recent years is Artificial Intelligence (AI), which is now widely embedded in tools used for

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writing assistance, content generation, grammar correction, and even idea development. In the domain of English language education, particularly in academic writing, AI is no longer a futuristic concept—it is a reality shaping how students write, revise, and submit assignments. From AI-powered grammar checkers like Grammarly, paraphrasing tools like QuillBot, to generative text tools like ChatGPT, students are increasingly relying on these platforms to enhance their writing performance. In higher education settings, especially in English Departments that emphasize scientific and academic writing, this development brings both opportunities and challenges. At (UMT), the Scientific Writing class, offered in the 6th semester of the English Education Program, aims to equip students with essential skills for composing coherent, well-structured, and research-oriented academic essays. The class is designed not only to enhance technical proficiency in grammar and vocabulary but also to foster critical thinking, academic ethics, and independent authorship. However, the widespread use of AI tools among students raises a pressing pedagogical concern: Does AI truly support the development of scientific writing skills, or does it inadvertently compromise essential learning outcomes such as originality, critical analysis, and academic integrity? This study addresses that question by investigating the dual role of AI in academic writing: both as an enabler of linguistic competence and as a potential inhibitor of deeper cognitive and ethical engagement in the writing process. While many existing studies have focused on the effectiveness of AI tools in improving surface-level writing mechanics, few have examined the nuanced impact of these tools within the framework of a scientific writing curriculum in an Indonesian tertiary context. Furthermore, the majority of literature has explored AI in general language learning or ESL settings, without specific attention to discipline-based writing instruction, such as writing academic papers, literature reviews, or research-based essays. This study presents a novel contribution by offering a localized, classroom-based exploration of AI integration in scientific writing among English Department students in Indonesia—an area that remains underrepresented in existing scholarship. It uniquely combines students' perceptual data (through surveys and interviews) with behavioral observations (classroom monitoring of AI tool usage) to provide a holistic understanding of how AI influences the academic writing process, particularly in the stages of idea generation, drafting, revising, and submitting work. Unlike prior studies that treat AI use as uniformly positive or negative, this research highlights the complex trade-offs involved: how AI can enhance grammatical accuracy and vocabulary richness but simultaneously risk diminishing students' ability to articulate original arguments and uphold academic standards. This duality—the “help-hinder paradox” of AI in writing—forms the central thesis of the study. In addition, this study is among the first to propose pedagogical recommendations tailored to writing instructors in Indonesian higher education, offering concrete strategies for integrating AI tools responsibly into the curriculum. These include AI-literacy workshops, scaffolded assignments with AI-use reflection logs, and ethical guidelines for AI engagement—all aimed at ensuring that technology serves as a complement to, not a replacement for, cognitive and creative student effort. Given the increasing prevalence of AI tools in academic writing tasks, there is a need to critically assess their real impact on student learning. Without clear pedagogical direction, students may become overly dependent on AI, which could compromise the learning objectives of the Scientific Writing course. Therefore, the central problem addressed in this study is: To what extent do AI tools support or hinder the development of students' writing competence, critical thinking, and academic integrity in a scientific writing classroom?

The integration of artificial intelligence (AI) in writing instruction has significantly reshaped how students engage with language production, especially in the context of English as a Foreign Language (EFL). Theoretical frameworks such as Vygotsky's Sociocultural Theory (1978) argue that tools like AI-powered writing assistants serve as mediational means

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that scaffold learners within their Zone of Proximal Development. This aligns with the principles of constructivist learning (Piaget, 1952), where learners build new knowledge through interaction with technology. Cognitive Load Theory (Sweller, 1988) supports the use of AI in minimizing extraneous load, enabling students to focus on organizing content. Additionally, frameworks like Digital Literacy (Ng, 2012; Buckingham, 2007) and AI Literacy (Long & Magerko, 2020) emphasize the need for critical, ethical, and effective use of AI tools. Other theoretical contributions, such as Human-AI Collaboration (Holstein et al., 2019) and Metacognitive Theory (Flavell, 1979), recognize AI's potential to act as a co-author in the writing process, helping students reflect on and revise their work meaningfully. Pedagogical affordances of AI (Zawacki-Richter et al., 2019) and the role of feedback in cognitive apprenticeship (Collins, Brown, & Newman, 1989) further reinforce AI's potential to support instructional goals when thoughtfully integrated.

The practical benefits of AI in academic writing are widely acknowledged in the literature. Tools such as Grammarly, QuillBot, and ChatGPT can significantly improve grammar, sentence structure, coherence, and vocabulary, thus enhancing students' overall writing quality. Li and Cumming (2020) and Wang (2021) found that AI promotes writing fluency and syntactic variation. Ranalli (2018) and Boucher (2023) emphasize how real-time feedback offered by these tools supports learners' revision and editing skills. AI also contributes to learner autonomy, as discussed by Mellati and Khademi (2021), and enhances lexical diversity (Lee & Cheung, 2022). Teng (2020) found that AI reduces anxiety and fosters confidence in EFL learners, while Zhou and Zhi (2023) argue that AI paraphrasing engines support language scaffolding. Furthermore, Alghamdi (2022) and Kukulska-Hulme (2021) highlight the role of AI in facilitating self-regulated learning and helping multilingual learners engage in academic discourse more effectively. These studies suggest that AI can positively influence academic writing outcomes when used as a supplement to instruction.

However, the increasing reliance on AI also raises significant challenges and pedagogical concerns. One major issue is the potential reduction of critical thinking and independent writing skills, as students may overly depend on automated suggestions (Xu et al., 2023; Fuchs, 2023). McGee (2022) and Griffith and Dunning (2023) argue that such dependence can diminish learners' original voice and creativity. Ethical concerns also surface, particularly in cases involving plagiarism or misuse of AI-generated content (Bretag, 2019; You, 2022). Fang and Wang (2022) note that many learners accept AI corrections passively without fully understanding the reasoning behind them, which can result in surface-level revision. Algorithmic bias (Luckin et al., 2016) and uncritical acceptance of AI feedback (Chun, 2022) may lead to misleading writing suggestions. Studies by Zhang and Li (2021), Sawir (2020), and Mohammed and Abid (2023) reveal that AI often struggles with creative or argumentative writing tasks, and may reinforce formulaic patterns that hinder deeper engagement with the writing process. These limitations suggest that while AI can be a powerful support tool, its uncritical use may compromise the development of higher-order thinking and academic integrity.

In the specific context of scientific writing, especially in EFL environments, students face unique challenges that go beyond grammar and vocabulary. Scientific writing demands mastery of rhetorical structure, argumentation, evidence-based reasoning, and adherence to genre conventions. The genre-based approach, as proposed by Swales (1990) and Hyland (2004), emphasizes the importance of understanding the rhetorical moves specific to academic discourse communities. The Academic Literacies approach (Lea & Street, 2006) adds that writing is embedded within complex power dynamics and cultural expectations. According to

Flower and Hayes (1981), writing is a recursive and metacognitive process, requiring planning, drafting, and revision—all of which must be internalized by the learner. Kaplan's (1966) Contrastive Rhetoric Theory further suggests that cultural backgrounds influence rhetorical preferences, which must be negotiated in academic contexts. Paul and Elder (2002) argue that critical thinking is central to scientific argumentation, while Ferris (2011) highlights the importance of structured feedback and revision cycles in academic writing development. Other contributions, such as Wood et al. (1976) on scaffolding, Jordan (1997) on EAP writing, Basturkmen (2006) on ESP genres, and Hyland (2005) on metadiscourse, reinforce the idea that scientific writing is a complex and cognitively demanding task. Pecorari (2003) also draws attention to ethical dimensions, warning against unintentional plagiarism in EFL writing.

In sum, the literature underscores both the promise and pitfalls of using AI in the writing classroom. On one hand, AI offers powerful affordances that can help EFL learners overcome surface-level writing issues and promote autonomy. On the other hand, it may unintentionally discourage original thinking, particularly in contexts requiring critical engagement such as scientific writing. While much research has examined the general benefits of AI in L2 writing, fewer studies have specifically addressed its dual role—both helpful and harmful—in the development of scientific writing skills among EFL students in Indonesia. This study aims to fill that gap by exploring how UMT English Department students navigate AI assistance in scientific writing classes, and how these tools impact their cognitive and linguistic development. By identifying students' perceptions, usage patterns, and the actual influence of AI on their writing quality, this research contributes original insights to the evolving field of AI-assisted language learning.

Research method

Research Design

This study employs a convergent mixed-methods research design, which combines both quantitative and qualitative approaches to comprehensively understand the influence of artificial intelligence (AI) tools on students' writing development. The convergent design allows the researcher to collect and analyze both forms of data simultaneously and then merge the results for a more nuanced interpretation. This approach is particularly suitable for investigating the dual nature of AI—how it both supports and potentially hinders learning—in the context of academic writing.

Research Setting and Participants

The research was conducted at UMT, specifically within the English Department, targeting students enrolled in the Scientific Writing class during the 2024/2025 academic year. The participants consisted of 6th-semester undergraduate students who had completed at least one academic writing course and had been exposed to AI tools such as Grammarly, Quillbot, or ChatGPT.

A purposive sampling technique was employed to select participants who had sufficient experience using AI tools for writing academic texts. A total of 49 students from four different classes participated in the quantitative survey, while 12 students and 1 instructor were selected for in-depth interviews based on their level of AI usage and writing performance.

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## Research Instruments

To ensure comprehensive data collection, multiple instruments were used:

1. **Questionnaire (Quantitative):**  
A structured questionnaire consisting of 30 closed-ended items was developed to assess students' frequency of AI tool usage, perceived benefits, challenges, and its influence on writing aspects such as grammar, coherence, vocabulary, and originality. The questionnaire adopted a 5-point Likert scale and was validated by three academic experts.
2. **Interview Guide (Qualitative):**  
Semi-structured interviews were conducted with selected students and lecturers. Questions focused on user experience, motivation, perceptions of academic integrity, and the observed impact of AI tools on students' writing skills and autonomy.
3. **Classroom Observation Sheet:**  
Observations were carried out during Scientific Writing sessions to monitor students' real-time interactions with AI tools, writing behaviors, and instructor feedback mechanisms.
4. **Writing Samples and Feedback Logs:**  
Students' essay drafts—before and after AI assistance—were collected, along with instructor annotations. These samples were used to triangulate findings from surveys and interviews.

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## Data Collection Procedure

The research followed a three-phase procedure:

1. **Phase I: Survey Distribution** – The questionnaire was administered online using Google Forms and disseminated via class WhatsApp groups with informed consent.
2. **Phase II: Interviews and Observations** – Interviews were conducted face-to-face and recorded with permission. Classroom observations were carried out over two sessions per class.
3. **Phase III: Writing Sample Analysis** – Essays written by students using AI support were collected and compared with earlier drafts and lecturer feedback.

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## Data Analysis Techniques

1. **Quantitative Data:**  
Data from the questionnaire were analyzed using descriptive statistics (mean, frequency, percentage) and inferential statistics using SPSS v26. Correlational analysis (Pearson's  $r$ ) was used to examine the relationship between frequency of AI use and writing performance.
2. **Qualitative Data:**  
Interview transcripts and observational notes were analyzed using thematic analysis following Braun and Clarke's (2006) six-step model. Coding categories emerged around themes such as grammar improvement, idea generation, dependency, creativity, and ethical concerns.
3. **Triangulation:**  
To ensure validity and reliability, data from the survey, interviews, and document

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analysis were triangulated. Patterns were cross-verified to construct a holistic understanding of AI's role in student writing.

Ethical Considerations

The study was approved by the UMT Research Ethics Committee. Participants were informed about the research objectives, assured confidentiality, and provided written consent. They were also allowed to withdraw at any stage without penalty. All data were anonymized and stored securely for academic purposes only.

Result

Quantitative Findings

Frequency and Types of AI Tool Usage

Survey results indicate that 92% of the students use at least one AI writing tool regularly. The most commonly used tools were Grammarly (88%), Quillbot (76%), and ChatGPT (68%). Students reported using AI tools for grammar correction (85%), paraphrasing (74%), vocabulary enhancement (62%), and idea generation (59%).

Perceived Benefits of AI Tools

Students rated the usefulness of AI tools in improving specific writing skills on a 5-point Likert scale:

Table 1.1 Writing Skill Likert Scale	
Writing Skill	Mean Score
Grammar Accuracy	4.56
Vocabulary Variety	4.23
Organization/Coherence	4.12
Academic Style	3.94
Idea Generation	3.81

These results suggest that students overwhelmingly recognize the benefits of AI tools in enhancing mechanical and linguistic aspects of their writing.

Overreliance and Ethical Concerns

Despite the benefits, 57% of respondents admitted they often copy AI-generated content directly without much revision. 68% confessed they have become less confident in writing independently, and 72% agreed that AI tools sometimes make them feel “lazy to think.”

Correlation between AI Usage and Writing Performance

Using Pearson’s correlation coefficient, the study found a moderate positive correlation ( $r = 0.48, p < 0.01$ ) between frequency of AI use and writing performance (as measured by lecturer

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grades). However, performance improvements plateaued among students who relied excessively on AI for idea development, suggesting diminishing returns with overuse.

Qualitative Findings

Students' Perceptions

Most students viewed AI as a “helpful assistant” rather than a “replacement.” Common themes that emerged included:

- 1. OL (2288203025): “I use Grammarly before submitting because it gives me confidence that my grammar is correct.”
- 2. ER (2288203009): “ChatGPT helps me understand how to structure a paragraph or develop an argument.”
- 3. DHD (2288203038): “I just paraphrase using Quillbot. Sometimes I don’t even read the original source deeply.”

These responses reflect both the educational value and the risk of shortcut-driven learning.

Lecturers' Observations

Lecturer expressed mixed feelings. While some acknowledged the efficiency and fluency gains, others raised ethical and pedagogical concerns:

- 1. “I noticed some essays had perfect grammar but lacked personal voice.”
- 2. “Students are not struggling anymore to express themselves, and that struggle is essential in learning.”
- 3. “They are beginning to use AI as a crutch rather than a guide.”

These observations point to a tension between AI-enhanced output and the cognitive effort needed to become a competent academic writer.

Classroom Observation Results

In writing sessions, students were observed using AI tools to revise drafts, correct grammar, and paraphrase sources. However, some skipped brainstorming or outlining entirely, relying on AI to generate ideas. Peer interactions also decreased, suggesting AI may reduce collaborative writing behavior.

Discussion

AI as a Writing Support System

The findings align with previous studies (e.g., Bui, 2023; Li & Zhang, 2022) that demonstrate AI’s capacity to assist in grammar correction and style refinement. At UMT, AI tools clearly enhance students’ linguistic accuracy and writing fluency, particularly among students with lower proficiency levels.

Risks of Cognitive Dependence

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Despite improvements in surface-level writing quality, the overreliance on AI tools raises concerns about diminished critical thinking, reduced writing autonomy, and academic dishonesty. This mirrors the concerns raised by Flowerdew (2021) and Jalaluddin et al. (2023) regarding the passive use of AI technologies in academic writing settings.

### Balancing Assistance and Independence

The study underscores the importance of **pedagogical intervention**. Instructors should guide students on **how to use AI tools critically**, integrating them as **learning scaffolds** rather than **answer machines**. A proposed solution is the adoption of **AI Literacy Modules** within writing classes that train students in responsible AI usage, echoing the call of scholars like Holmes et al. (2023).

### Summary of Findings

1. AI tools are widely used and appreciated for improving grammar and vocabulary.
2. Many students risk academic dependence and reduced engagement with writing processes.
3. A moderate positive correlation exists between AI usage and writing performance.
4. There is a need for AI literacy and ethical writing instruction.

### Conclusion

This study aimed to investigate the dual role of artificial intelligence (AI) in shaping the writing competencies of students enrolled in the scientific writing class at the English Department of Universitas Muhammadiyah Tangerang (UMT). By employing a mixed-methods approach that incorporated surveys, interviews, and classroom observations, the research sought to analyze students' patterns of AI usage, perceived benefits, and potential drawbacks of relying on AI-powered tools such as Grammarly, Quillbot, and ChatGPT. The findings revealed that AI significantly contributes to the technical improvement of students' writing, particularly in areas such as grammar, vocabulary enhancement, and sentence organization. Students widely acknowledged that AI tools serve as useful learning companions, especially for non-native speakers, by providing instant feedback, alternative wordings, and structural suggestions. These tools have become essential aids in improving mechanical aspects of writing and building students' confidence. However, the study also found that overdependence on AI can hinder the development of critical thinking, originality, and academic integrity. Many students admitted to relying on AI-generated content without further revision or reflection, leading to shallow content, reduced analytical depth, and even instances of plagiarism. Furthermore, some students were not fully aware of the ethical implications of using AI in academic contexts, which raises concerns about long-term learning outcomes. Lecturers expressed mixed opinions. While they appreciated the assistance AI provides in improving basic writing skills, they also worried about students bypassing cognitive processes such as brainstorming, outlining, and synthesizing sources. Classroom observations confirmed these concerns, showing a pattern of excessive reliance on AI tools during writing activities without much peer or instructor engagement. In conclusion, AI has emerged as a double-edged sword in the domain of academic writing: it empowers students with linguistic support while simultaneously risking their intellectual growth if not used responsibly.

## Suggestions

Based on the findings, the following suggestions are proposed for students, lecturers, and institutional stakeholders:

### For Students

1. **Use AI Tools as Writing Aids, Not Replacements:** Students should treat AI as a support tool to improve drafts, not a shortcut to bypass thinking. Writing must remain a human-centered, cognitive activity.
2. **Engage in Reflective Revision:** Instead of copying and pasting AI outputs, students should critically review suggestions, revise content thoughtfully, and maintain their own voice and style.
3. **Strengthen Ethical Awareness:** Students must be trained to understand the boundaries between ethical assistance and academic dishonesty, especially regarding plagiarism and originality.

### For Lecturer

1. **Integrate AI Literacy into the Curriculum:** Lecturers should introduce modules on AI-assisted writing, emphasizing responsible usage, critical evaluation, and ethical considerations.
2. **Balance AI and Traditional Methods:** Writing instruction should blend traditional teaching approaches (e.g., peer reviews, drafting, outlining) with supervised AI integration to ensure balanced skill development.
3. **Monitor Student Usage:** Regular assessment of student submissions for authenticity and quality can help detect overreliance on AI.

### For Institutions

1. **Develop Clear AI Usage Guidelines:** Universities should issue formal guidelines on AI use in academic writing to avoid ambiguity and promote consistent standards.
2. **Conduct Workshops on Academic Integrity and AI:** Institutions should host training sessions that raise awareness of AI's role and its ethical implications.
3. **Invest in Educational Technology:** Tools that detect AI-generated content and support original work (such as Turnitin with AI detection) should be integrated into academic systems.

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## REFERENCES

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**Commented [A12]:** The manuscript demonstrates a weak foundation in terms of references. Given that the topic addresses artificial intelligence, an area that has experienced significant advancements, particularly since its rapid growth in 2024, it is strongly recommended that the author incorporate more recent literature. A substantial portion of the references should be drawn from empirical studies published in reputable journals indexed in Scopus or Web of Science

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## APPENDICES

### Appendix A – Questionnaire: Student AI Writing Tool Usage Survey

#### Part I: Demographic Information

1. Name (Optional): \_\_\_\_\_
2. Gender:  
☐ Male      ☐ Female      ☐ Prefer not to say
3. Semester:  
☐ 6th      ☐ 7th      ☐ 8th
4. Have you ever used any AI writing tool?  
☐ Yes      ☐ No

#### Part II: AI Tool Usage

5. What AI writing tools do you regularly use? (Check all that apply)  
☐ Grammarly  
☐ Quillbot  
☐ ChatGPT  
☐ Ginger  
☐ Others: \_\_\_\_\_
6. How often do you use AI writing tools?  
☐ Always  
☐ Often  
☐ Sometimes  
☐ Rarely  
☐ Never
7. What are the main purposes for using AI tools? (Choose all that apply)  
☐ Grammar correction  
☐ Vocabulary improvement  
☐ Idea generation  
☐ Paraphrasing  
☐ Essay structure guidance  
☐ Others: \_\_\_\_\_

#### Part III: Perceptions and Impact

8. AI tools help improve my grammar.  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
9. AI tools improve my vocabulary and sentence variety.  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
10. AI tools reduce my need to think critically while writing.  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
11. I often copy and paste AI-generated content into my essays.  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree
12. I understand the ethical issues related to using AI in academic writing.  
☐ Strongly Agree   ☐ Agree   ☐ Neutral   ☐ Disagree   ☐ Strongly Disagree

**Appendix B – Interview Protocol for Students**

**Opening Questions:**

- 1. Can you describe how you usually use AI writing tools when working on your scientific writing tasks?

**Content Questions:**

- 2. Which AI tools do you use the most and why?
- 3. How do AI tools help you in writing your essays or research papers?
- 4. Have you ever relied solely on AI for completing your assignments?
- 5. How do you feel AI tools affect your learning, creativity, and originality?
- 6. Are there any challenges or downsides you’ve experienced with AI tools?
- 7. Do your instructors encourage or discourage the use of AI writing tools?

**Closing Question:**

- 8. In your opinion, what is the ideal way to use AI in writing classes?

**Appendix C – Interview Protocol for Lecturers**

- 1. What is your general opinion about students using AI tools in writing tasks?
- 2. Have you observed any changes in student writing since AI tools became widely used?
- 3. In your experience, do AI tools improve student performance or hinder the learning process?
- 4. Do you feel students are becoming overly dependent on AI?
- 5. How do you address ethical and academic integrity issues related to AI use in your class?
- 6. What guidance do you give to students regarding responsible AI usage?

**Appendix D – Classroom Observation Checklist**

Observation Item	Yes	No	Notes
Students use AI tools during class writing tasks	<input type="checkbox"/>	<input type="checkbox"/>	
Students brainstorm before using AI	<input type="checkbox"/>	<input type="checkbox"/>	
Students rely on AI for idea generation	<input type="checkbox"/>	<input type="checkbox"/>	
Students revise AI-generated output independently	<input type="checkbox"/>	<input type="checkbox"/>	
Peer discussion occurs during writing activities	<input type="checkbox"/>	<input type="checkbox"/>	
Instructor discusses ethical AI usage	<input type="checkbox"/>	<input type="checkbox"/>	

## **Appendix E – Writing Sample Comparison (Pre- and Post-AI Use)**

**Lituhayu Rusfiyanti (2288203027): S-14**

**Topic:** The Impact of Technology on Academic Writing

### **Version 1 – Before AI Assistance:**

“In today's education, technology is become popular. The student use it to find information, but sometime they not careful. They copy from the internet and not make own words.”

### **Version 2 – After Using Grammarly and Quillbot:**

“In today’s educational landscape, technology has become increasingly prevalent. Students use it to gather information, but sometimes they are not cautious, often copying from the internet instead of using their own words.”

### **Instructor Feedback:**

Improved grammar and clarity, but idea development is still shallow. Needs original thought and elaboration.

Review: Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology

1. Request
2. Guidelines
3. Download & Review
4. Completion

### Review Submitted

Thank you for completing the review of this submission. Your review has been submitted successfully. We appreciate your contribution to the quality of the work that we publish; the editor may contact you again for more information if needed.

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2 messages

**April King via University of Windsor Journal Publishing** <no\_reply@scholarsportal.info>

Sat, Jun 7, 2025 at 11:43 PM

Reply-To: April King &lt;king92@uwindsor.ca&gt;

To: Sri Wahyuni &lt;wahyunis@edu.uir.ac.id&gt;

Dear Sri Wahyuni,

Thank you for completing the review of the submission, "Writing English in the AI Era: A Boon or a Barrier? Unpacking the Controversial Role of Technology ," for the *Journal of Teaching and Learning*. We appreciate your contribution to the quality of the work that we publish.

Clayton Smith, Editor  
April King, Editorial Assistant

The Journal of Teaching and Learning  
Faculty of Education, University of Windsor  
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**Sri Wahyuni** <wahyunis@edu.uir.ac.id>

Sat, Jun 7, 2025 at 11:47 PM

To: reviews@webofscience.com

Sri Wahyuni

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Tanggal: Sab, 7 Jun 2025 pukul 23.43

Subjek: [JTL] Article Review Acknowledgement

Ke: Sri Wahyuni <[wahyunis@edu.uir.ac.id](mailto:wahyunis@edu.uir.ac.id)>

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