AI Writing Tools on the Content and Organization of Students' Writing: EFL Students' Perspective

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Abstract

Writing English is a problem for final semester EFL students who want to complete their thesis. Artificial Intelligence technology serves as a mechanism that has the potential to enhance their writing abilities. Researchers conducted this research on three students of English language education at Nahdlatul Ulama Sunan Giri University to find out what AI tools most often use and their perspectives about AI in the content and organization of writing. This research used a qualitative approach through semi-structured interviews. Researchers collected data for this research by conducting pre-observations regarding EFL students who got high writing scores in the previous semester. The primary finding of this research indicated that the most frequently utilized AI tool was Grammarly, followed by QuillBot, Perplexity AI, DeepL Translator and Chat GPT. The respondents gave both positive and negative perspective: AI tools could support, improve and simplify their writing in preparing their theses, however, they had to use stable internet when they operated AI tools, they also faced usage restrictions and even some AI tools were only intended for premium users. This research can help teachers in the teaching process and students to improve their writing skills to produce better writing. Recommendations for further researchers are to develop this research by using comparison classes, and expanding the scope of research. Future researchers can develop it using more research instruments to strengthen the results.

Keywords: *Artificial Intelligence; Content and Organization; EFL Students; Technology; Writing*

INTRODUCTION

Writing is an activity that has many benefits both in education and career. As claimed by Klimova (2017) writing is an activity that has many benefits, including expressing personality, conveying communication, conveying logical and persuasive arguments, giving and receiving input and preparing oneself for higher education. It can be concluded that writing is an important aspect that needs to be mastered at the higher education level, especially by someone who uses English as a Foreign Language or EFL. Where writing is done in higher education, of course, it is necessary to pay attention to several aspects so that the writing results can be precise and systematic, making it easier for readers to digest the contents of a piece of writing.

Content is the core of a piece of writing where there are ideas, thoughts and messages that will be conveyed by the writer. Good content is content that is quality,

original, informative, relevant, meaningful, communicative with the audience, and fulfills its purpose, whether to provide information, persuade or provoke thought (Widiati et al., 2023). Meanwhile, organization in writing is a way of organizing things related to writing, so that writing can be more structured, the content is arranged coherently, and the ideas are connected logically and coherently. Good organization can influence how well readers understand content, and how persuasively an argument is presented. Good organization ensures a smooth flow of ideas, making writing easier to follow and more impactful. (Widiati et al., 2023). It means that content and organization are important aspects of writing because they represent the thoughts that will be conveyed by the writer, who not only pays attention to ideas but also the sequence, coherence and cohesion of a sentence.

The evolution of teaching writing in the current era certainly cannot be separated from the rapid advances in technology. Technology is a digital tool or media used to help complete a job. In agreement with Tran(2021), who stated that almost every aspect of life, including education, uses technology. As stated in the higher education curriculum, technology has emerged as an innovative idea for instructional design and learning activities. (Linh et al., 2021). As Atmowardoyo *et.al.* (2022) in Sakkir (2022) stated, technology helped people become better writers. So, it means that the digital tool can help students are currently using to improve their writing skills. As we often see technological tools currently used by people now is Artificial Intelligence. Artificial Intelligence (AI) is a tool that is generally used to analyze and provide comments on writing, both in terms of grammar, vocabulary, syntax, content and structure (Widiati et al., 2023). So, we can conclude that artificial intelligence (AI) is a writing tool that is used especially by EFL students with low English language skills.

Writing is a crucial skill that learners need to acquire, many still struggle with it. As Ariyanti (2016) reveals, writing is an important skill that children must master, but many still struggle to become proficient in it. Because there are many variations between *Bahasa* and English, including words, structural style, and syntax, writing in this context can be challenging, particularly for EFL students in Indonesia (Ariyanti, 2016; Sarifudin & Setyawan, 2025). In addition, students should be able to translate or modify meaning from Indonesian to English, so that their writing is not uncomfortable and that readers, especially native speakers, can understand what they have written. Therefore, with the help of an AI tool, students can easily improve their abilities quickly because this tool can provide immediate feed-back. Junianti (2020) also stated that writing requires learners to organize their thoughts and improve their intelligence; to write well, they must comprehend and consider various topics. (Junianti et al., 2020). Writing is urgent in education if continuity solutions are not provided to minimize it, because writing is an important aspect, especially in academics in higher education.

Artificial Intelligence (AI) includes various applications that can help human maybe in their activities as like politics. Previous research conducted by Bareis & Katzenbach (2022) stated that integrating artificial Intelligence(AI) technology into society has become a contemporary political concern. It means that AI has various benefits that have helped humans in the world, especially in politics. However, in addition to that, AI also provides advantages in the realm of education, particularly in English Language Teaching (ELT).

In teaching English AI can improve students writing skills, especially in aspects of content and organization (Widiati et al., 2023). AI writing tools include Chat-GPT, Grammarly, Quillbolt, Perplexity AI, etc. Each of these tools has a different function, starting from helping students develop ideas for their writing, helping in choosing diction

and helping organize appropriate grammar, helping paraphrase student writing and so on (Widiati et al., 2023).

EFL students are certainly greatly helped by this AI writing tool, where they can easily learn and get direct feedback. Although AI tools are able to improve writing skills, these tools may also not be effective in improving high-level writing elements, such as argument structure and coherence, because these aspects require deep understanding includes topics, logical thinking, and the ability to connect ideas Widiati*et al.* (Widiati et al., 2023). Furthermore, AI tools have a positive impact on the students because these tools make students enjoy and feel helped in writing classes. Where these tools can help them understand theoretical concepts, assist them in the writing process and help them learn grammar and vocabulary in writing (Sumakul et al., 2022). It also supported with research conducted by Alharbi (2023), he demonstrates that an important part of students are using a variety of AI writing tools to improve their writing, with automatic writing evaluation being the tool most frequently used by student. In the previous researches above, researchers agreed that AI tools are very helpful for educators or learners, especially in the writing aspect.

Moreover, Ningrum (2023) discussed the capabilities, weaknesses, impacts, and strategies for using Chat GPT, an advanced AI language model, in the context of EFL writing. The findings showed that Chat GPT provided several benefits such as; providing immediate feedback, increasing writing efficiency, increasing language accuracy, and increasing writing confidence as well as increasing learner engagement and motivation. However, there are also drawbacks to consider, such as over-reliance on AI-generated feedback, the potential for inaccuracies or inappropriate suggestions, limiting creativity and originality, leading to a loss of personal voice, and raising ethical concerns. To overcome its potential drawbacks, a strategy is proposed that provides clear guidance to L2 learners on the use of Chat GPT as a support tool namely; emphasizes critical thinking and independent expression, and offers guidance and scaffolding from the teacher. However, we need the perspectives from students about AI to support and strengthen arguments regarding the impact of AI in writing. So, this research conducted to answer two questions that are, what type of AI tools often used by students and how do EFL students' perspective the impact of AI writing tools on the content.

METHOD

The researchers conducted this research on three final semester students of the English Language Education study program at Nahdlatul Ulama Sunan Giri University, the researchers made the three students as respondents through a proportional sampling technique where the three respondents had met the requirements to become respondents. The requirements consists: they were final semester students of the English Language Education study program, they were willing to become respondents, they were active in writing classes and they got high score in writing classes from writing lecturers.

Researchers used a qualitative approach through semi-structured interviews that researchers had conducted on April 4, 2024 (Student 1), April 6, 2024 (Student 2) and April 7, 2024 (Student 3). The researcher used Miles and Huberman's theory as cited in Batubara *et.al.* (2021) in processing the data. Three steps to analyze qualitative data consists of: first data reduction, in this step the researcher summarized, chose the most important data, focused on the important data, and reduced unnecessary words from the needed data by the process of selecting, simplifying, and transforming data that appears in transcriptions. Secondly, data display, in this stage the researchers tried to make the

readers easier to find out the information contained in the data by using data presentation in the form of tables and descriptive narratives presentation. Lastly, data verification, in this step the researchers drew conclusions and presented credible information. To get the valid data, the researchers conducted a data validity test on two validators who are both active lecturers in English Education at UNU Sunan Giri Bojonegoro.

RESULTS AND DISCUSSION

This section discuss the findings and discussion which includes discussion of what AI tools final year students often use in preparing their thesis, the students' perspectives on AI tools and students' perspectives on the impact of AI tools on the content and organization of their writing.

1. AI tools often used by students

At this point, the researchers stated that the AI tool that is often used by students in preparing theses is Grammarly. They satted that Grammarly helped them compile and improve their thesis writing, especially in terms of content and organization. The following table shows the AI tools that are often used by respondents:

Table 1. AI tools used by students

Initial of Students	Types of AI Writing tools used
S1	Grammarly Chat GPT DeepL Translator
S2	QuillBot Chat GPT Grammarly Perplexity AI
S3	Perplexity AI QuillBot Grammarly

The data in the table 1 above is also supported by several interview answers that have been given by respondents,

> "*I often use the Grammarly* application in writing my thesis because as an EFL student I really need this application to improve the grammar of my writing so that it can be understood by readers, apart from that Grammarly also helps me choose the right grammar in my writing." (S-1: 4/4/24) [Grammarly]

The sentence in bold and smaller font size informed that S1 often used Grammarly as one of the AI tools to compile S1 thesis. Furthermore, S2 added as follows:

> "*Grammarly always* helps me to improve the grammar in my writing so that my writing becomes better." (S-2: 6/4/24) [Grammarly]

In addition, S3 stated that:

> "*Of course, I use Grammarly* for check the grammar of my writing and to fix my grammar. But in my experience, this application is lacking in proofreading, where the number of correcting words

is limited to a number of words, so I can't correct my writing at the same time, it has to be cut." (S-3:7/4/24) [Grammarly]

Similarly, S3 who revealed "Of course, I use Grammarly" which is also a statement agreed with S1 and S2. Grammarly is one of the tools that S3 most often used in helping to compile and improve the thesis. In this study, researchers have found results where students often used Artificial Intelligence (AI) tools to complete their final assignments or theses. These AI tools had many different features and functions allowing students to use them according to their needs. This is in line with previous research conducted by (Widiati et al., 2023) which revealed that AI tools have a positive impact to help the students in writing skills, especially in content and organization.

The students consistently utilized Grammarly as a tool they relied on to aid in the compilation of their theses. The respondents concurred that Grammarly was the most frequently employed tool among EFL students while preparing their thesis assignments, owing to its dependable capacity to rectify grammar, vocabulary, and punctuation in written work. These findings are in line with research conducted by (Fitria, 2021) that revealed Grammarly as an AI-powered English Writing Assistant for EFL students in English Writing. Grammarly is one of the online grammar checkers that can be used in assessing EFL writing classes. It can be concluded that Grammarly also gave positive impact for learners, because in this research students who used Grammarly got high scores by using this application.

However, this research result contradicts with previous research conducted by Astuti *et al.*, (2023) which found that Grammarly has several shortcomings that disturbed users such as; it is not being able to be used without an internet connection, it is require stable list to access available features; it is not being effective when it is used on other connected platforms; uncomprehensive the premium version of Grammarly; and it is unable to distinguish between a few correct words.

2. Students' Perspective about AI tools on the Content and Organization in Writing

In this section, respondents expressed various points of view. Their positive perspective is evidenced by the following interview results:

> "…….*very helpful* because it can correct errors in my writing such as grammar, vocabulary and others, besides that AI tools can also be a supporter of student creativity ideas." (S-1: 4/4/24) [AI tools: Positive Perspective]

> "……. using AI to learn English is *very helpful* because I feel that AI has a positive effect on EFL students' speaking, besides having many types and features, AI is also easily accessible to improve EFL students' writing so that it is not ambiguous and the language structure is in accordance with the rules of English and becomes more credible and researchable by including clear references." (S-2: 6/4/24) [AI tools: Positive Perspective]

> "In learning English, *AI can be used as a helper and companion for learning writing* because students themselves, especially EFL students, are still lacking in writing English." (S-3: 7/4/24) [AI tools: Positive Perspective]

The italic sentences informed that the three respondents agreed that AI tools have indeed had a positive impact on students, especially in developing and increasing the weight of their writing in content and organization. However, they also stated the negative impact of the AI tools. They stated that AI tools are felt to cause dependent, Ai

tools can limit the user creativity, AI tools need stable internet connection. These data were evidenced by the respondents' answered below:

> "......*AI tools can make students dependent and rely on technology*, besides that AI tools cannot be done offline so that they consume a lot of quotas, and AI tools also provide restrictions on their use, a day can only be used a certain number of times." (S-1: 4/4/24) [AI tools: Negative Perspective]

> "......*some AI tools have limitations in their use,* such as only being accessible to premium users, where being a premium user requires paying a predetermined rate." (S-2: 6/4/24) [AI tools: Negative Perspective]

> "........many students seem to be dependent on AI technology, in my experience AI tools are very helpful in improving the writing of EFL students, but students should not always depend on AI because *it will make the student's creativity decrease.*" (S-3: 7/4/24) [AI tools: Negative Perspective]

In the interview answers above, respondents expressed their negative perspectives or the obstacles they faced in using AI tools in their writing.

The subsequent findings indicated that the students involved in this study (S1, S2, and S3) presented a variety of perspectives regarding the utilization of AI tools to assist English as Foreign Language (EFL) students in completed their final assignments. The respondents gave positive perspectives and agreed that AI tools with different features and functions can support their writing skills both in organizing grammar, choosing diction or vocabulary, developing ideas, increasing creativity and developing coherence in a piece of writing. These results are in line with previous research conducted by (Sumakul et al., 2022; Suwito et al., 2025) which stated that AI tools have a positive impact on students because the tools make students feel comfortable, enjoy and feel helped in writing classes, where the tools help them in grammar and vocabulary. Not only that, this research is also supported by previous research conducted by Syahnaz & Fithriani (2023) which stated a positive perspective on AI tools. It is revealed that students are greatly helped by the existence of AI tools which provide many benefits for students in EFL writing courses.

In addition, respondent (S2) said that some AI tools can only be accessed with many options by premium users only. While the respondents (S1, S2, and S3) acknowledged the numerous positive impacts of AI tools, they concurrently expressed concerns regarding certain obstacles associated with their usage, included restrictions on accessibility and the necessity for a stable internet connection. This is similar to research conducted by Fatoni (2021) who stated that ZOOM received a positive perception because it is effective and convenient. However, devices for online learning and internet networks are some of the obstacles experienced by users in using the ZOOM application on laptops. So, this research is in line with current researches which both stated that internet connection is an obstacle in using the application, especially on laptops.

Respondent (S3) also warned against using AI tools continuously, as it could result in dependent on technology and lead to a decline in the creativity of ideas. This research is supported by (Fitria, 2021) who emphasized the role of AI tools in improving vocabulary but also warns against over-reliance, underlining the importance of these tools being used as an aid rather than a substitute for comprehensive language learning. In addition, a

study by (Widiati et al., 2023) also found that AI tools provided benefits for nurturing idea generation. However, her study also highlighted potential disadvantages, such as reliance on AI tools potentially limiting critical thinking and creativity. Furthermore, research conducted by (Ningrum, 2023) stated that apart from having a positive impact, AI also has negative impacts, including limiting creativity and originality, reducing the right to one's own opinion and increasing ethical considerations for oneself. This means, AI tools must be used with full consideration and doubt, where users must not trust or even depend on technology, so that creativity and productivity are not limited by technology.

2.1. In Content of Writing

Good content is content that is quality, original, informative, relevant, meaningful, communicative with the audience, and fulfills its purpose, whether to provide information, persuade or provoke thought (Widiati et al., 2023). Below is one example of respondents' writing content before and after using AI tools, which has changed in the content of their writing.

Before:

The Korean wave, also known as *Hallyu* (한류) is a pop culture phenomenon that originated in South Korea and spread globally. This culture includes music, drama, fashion, culinary, lifestyle, and many other things. The Korean Wave gained popularity in the late 1990s and has influenced global popular culture in the decades subsequent. Korean pop music or known as "K-Pop" widely considered the epicenter and core of the *Hallyu* phenomenon. **K-pop expanded further in the 2000s with the development of idol groups, and has grown in popularity and acceptance in the Western world over the last decade. K-Pop's global breakthrough has resulted in the establishment of diverse and eager international fan communities.**

After:

The Korean wave, also known as *Hallyu(한류)* is a pop culture phenomenon that originated in South Korea and spread globally. This culture includes music, drama, fashion, culinary, lifestyle, and many other things. The Korean Wave gained popularity in the late 1990s and has influenced global popular culture in the decades subsequent (Jungsoo, 2016). Korean pop music known as "K-pop" is widely considered as the epicenter and core of the *Hallyu* phenomenon. **K-pop expanded further in the 2000s with the development of idol groups and has grown in popularity and acceptance in the Western world over the last decade. As Jamie (2021) mentioned, K-pop's are popular has spread beyond East Asia and is spreading in Europe, North and South America, and Africa. K-Pop's global breakthrough has resulted in the establishment of diverse and eager international fan communities.**

Figure 1. S2's writing before and after using AI

In Figure 1.1 above, the bolded sentence is a form of change given before and after using AI tools. It has been shown that in the "after" section the writing has changed to be more informative, better writing quality and better sentence development.

2.2. In Organization of Writing

Good organization can influence how well readers understand content, how persuasively an argument is good organization ensures a smooth flow of ideas, making writing easier to follow and more impactful (Widiati et al., 2023). Below is one example of a student's writing before and after using AI tools, which underwent changes in the organization of their writing.

Before:

Because the majority of Kpop fans' activities take place on online platforms, it may be said that K-pop fans mostly come from generation Z (born between the mid-1990s and the early 2010s). Generation Z has better access to technology and social media, allowing them to connect with Korean music and pop culture, particularly K-pop, more easily. Gen Z is a generation that grew up with the internet and social media, which has made them more receptive to other music genres and more inclined to connect with K-pop (Hyun-Kyung, 2018). Social media platforms like Instagram, Twitter, and TikTok are popular among Generation Z. These platforms are used effectively by K-pop to communicate with fans, share exclusive content, and develop online communities. **However, it is inaccurate to assert that Gen Z is the biggest fan of K-pop because K-pop has a diverse fan base across all age groups and demographics.**

After:

Because the majority of K-pop fans' activities take place on online platforms, it may be said that K-pop fans mostly come from Generation Z (born between the mid-1990s and the early 2010s). Generation Z has better access to technology and social media, allowing them to connect with Korean music and pop culture, particularly K-pop, more easily. Gen Z is a generation that grew up with the internet and social media, which has made them more receptive to other music genres and more inclined to connect with K-pop (Hyun-Kyung, 2018). **In line with Arisandi, et al,. 2023), K-pop is entertainment that spreads swiftly on social media; therefore K-pop is a hit among Gen Z who seek amusement on social media.** Social media platforms like Instagram, Twitter, and TikTok are popular among Generation Z. These platforms are used effectively by K-pop to communicate with fans, share exclusive content, and develop online communities. **A global census that conducted by BTS Army census (2022) of over 500,000 participants from the BTS fanbase, one of the K-pop groups, revealed that 170,379 (30.30%) respondents were under the age of 18 and 301,566 (53.63%) were between the ages of 18 and 29As a result, it is reasonable to assume that the majority of K-pop fans are still in the Gen Z. However, K-pop followers are diverse in terms of age and demography.**

Figure 2. S2's writing before and after using AI

In Figure 1.2 above, the bolded sentences are a form of change given before and after using AI tools. It has been shown that in the "after" section, the writing has undergone a significant change, where the resulting paragraph is more coherent and cohesive so that it makes it easier for readers to understand the information conveyed, has a connection between one sentence and another and makes the sentence more structured than before.

The third finding of this study is the impact of AI writing tools on the content and organization of EFL students' writing. In the area of content, which refers to the development of their ideas, the AI tools provided outstanding results. Students' cultural backgrounds and linguistic abilities often influence the content written in a second language. With their ability to provide hints and suggestions for improvement, AI writing tools can assist students in articulating their thoughts and improve the richness of the content they write. As cited by Puspitasari *et.al.*(Puspitasari et al., 2022; Widiati et al., 2023).

Organization in writing is a way of organizing things related to writing, so that writing can be more structured, the content is arranged coherently and the ideas are connected logically and coherently (Widiati et al., 2023). In this study, three students (S1, S2 and S3) acknowledged the positive role that AI tools play in improving the clarity, coherence and cohesion of students' writing, as they were very effective in detecting logical discrepancies, and helping in the organization of writing. However, one respondent (S3) also expressed concern about the impact of overuse of AI. This concern is in line with the findings of (Mulyani et al., 2023; Widiati et al., 2023), who suggested that over-reliance on AI tools may result in decreased critical thinking in students.

CONCLUSION

In conclusion, Grammarly is the most frequently AI tool used by EFL students in preparing their theses, followed by several other AI tools including Chat-GPT, QuillBot, Perplexity, and DeepL Translator. Those AI tools provided both positive and negative impacts. The positive impacts include; they are being able to help, activate and develop creative writing ideas to be of higher quality and make research writing more credible and worthy with clear source references. While the negative impacts felt by respondents included the students' dependence on AI tools which could result in decreased creativity

in students, the requirements of an internet network to access, and the usage limits. So, it is necessary for users of AI tools, especially students, to pay attention to the positive and negative impacts of using artificial intelligence.

It is recommended that English teachers or lecturers use artificial intelligence (AI)-based writing tools in the teaching process, because in the current era of using technology it certainly makes it easier for teachers/lecturers to improve the quality of student writing in terms of content and organization. However, teachers or lecturers must also have reliable strategies in exploring and paying attention to students. The students do not only focus on technological tools alone but they also focused on ideas creativity related with technological tools in the teaching and learning process of writing, especially in content and organization. This research also had many shortcomings, so that for the future researchers they cn develop this research by expanding the research objects such as by using comparative classes of participants using and not using artificial intelligence (AI) tools and expanding the scope of research by exploring the impact of AI tools on all elements in writing. Furthermore, since this research only used semi-structured interviews and writing results of students, it is recomended for the future researchers to develop this research by using more research instruments to strengthen the results of this research.

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