ABSTRACT

The main objective of this study is to understand the extent, purpose, and ethical considerations behind the use of Artificial Intelligence tools in the academic writing process. This research employed a qualitative approach to explore how final-year students in the English Study Program at Sriwijaya State Polytechnic utilize Artificial Intelligence tools when writing their final reports. The unit of analysis consisted of 68 students who had completed or were in the process of completing their final reports. Data were collected through questionnaires and follow-up interviews to gain deeper insights into students' experiences and writing practices. The qualitative data were analyzed using thematic analysis. The findings revealed that most students used more than one Artificial Intelligence tool across different stages of the writing process. Grammarly was mainly used for grammar and structure checking, ChatGPT for idea generation and content guidance, and QuillBot for rephrasing complex parts to avoid plagiarism. While students acknowledged the advantages of using Artificial Intelligence, they also expressed concerns about over-reliance and the importance of maintaining originality. Based on the findings, the study recommends the responsible use of Artificial Intelligence tools, the implementation of digital literacy programs, and ethical guidance from lecturers to ensure that technology supports, rather than replaces, students' critical thinking and writing skills.
Keywords: artificial intelligence, final report, Grammarly, QuillBot, ChatGPT