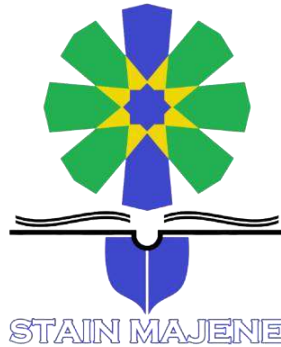


**EXPLORING THE USE OF TEXT-GENERATIVE AI IN SUPPORTING
SELF-REGULATED LEARNING IN UNDERGRADUATE THESIS
WRITING IN ENGLISH EDUCATION STUDY PROGRAM**



A Thesis

Submitted in Partial of The Requirements for the Degree of Sarjana Pendidikan
(S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene

BY:

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2025

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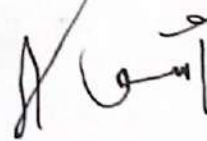
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Majene, 15 September 2025
Researcher



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ABSTRACT

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Title : Exploring The Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program

The increasing integration of artificial intelligence (AI) in higher education has transformed how students plan, write, and revise academic texts. While text-generative AI offers various affordances, its influence on students' ability to regulate their own learning during complex writing tasks such as thesis writing remains underexplored. This study explores how undergraduate students in the English Education Study Program utilize text-generative AI tools to support their Self-Regulated Learning (SRL) during thesis writing. Using a qualitative descriptive method, data were collected from seven students through semi-structured interviews and analyzed with NVivo 12 Plus. The analysis identified three main phases of SRL based on Barry J. Zimmerman's model, forethought, performance, and self-reflection, each consisting of specific themes and strategies related to AI use. In the forethought phase, students used AI to analyze tasks, set goals, develop thesis outlines, and build confidence before writing. During the performance phase, they applied AI tools to draft and revise their work, generate ideas, structure sentences, refine language, evaluate content, and implement targeted prompting strategies. In the self-reflection phase, students relied on AI to evaluate drafts, incorporate supervisors' feedback, and check final coherence, while also becoming aware of the risks of over-reliance on AI. These findings reveal that students did not merely copy AI outputs but integrated AI as part of their internal learning regulation system to plan, monitor, and evaluate their writing processes. This study contributes to the understanding of how text-generative AI can serve not only as a technical writing aid but also as a motivational and metacognitive scaffold that enhances students' autonomy and self-regulation. However, it also highlights the need for balanced AI use to prevent dependency and maintain critical engagement with content. The findings offer practical implications for guiding students in adopting AI tools effectively and ethically in academic writing contexts.

Keywords: *Writing Process, Educational Technology, Zimmerman's SRL Model, ChatGPT, Grammarly.*

ABSTRAK

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Judul : Eksplorasi Penggunaan AI Generatif Berbasis Teks untuk Mendukung Self-Regulated Learning dalam Penulisan Skripsi Mahasiswa Program Studi Pendidikan Bahasa Inggris

Integrasi kecerdasan buatan (AI) dalam pendidikan tinggi semakin mengubah cara mahasiswa merencanakan, menulis, dan merevisi teks akademik. Meskipun AI generatif menawarkan berbagai kemudahan, pengaruhnya terhadap kemampuan mahasiswa dalam mengatur proses belajarnya secara mandiri ketika menulis skripsi masih jarang diteliti secara mendalam. Penelitian ini mengeksplorasi bagaimana mahasiswa Program Studi Pendidikan Bahasa Inggris memanfaatkan alat AI generatif berbasis teks untuk mendukung Self-Regulated Learning (SRL) selama proses penulisan skripsi. Dengan menggunakan metode deskriptif kualitatif, data dikumpulkan dari tujuh mahasiswa melalui wawancara semi-terstruktur dan dianalisis menggunakan NVivo 12 Plus. Analisis menghasilkan tiga fase utama SRL berdasarkan model Barry J. Zimmerman, yaitu forethought, performance, dan self-reflection, yang masing-masing mencakup tema dan strategi spesifik terkait penggunaan AI. Pada fase forethought, mahasiswa menggunakan AI untuk menganalisis tugas, menetapkan tujuan, membuat kerangka skripsi, dan membangun kepercayaan diri sebelum menulis. Pada fase performance, mereka memanfaatkan AI untuk menyusun draf dan merevisi tulisan, menghasilkan ide, menyusun kalimat, memperbaiki bahasa, mengevaluasi konten, dan menerapkan strategi prompting yang terarah. Pada fase self-reflection, mahasiswa menggunakan AI untuk mengevaluasi draf, menggabungkan umpan balik dosen pembimbing, dan memeriksa koherensi akhir, sekaligus menyadari risiko ketergantungan pada AI. Temuan ini menunjukkan bahwa mahasiswa tidak hanya menyalin keluaran AI, tetapi mengintegrasikannya sebagai bagian dari sistem regulasi belajar internal mereka untuk merencanakan, memantau, dan mengevaluasi proses penulisan. Penelitian ini memberikan kontribusi terhadap pemahaman bahwa AI generatif berbasis teks tidak hanya berfungsi sebagai alat teknis penulisan, tetapi juga sebagai penopang motivasi dan metakognitif yang meningkatkan kemandirian dan kemampuan regulasi diri mahasiswa. Namun, penelitian ini juga menekankan pentingnya penggunaan AI secara seimbang untuk mencegah ketergantungan dan memastikan keterlibatan kritis terhadap konten. Temuan ini memberikan implikasi praktis dalam membimbing mahasiswa menggunakan AI secara efektif dan etis dalam konteks penulisan akademik.

Kata Kunci: *Proses Penulisan, Teknologi Pendidikan, Model SRL Zimmerman, ChatGPT, Grammarly.*

CHAPTER I

INTRODUCTION

A. Research Background

Achieving success in higher education is a significant milestone that impacts both personal and professional growth. Campus life is more than just centers of learning, they provide an essential space for individuals to develop and shape their future. University provides a structured environment to guide students, but it is also flexible enough to let them explore their interests and passions (Alyahyan & Düşteğör, 2020). This exploration comes through building a support network, engaging in activities outside of class, and learning by doing. All these opportunities contribute to students' growth as a person and future professionals. Yet, along with these opportunities, students also face challenges such as managing demanding academic loads, social time, and personal commitments, with the most critical challenge often appearing in the final stage of study, which is completing the undergraduate thesis.

Completing undergraduate studies in higher education ends in the writing of a thesis, which demands long-term commitment, sustained self-discipline, and the ability to independently plan, monitor, and evaluate progress (Alyahyan & Düşteğör, 2020). These challenges become more obvious in the process of writing a thesis, where students must independently manage literature review, data analysis, and multiple revisions with supervisors. For many students, this stage can be overwhelming as they are required to take full responsibility for their progress, a

skill that is not yet fully developed by all students. Managing these complexities requires more than intellectual competence. It demands strong self-management, persistence, and organizational skills. This condition emphasizes the crucial role of self-regulated learning (SRL) in allowing students to complete their thesis successfully.

Molenaar et al. (2023) stated that Self-regulated learning (SRL) contains how learners manage their own learning processes in a metacognitive, cognitive, and motivational manner. SRL encourages the development of long-term interpersonal skills necessary for academic achievement, such as goal setting, progress monitoring, strategic use of strategies, and reflection on learning outcomes. Well-developed SRL can help students assess their own understanding, maintain engagement, and adapt strategies for future challenges, thus promoting resilience and autonomy in learning (Ng et al., 2024). Theoretical frameworks like Zimmerman's model of SRL highlight the cyclical phases of forethought, performance, and self-reflection (Chang & Sun, 2024).

The forethought phase serves as the cornerstone of Zimmerman's Self-Regulated Learning (SRL) model, representing the initial stage where learners proactively shape their learning journey (Panadero & Alonso-Tapia, 2014). In the context of thesis writing, this phase contains more than simply setting academic goals; it requires careful task analysis, such as defining research questions, outlining the structure of the thesis, and setting realistic timelines. It encompasses a deliberate selection of appropriate learning strategies tailored to the specific task and individual learning style. As Chiu et al. (2023) articulate, drawing upon the work

of Zimmerman and Moylan, the forethought phase includes "task analysis and motivational beliefs such as self-efficacy and interest, which influence how students plan their learning strategies based on prior knowledge." This resonates with thesis writing, where students perceive a sense of control over their learning, plays a pivotal role in cultivating effective SRL strategies (Ng et al., 2024). However, a significant challenge in studying this phase lies in accurately capturing students' internal processes of goal setting and strategy selection (Molenaar et al., 2023), such as how they plan literature reviews or manage schedules.

The performance phase marks the transition from planning to action, where students actively implement the learning strategies formulated during the forethought phase (Panadero & Alonso-Tapia, 2014). In thesis writing this stage involves carrying out literature reviews, drafting chapters, analyzing data, and integrating feedback into ongoing work. It necessitates continuous monitoring and regulation of the writing process to ensure that the thesis remains aligned with research objectives and academic standards. Effective self-regulation during this phase requires a range of self-control strategies, such as effective time management to meet submission deadlines, help-seeking behaviors when encountering conceptual or methodological difficulties, and the creation of a conducive writing environment (Chiu et al., 2023). Furthermore, research by Ng et al. (2024) highlights the potential of technology to augment this phase, with AI-powered tools providing real-time scaffolding for writing clarity, paraphrasing, or refining arguments, in that way enhancing students' thesis progress. The performance phase underscores the importance of not only mastering the subject matter but also

cultivating metacognitive awareness to ensure the ongoing relevance and effectiveness of writing and research strategies throughout the thesis process (Panadero & Alonso-Tapia, 2014).

The self-reflection phase is a critical stage where learners evaluate their learning outcomes and formulate plans for future improvement (Panadero & Alonso-Tapia, 2014). In the context of thesis writing, this phase involves reviewing the quality of drafted chapters, assessing the coherence of arguments, and reflecting on feedback provided by supervisors. This dynamic process requires students to analyze both the successes and shortcomings of their writing and research strategies, prompting necessary adjustments or enhancements for subsequent revisions. As Chiu et al. (2023) explain, the self-reflection phase comprises "self-evaluation and self-reaction to learning outcomes, which can enhance or diminish students' learning motivation."

Constructive and positive reflection, such as acknowledging progress after revisions or recognizing improvement in academic writing, can bolster motivation and self-belief. In contrast, negative reflection, such as repeated dissatisfaction with drafts, may hinder persistence in completing the thesis. Furthermore, studies suggest that academic environments that encourage self-reflection, such as supervisory guidance that invites critical review and revision, can cultivate students' sense of autonomy and competence, thereby reinforcing their SRL habits (Ng et al., 2024). Consequently, the self-reflection phase not only concludes one cycle of thesis progress but also lays a vital foundation for continuous academic growth and eventual completion of the undergraduate thesis.

The three interconnected phases of Zimmerman's SRL model, which are forethought, performance, and self-reflection, form a crucial cycle for successful thesis completion (Chang & Sun, 2024). In the forethought phase, students prepare by setting goals and planning their thesis work. In the performance phase, they put these plans into action through writing and revising. In the self-reflection phase, they evaluate their progress and identify areas for improvement. Together, these phases strengthen students' ability to work independently and persistently throughout the thesis process. Structured support can further enhance this cycle, and generative artificial intelligence offers one of the most promising solutions by providing personalized feedback, targeted guidance, and interactive tools that reinforce self-regulated learning (Chiu et al., 2023).

Generative AI is a group of advanced computational technologies that can be used to create a variety of content, including text, graphics, and multimedia, in a way that copies human creativity based on input from the user (Gozalo-Brizuela & Garrido-Merchán, 2023). Powered by advanced machine learning, the application of tools such as ChatGPT in the field of education is revolutionary, particularly in supporting academic writing. These tools allow personalized guidance, specific feedback, and interactive learning experiences that match individual students' needs (Ng et al., 2024). Generative AI supports meaningful self-regulated learning by helping readers keep their thoughts organized, create study plans, and elaborate on complex topics (Wei, 2023).

Preliminary studies have shown that text-generative AI can be used to develop self-regulated learning. Baskara (2023) explained that the utilization of

Generative AI in educational environments has transformed the concept of providing feedback and, in that way, has also advanced SRL processes. Feedback is central to the thesis-writing process because it helps students identify shortcomings in their drafts, adjust their strategies, and stay aligned with academic standards. A tool such as ChatGPT gives timely feedback that is detailed and individualized to specific learning contexts (Ng et al., 2024). For example, a student drafting a chapter of their thesis may receive constructive suggestions on how to improve structure, clarity, and coherence. The AI can highlight weak arguments, suggest alternative formulations, or provide examples of stronger statements, thereby assisting students in making iterative improvements to their thesis (Baskara, 2023).

Although generative AI shows strong potential in supporting self-regulated learning, research that comprehensively addresses all three phases of Zimmerman's SRL model, from forethought, performance, and self-reflection, remains limited. Each phase is essential for effective learning, yet the self-reflection stage is often overlooked, even though it plays a vital role in the overall development of SRL. In the context of thesis writing, this gap is particularly significant, as many students struggle to critically evaluate their drafts, reflect on feedback, and adjust their writing strategies for subsequent revisions. Without adequate support in this phase, students may find it difficult to sustain progress and improve the quality of their work (Chang & Sung, 2024).

Previous research has often focused on technical dimensions, such as algorithm analysis. It lacks the hands-on user experience aspect. For instance, a

study conducted by Rahim et al. (2024) focused on the structured prompt and feedback from ChatGPT. On the other hand, Chang et al. (2023) addressed how educational chatbots or conversational agents can support student self-regulatory processes. This two preliminary research focused on technical aspects rather than the direct perception of the handler. What is still lacking are studies that highlight how higher education students engage with generative AI, particularly in complex tasks such as thesis writing. It is important to understand how students actually use AI to plan, monitor, and reflect during the writing process, as this can offer deeper insights into the role of AI in supporting self-regulated learning.

According to a previous researcher's mini-survey at STAIN Majene, one of the colleges in West Sulawesi, Indonesia, it was found that many students have started using text-generative AI tools to assist them in academic work. However, it has not yet been clearly identified how these tools are actually utilized in the specific context of undergraduate thesis writing. For instance, it remains uncertain whether students employ AI to overcome cognitive challenges, refine their ideas, and plan writing strategies, or whether they primarily rely on AI to generate ready-made content without engaging in validation and critical thinking. Such reliance may risk turning students into passive recipients of AI output rather than active, self-regulated learners in managing their thesis writing process.

This phenomenon is particularly crucial in STAIN Majene, where students are increasingly exposed to AI technologies but still face challenges in independently managing the complex demands of thesis writing. Previous research at STAIN Majene found that students still hold limited perceptions regarding the

concept of research (Djailani & Wahyuddin, 2024). This indicates that when students face new challenges, such as the integration of AI in thesis writing, students are also likely to struggle in aligning its use with self-regulated learning strategies. Moreover, as highlighted by Djailani & Wahyuddin (2024), many students encounter significant difficulties in writing their thesis, including formulating titles, preparing the literature review, and generating ideas. These challenges may drive students to rely on generative AI tools, even though such use is not yet fully understood within the framework of self-regulated learning. Such conditions highlight the urgency of investigating how students at this institution engage with text-generative AI as part of their self-regulated learning practices.

Thus, this study aims to address these disparities. The primary focus of the research is to find out how generative AI supports students in the process of completing their undergraduate thesis. The primary focus is to understand how AI tools can assist students in managing their time, setting research and writing goals, and reflecting on their progress during thesis writing. As a human-centered inquiry, this research emphasizes students' lived experiences and how AI can be adapted to meet their specific academic needs in this critical stage of study. The findings are expected to offer practical insights for educators, technology developers, and policymakers in promoting inclusive and effective integration of AI in higher education.

This research explores the full spectrum of SRL, from planning, monitoring, and reflection, specifically in the context of thesis writing, by prioritizing students' views. In this way, the study contributes to the expanding scholarship on the role of

AI in fostering self-regulated learning, while simultaneously filling a gap in the literature that has largely concentrated on technical dimensions rather than students' lived experiences. Based on the descriptions, the researcher is interested in researching **“Exploring The Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program.”**

B. Research Questions

Based on the research background, this study aims to address the issue of how generative AI is being utilized in higher education to support self-regulated learning (SRL) development in thesis writing. This research explores how generative AI influences students' ability to self-regulate their thesis writing processes, particularly in planning, monitoring, and reflecting on completing their thesis. Specifically, the study seeks to answer the question: “How does text-generative AI support self-regulated learning in undergraduate thesis writing among students in English Education Study Program?”

C. Research Objectives

Based on the explanation above, this research examines how students in higher education utilize text-generative AI tools in their thesis writing processes to enhance self-regulated learning. It seeks to analyze how text-generative AI supports self-regulated learning by facilitating students in three phases of SRL according to Zimmermans' cycle model of SRL. Goal setting and strategic planning during the thesis preparation stage, such as developing research questions, structuring chapters, and organizing timelines. Progress monitoring and self-control while

drafting, analyzing data, and revising their thesis work. Self-evaluation in reviewing the quality of thesis drafts, incorporating supervisor feedback, and improving academic writing.

D. Research Significances

This research holds significance both theoretically and practically. Theoretically, it contributes to the body of knowledge on the connection of AI and self-regulated learning (SRL), particularly by addressing the gap in understanding how generative AI supports students' ability to regulate their learning in the context of thesis writing. By focusing on the three phases of SRL Zimmermann's model, planning, monitoring, and reflecting, this study expands the discussion from general academic tasks to the more demanding process of completing an undergraduate thesis.

Practically, the findings of this study will be valuable for multiple stakeholders. For students, it provides insights into how generative AI can be effectively utilized as a supportive tool for planning, monitoring, and revising their thesis, thereby enhancing rather than replacing their independent effort and critical thinking. For educators, the results may inform supervisory practices and the design of AI-integrated academic writing support strategies that encourage self-regulation while minimizing overreliance..

E. Research Scope

This study focuses on undergraduate students in English Education Study Program institutions, specifically exploring their experiences with generative AI in supporting self-regulated learning during the thesis writing process. The research

will be conducted at STAIN Majene, where many final-year students have begun to integrate AI tools such as ChatGPT into their academic work in the context of planning, monitoring, and evaluating their thesis, as it is used by many students in STAIN Majene. Through examining students' usage patterns, challenges, and perceptions, this study seeks to generate a contextualized understanding of generative AI adoption in thesis writing at STAIN Majene, while also offering broader implications for comparable higher education settings.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The researcher assembled the following preliminary research related to the study to be conducted:

1. The research was directed by Astri Hapsari and Tiara Ayu Fatmasari with the title “Supporting Students’ Self-Regulated Learning in Online Learning Using Artificial Intelligence Applications”.

A recent study by Hapsari and Fatmasari (2022) investigated the use of online self-regulated learning strategies among undergraduate students during the process of writing their thesis during the COVID-19 pandemic. The survey-based research revealed that students employed various SRL strategies, such as goal setting, time management, and self-monitoring, to cope with the challenges of thesis completion in an online learning environment. Their findings highlight the crucial role of SRL in enabling students to manage complex academic tasks that require independence and persistence. This research is similar to the present study in its focus on the thesis-writing context and the centrality of SRL. However, while Hapsari and Fatmasari emphasized general online SRL strategies during the COVID-19 pandemic, this study specifically explores how text-generative AI tools like Chat-GPT support students in applying SRL during thesis writing. Thus, it addresses a gap by

examining not only the strategies students use but also the technological mediation of those strategies through generative AI.

2. The research was conducted by Wenli-Li Chang, Jerry Chih-Yuan Sun with the title “Evaluating AI’s impact on self-regulated language learning: A systematic review”.

Chang & Sun (2023) did a systematic review of how AI has been used in Self-Regulated Language Learning (SRLL) and how effective it is in supporting different SRL phases. They found that AI plays a big role in developing metacognitive skills, helping learners track their progress and get personalized feedback. However, most of the studies they reviewed only focused on one part of SRL (usually the performance phase), while the planning and reflection phases were mostly ignored. They also found that most AI apps lack interactive and adaptive learning models, often acting as passive learning tools rather than dynamic learning partners. They suggested that AI should evolve from static feedback systems to interactive and adaptive learning assistants that serve students' learning needs. Their research is similar to mine in that both observe the role of AI in supporting self-regulated learning. However, their study is a systematic review of previous research, and most of the studies they reviewed only focused on one specific phase of SRL. In contrast, my study is an empirical investigation that directly explores how students use generative AI to support self-regulated

learning across all three phases, planning, monitoring, and reflection, specifically within the context of undergraduate thesis writing.

3. Jacqueline Wong and Olga Viberg conducted the research with the title “Supporting Self-Regulated Learning with Generative AI: A Case of Two Empirical Studies”.

Jacqueline Wong and Olga Viberg (2024) studied how ChatGPT can help students with SRL by giving them personalized feedback and adapting to their learning. They looked at how AI can help with academic writing and self-monitoring in text-based learning. They found that the feedback from AI is organized and easy to understand, but it's not as deep or critical as feedback from humans. Their research is similar to this research because we both study how Generative AI can be used for SRL. However, their focus was specifically on ChatGPT for academic writing, comparing AI-generated feedback with human analysis. In contrast, this research examines how students engage with various generative AI tools not merely for general subjects but more specifically to support their self-regulated learning processes in undergraduate thesis writing.

4. The research was conducted by Siu-Cheng Kong and Yin Yang with the title “A Human-Centered Learning and Teaching Framework Using Generative Artificial Intelligence for Self-Regulated Learning Development Through Domain Knowledge Learning in K–12 Settings”.

Kong & Yang (2024) aimed to create a human-centered AI learning framework to improve SRL, especially in K-12 education. They found

that their AI-powered learning framework significantly improved students' planning, monitoring, and reflection skills. They also emphasized that teachers need to change their roles from traditional instructors to facilitators who guide students in using AI tools effectively. While AI can boost student engagement and motivation, they stressed that teacher involvement is still needed to maintain human-centered learning values. Their research is similar to mine because we both aim to improve SRL through AI. However, their study was done in K-12 settings.

5. The research was conducted by Fanny Rahmatina Rahim, Ari Widodo, Achmad Samsudin, and Tina Hayati Dahlan with the title “Enhancing Self-Regulated Learning with ChatGPT: A Study in Science Education”.

Rahim et al. (2024) investigated how ChatGPT can improve SRL in science education by helping students set goals, monitor themselves, and reflect on their learning. They found that AI tools can help students set learning goals and track their progress, but teachers still need to guide them to use these tools effectively. They also showed that project-based and inquiry-based learning are good ways to keep students motivated and engaged when using AI for learning. Their research is similar to mine in that both explore the use of generative AI to support self-regulated learning. However, their study was limited to the context of science education, while my research focuses on how students employ generative AI to enhance self-regulated learning in undergraduate thesis writing.

These studies collectively highlight the potential of AI to support SRL, especially in thinking and planning (Chang & Sun, 2023). However, there is still limited research covering all three phases of SRL (forethought, performance, and self-reflection) comprehensively, especially in the specific context of thesis writing. Previous studies tend to ignore human-centered dimension (Rahim et al, 2024), higher education institution (Kong & Yang, 2024), and self-reflection phase (Chang & Sun, 2023). As a result, many students continue to struggle with evaluating their thesis drafts and adjusting their writing strategies based on feedback. In addition, much of the existing research has concentrated more on the technical aspects of generative AI, such as algorithm analysis and structured prompts, rather than on students' direct experiences as users (Kong & Yang, 2024). For instance, prior studies have explored ChatGPT-generated feedback (Rahim et al., 2024) or the use of educational chatbots to support self-regulatory processes, but these remain limited in capturing students' perceptions of how generative AI is actually utilized to plan, monitor, and reflect throughout the thesis-writing process.

This study aims to address this gap by focusing on students' experiences as direct users of generative AI in the context of self-regulated learning during thesis writing. Specifically, it will examine how students employ AI tools to manage their time, set research and writing goals, and reflect on their progress, using Zimmerman's (2009) cyclical model of SRL as the analytical framework. Unlike previous studies that leaned more toward technical perspectives (Chang et al., 2023), this research adopts a human-centered approach by exploring students' lived experiences at STAIN Majene, particularly how AI is adapted to support their

diverse needs in completing an undergraduate thesis. Through this lens, the researcher aims to provide both theoretical and practical contributions that can inform the development of AI-based learning strategies in higher education, while emphasizing responsible and effective use from the students' perspective.

B. Some Pertinent Ideas

1. Self-Regulated Learning

a. Definition

Self-regulated Learning (SRL) is a dynamic and multifaceted process where individuals actively and constructively manage their learning experiences (Zimmerman & Moylan, 2009). It includes a complex relationship of cognitive, metacognitive, motivational, and emotional aspects, all working together to support learners in their pursuit of knowledge and understanding (Panadero & Alonso-Tapia, 2014). Self-regulated learning is not only about passively receiving information, but it is about actively engaging with the learning process, taking initiative, and exercising control over how, what, and when learning occurs (Alhadi & Supriyanto, 2017). In thesis writing, SRL manifests in activities such as setting realistic timelines for completing chapters, selecting appropriate writing strategies, monitoring the progress of drafts, and adapting to supervisor feedback. In this way, SRL prepares students with the skills necessary to independently navigate the complex and demanding process of completing their undergraduate thesis (Sakkinah, 2020).

The main point of SRL is the concept of self-direction (Chang & Sun, 2024), which means learners with strong SRL skills are not dependent on external instruction. They are more likely capable of identifying their learning needs, setting realistic goals, and choosing the most effective ways to achieve those plans that they have scheduled. This self-direction is supported by four key components: cognitive regulation (metacognition), behavioral regulation, emotional regulation, and motivational regulation (Panadero & Alonso-Tapia, 2014).

Additionally, SRL emphasizes the importance of goal setting. Learners with well-developed SRL skills are able to develop SMART purposes (Specific, Measurable, Achievable, Relevant, and Time-bound) that guide their thesis-writing process (Beals et al., 2023). For example, they may set a target to finish drafting their literature review within two weeks or to revise a chapter within a supervisor's deadline.

Motivation also plays a central role in SRL (Chiu, 2024). Basically, motivated students who are driven by curiosity and a sense of accomplishment are more likely to overcome writer's block, keep on through multiple revisions, and remain engaged despite the challenges (Nidawati, 2024). Thus, SRL provides a holistic framework that integrates cognitive, behavioral, emotional, and motivational dimensions, enabling students to successfully regulate their progress in completing an undergraduate thesis.

b. Phases in SRL

According to Zimmerman's cycle model of SRL, there are 3 phases of SRL:

1. Forethought

This is the first stage where students approach a task. They analyze the task, judge their ability to succeed and create goals and plans for completion (Setiawan, 2020). Interest in the task and their learning goals are key to good planning and performance. Students primarily engage in two activities: First, they figure out the task's characteristics, forming an initial idea of how to tackle it (Alhadi & Supriyanto, 2017). Second, they consider the task's value to them, which affects their motivation, effort, and focus (Sulaeman et al., 2018).

In the context of undergraduate thesis writing, the forethought phase can be observed when students determine their research topic and title, formulate the research problem, and plan the overall structure of their thesis. At this stage, many students begin by analyzing the feasibility of their chosen topic and aligning it with their academic interests

a) Task Analysis

Task analysis, as described by Zimmerman and Moylan (2009), is the starting point of self-regulation. Students break the task into smaller, manageable parts and choose strategies based on what they already know. This is where they set goals and plan strategically, which are essential for self-regulation. Two important things students

think about when setting goals are the assessment criteria and their desired performance level (Panadero & Alonso-Tapia, 2014).

In thesis writing, task analysis is reflected when students divide the thesis into major sections such as introduction, literature review, methodology, findings, and discussion, then set priorities for which parts to complete first. For example, many students begin by analyzing how the research background, problem statement, and objectives must align with institutional assessment criteria and the expectations of their supervisors.

Assessment criteria are the standards used to judge performance (Panadero & Alonso-Tapia, 2014), for example, teachers tell students that a summary should contain the main idea. Problems arise when students do not know these criteria, which often happens when teachers do not clearly explain how tasks will be graded. This makes it harder for students to set good goals. Research supports the idea that clearly stated assessment criteria improve student learning

b) Beliefs, Values, Interests, and Goals

Beliefs, values, interests, and goals are personal factors that create and maintain motivation (Panadero & Alonso-Tapia, 2014). Motivation is a result of how these factors interact. First, self-efficacy expectations are beliefs about one's ability to do a task (Chiu, 2024). They are crucial for motivation. If a student doubts their ability, their

motivation decreases. On the other hand, high self-efficacy increases motivation and encourages the use of helpful strategies.

Second, outcome expectations are beliefs about the success of a task (Zimmerman & Moylan, 2009). Like self-efficacy, low outcome expectations decrease effort. Self-efficacy and outcome expectations are related but different. For example, a researcher might be confident in their research skills (high self-efficacy) but also realize that research outcomes depend on external factors (low outcome expectations). However, they are usually correlated; higher self-efficacy often leads to higher outcome expectations (Sulaeman et al., 2018).

Third, interest and task value influence how students initially approach a task. Task value is how important the task is for a student's goals. If a task is seen as useful, motivation and the use of learning strategies increase (Panadero & Alonso-Tapia, 2014). This is why teachers should explain the usefulness of activities. Interest, an emotion, is activated by the task (Panadero & Alonso-Tapia, 2014). Interest can be personal or situational. While similar to task value, they are distinct. We might do a task with low intrinsic interest because it has high instrumental value, like writing a CV. Both personal interest and task value can boost motivation, but they do not always align. In the CV example, motivation is extrinsic, based on the long-term goal, not intrinsic interest. Task value can influence interest, placing motivation on a spectrum from intrinsic to extrinsic.

Fourth, goal orientation, a student's belief about the purpose of learning, is important. Zimmerman included it in his model. Panadero and Alonso-Tapia (2014) state that students with learning goals use deeper learning strategies, reflect more effectively, recover faster from setbacks, and have more intrinsic interest. These four processes are interconnected and interact, especially during the forethought phase. Their influence can be rapid, but they are crucial for initiating action. The level and type of motivation influence self-regulation (Panadero & Alonso-Tapia, 2014).

2. Performance

This phase is where the actual work happens. It is crucial for students to stay focused and use good learning strategies to maintain motivation and track progress toward their goals. Zimmerman and Moylan (2009) identify two key processes:

a) Self-observation

Before students can effectively manage their learning process, they need a clear picture of how well they are doing (Panadero & Alonso-Tapia, 2014). This means understanding if their approach is working and if the quality of their work is sufficient. If things are going well, they can keep going. If not, they need to adjust. To effectively self-observe, students can use two main strategies, which are cognitive self-monitoring and external self-recording.

In thesis writing, this is reflected when students review drafts against supervisors' feedback. Students often keep notes of revisions, track the number of pages completed, or highlight the parts where supervisors requested improvement (Ulfah, 2021). These records help them reflect on their progress and recognize areas needing more attention, such as consistency in citations or depth of analysis. While AI might generate summaries or revision suggestions, the responsibility for documenting and integrating these insights into the thesis remains with the student. Thus, self-observation in thesis writing combines both reflective thinking and documentation practices, ensuring that students remain actively engaged in improving the quality of their work

b) Self-control

Maintaining focus and engagement during learning is not easy. It requires the thoughtful use of various strategies. These strategies can be broadly categorized as metacognitive, which focuses on concentration, and motivational, which focuses on interest (Panadero & Alonso-Tapia, 2014). Several metacognitive strategies can help maintain concentration.

First, a clear understanding of the task at hand allows students to employ specific, helpful strategies (Sari, 2021). When students comprehend the task's requirements and goals, they can select and implement learning techniques tailored to the specific challenge. For

example, when reading a complex text, a student might choose to underline key passages, create a summary, or use visual aids to enhance comprehension and recall of important information. This targeted approach maximizes learning efficiency and promotes deeper understanding.

Second, self-instruction, the use of self-directed prompts or descriptions about the task, can significantly benefit learning (Setiawan et al., 2019). By engaging in internal dialogue, students can guide themselves through the steps of a task, monitor their progress, and check their accuracy. For example, a student working on a math problem might ask themselves, "What is the next step? Have I applied the correct formula? Does my answer make sense?" These verbalizations not only improve learning but are also crucial for developing self-regulation skills.

Third, a structured learning environment with minimal distractions is essential for maintaining attention and interest. Suud and Rivai (2022) stated that Creating a dedicated study space free from interruptions, such as social media notifications or distracting conversations, allows students to focus more effectively on the task at hand. This might involve choosing a quiet location, organizing materials beforehand, and setting clear boundaries for study time. By minimizing distractions, students can maximize their learning efficiency and engagement.

Fourth, help-seeking is a valuable self-regulatory strategy for overcoming learning obstacles (Karabenick, 2011). When students encounter difficulties, actively seeking assistance, whether from a teacher, peer, or other resource, reveals self-regulation rather than weakness. However, effective help-seeking involves a genuine desire to learn and understand, not simply to obtain answers without engaging more in the learning process. Zimmerman and Moylan (2009) highlight that students who are reluctant to seek help often do so out of fear of appearing incompetent, which can hinder their learning progress.

Fifth, motivational strategies, such as the use of incentives, are crucial for maintaining interest and motivation during learning (Lai et al., 2023). Students can use self-directed messages or reminders of their goals and the challenges they are tackling to stay engaged. For example, a student might tell themselves, "I can solve this problem if I break it down into smaller steps," or "Staying focused now will help me achieve my goal." These self-motivational actions, while generally beneficial, become especially important when students face difficulties.

Sixth, self-consequences can help students overcome the temptation to quit when they experience down, as it can enhance the feeling of progress (Panadero & Alonso-Tapia, 2014). Self-praise and self-rewards for achieving goals reinforce feelings of progress

and maintain motivation to continue working. By acknowledging their accomplishments, even small ones, students can build confidence and maintain the drive needed to persevere through challenges.

Finally, effective time management, a crucial aspect of self-regulation, involves more complex strategies than often acknowledged (Usroh et al., 2022). Procrastination, the act of delaying important tasks in favor of less urgent ones, is a common challenge that students face. Research on procrastination explores the intricate relationships between goals, time management, and deadlines, and has even identified potentially productive forms of procrastination (Panadero & Alonso-Tapia, 2014). According to Usroh et al. (2022), developing strong time management skills is essential for academic success and overall self-regulation.

3. Self-Reflection

In this final phase, students reflect on their work and try to understand why they achieved certain results. As they analyze their successes and failures, they experience a range of emotions, positive or negative, which are influenced by how they explain their outcomes. These emotions, in turn, impact their future motivation and self-regulation.

In this final phase, students reflect on the quality of their thesis drafts and evaluate why certain sections were successful while others fell short. This reflection often centers on the content of their writing. For example,

whether the arguments in the literature review are sufficiently connected, whether the methodology aligns with the research questions, or whether the discussion adequately interprets the findings. By critically examining these aspects, students develop an understanding of both their strengths and weaknesses in academic writing.

a) Self-judgement

Self-judgment is the process where students evaluate their own performance. It involves two key aspects they are self-evaluation and causal attribution. First, Self-evaluation is how students judge their performance based on established criteria and their personal performance goals (Panadero & Alonso-Tapia, 2014). Ideally, these criteria are clear from the start, perhaps with the teacher's help, allowing students to accurately assess their work and understand where they went wrong.

Unfortunately, students often lack this clarity and only receive feedback after the assignment is graded. This leaves little room for self-evaluation, as students simply react to the grade rather than reflecting on their learning process (Chiu, 2024). If teachers want students to develop self-assessment skills, they should provide opportunities for reflection and error analysis. It's important to note that self-evaluation is not solely based on assessment criteria (Panadero & Alonso-Tapia, 2014). Two students with similar work and the same criteria might have very different self-evaluations depending on their individual goals. For example, a score of eight out of ten might be excellent for a student

expecting to fail, but disappointing for a student aiming for a perfect score.

b) Self-reaction

As mentioned, attributions often lead to emotions, like positive or negative emotions that impact self-efficacy and outcome expectations. Both emotions and expectations influence future motivation and learning approaches. This emotional and cognitive response to attributions is termed "self-reaction." While these reactions might seem automatic, they can be controlled (Panadero & Alonso-Tapia, 2014). By learning to view successes and failures as learning opportunities, students can develop more adaptive attributional styles and better manage their emotions. Zimmerman and Moylan (2009) highlight two key processes in self-reaction, they are self-satisfaction/affect and adaptive/defensive decisions.

Self-satisfaction, as described by Zimmerman and Moylan (2009), includes the complex interplay of emotional and cognitive reactions students experience when evaluating their own performance. These reactions can range from feelings of pride and accomplishment to disappointment and frustration. Positive self-satisfaction, often stemming from successful task completion and positive self-evaluation, tends to fuel future motivation and a willingness to engage in similar learning activities (Panadero & Alonso-Tapia, 2014). Conversely, negative self-satisfaction, typically arising from perceived failure or

unmet goals, can lead to feelings of discouragement and a tendency to avoid similar tasks in the future. Understanding and managing these emotional and cognitive responses is a crucial aspect of self-regulated learning.

Adaptive decisions involve maintaining a willingness to engage with the task again, perhaps with new or refined strategies (Zimmerman & Moylan, 2009). Students making adaptive decisions may choose to stay with their current strategies if they proved effective or, more importantly, refine and adjust their strategies based on their self-evaluation. In contrast, a student who "fails" and makes defensive decisions might have lower self-efficacy and outcome expectations for future tasks and may shift towards performance or avoidance goals. Conversely, a student who "fails" but makes adaptive decisions, seeking feedback and attributing outcomes to controllable factors, is more likely to maintain learning goals and higher motivation (Panadero & Alonso-Tapia, 2014).

2. Thesis Writing Process

Writing is a complex skill that involves several essential stages. According to Cheng and Zhang (2024), the standard writing process consists of:

a. Pre-writing

The pre-writing stage is the first step in the writing process, helping writers prepare ideas and plan their writing before writing the first draft. Oshima & Hogue (2007) explain that pre-writing includes brainstorming, listing, clustering, freewriting, and outlining activities. These techniques

aim to explore as many ideas as possible and organize them so that writers have a clear direction when starting to write. In the context of thesis writing, pre-writing involves setting clear goals regarding the research focus and outcomes, as well as developing a preliminary thesis outline to structure the chapters and subtopics systematically. Through goal setting, students determine what they want to achieve in each section of the thesis, while the thesis outline serves as a roadmap that guides the logical flow of arguments and content. Without a thorough goal-setting and thesis outline process, writing often becomes unfocused and less systematic because writers lack a clear idea map.

b. Drafting

The drafting stage is the moment when the writer begins to pour ideas into the initial text based on the framework that has been created, without worrying too much about the perfection of language or structural details. In this phase, the main goal is to produce a complete and coherent draft as a foundation that can be polished later. As explained by Sowell (2020), students are encouraged to explore various ways of presenting ideas at this stage, understanding that the first draft is not final and often requires in-depth revision. Drafting is channeling ideas and building an initial structure that will later become the basis for revision and editing, making it very important in the overall writing process.

c. Revising

Revision is a feature in writing that allows authors to strengthen and develop their ideas. According to Hung et al. (2024), continuous revision can improve various features in writing, such as the clarity of ideas, linguistic accuracy, and argument persuasiveness. Revision allows authors to analyze their work from the reader's perspective. Through revision, students can make their thinking clearer, improve the coherence of their writing, and make it more logical and understandable. It leads to improved writing and fosters critical thinking skills, which are vital in an academic setting.

d. Finalizing

Finalization aims to evaluate the overall quality of the draft to ensure clarity, coherence, and alignment with the writer's intended message. At this stage, writers critically review their work to check whether the arguments are logically structured, the ideas are well developed, and the content meets the goals of the writing. In the context of thesis writing, this evaluation also includes reflecting on whether each section supports the research objectives and contributes to the overall argument of the study. Finalizing further involves integrating feedback from supervisors or peers, which helps writers refine unclear sections, reorganize content, and strengthen their academic reasoning. Only after these higher-order concerns are addressed do writers focus on improving linguistic elements such as grammar, vocabulary, punctuation, and style to enhance readability and

accuracy. According to Jourdan et al. (2023), this stage includes checking grammar, formatting, and citations, also ensuring the overall texture of the writing conforms to genre conventions and the intended audience. Therefore, finalizing plays a crucial role in ensuring both content quality and linguistic precision, while also maintaining consistency in format and academic standards.

3. Text-Generative AI

a. Definition

Text-generative AI is an artificial intelligence technology capable of automatically generating text based on commands or input provided by the user. This technology uses machine learning models that have been trained with enormous amounts of text data to understand complex language patterns, sentence structures, and contexts (Rahayu, 2024). A primary technique used in Text-Generative AI is Natural Language Processing (NLP) and deep learning, which enables the model to produce text that resembles human writing (Shofiah et al., 2023). In addition to generating text, this AI is also capable of paraphrasing, summarizing documents, translating languages, and providing suggestions for improvement in writing. In the world of education and professional fields, Text-Generative AI has become a very useful tool in increasing work efficiency, assisting the learning process, and supporting creativity in writing (Rizal, 2024).

Recently, popular examples of Text-Generative AI that are widely used include ChatGPT, Gemini, Deepseek, and Grammarly. ChatGPT is an AI-

based chatbot that can answer questions, generate creative text, and assist in various academic and professional tasks. Gemini, developed by Google, has similar capabilities but is more integrated with Google services such as Search and Workspace. Deepseek is an AI designed for deeper text search and processing, assisting users in research and text analysis. Meanwhile, Grammarly focuses on improving writing quality by providing corrections to grammar, style, and clarity in the text. The use of Text-Generative AI is increasingly developing in various fields, including education, research, business, and creative industries, due to its ability to increase productivity and efficiency in text processing (Riandoko et al., 2024).

b. Significance

Text-Generative AI holds significant importance across various fields, particularly in supporting academic writing and learning processes. In higher education, this technology assists students in preparing learning materials, analyzing texts, and providing automated feedback on academic assignments (Abunaseer, 2023). With its ability to generate coherent and contextually relevant text in a short time, text-generative AI can increase efficiency in tasks such as drafting essays, summarizing articles, or simplifying complex concepts. More specifically, in thesis writing, these tools can help students develop research questions, outline chapters, refine the clarity of arguments, and improve academic writing style. They also support language accuracy by offering grammar corrections and suggestions for improving sentence structure and coherence (Ng et al., 2024).

In addition to improving efficiency, text-generative AI also contributes to creativity and problem-solving in academic contexts (Pandey et al., 2024). For thesis writers, AI can serve as a brainstorming partner by suggesting alternative perspectives, generating possible outlines, or providing examples of academic phrasing. It may also assist in identifying relevant literature or creating information into structured summaries, in that way supporting students' self-regulated learning strategies of planning, monitoring, and reflecting. However, despite these benefits, the use of text-generative AI must be accompanied by critical thinking and human judgment to ensure that the generated information is accurate, ethically acceptable, and aligned with academic integrity (Sullivan et al., 2023).

c. Types of Text-Generative AI Tools

Text-Generative Artificial Intelligence (AI) is not a single, uniform technology, but rather a broad category of digital tools that assist users in producing, refining, or transforming written text. In academic writing, students use different types of AI tools for different purposes depending on their needs during the writing process. Therefore, understanding the categories of text-generative AI is important in order to analyze how each type contributes to students' self-regulated writing strategies.

1) AI-based Content Generation Tools

The first category is AI-based content generation tools, such as ChatGPT, Google Gemini, Perplexity, and Deepseek. Their primary function is to produce new content, including brainstorming ideas,

outlining sections, suggesting relevant literature, paraphrasing text, and even drafting full paragraphs. Because these tools are conversational, students can iteratively refine prompts to receive more specific and context-appropriate output. In academic writing, this type of AI is particularly helpful during the planning and drafting stages, when writers often struggle to begin or develop their arguments.

2) AI-based grammar and style checkers

The second category is AI-based grammar and style checkers, which focus on improving the linguistic quality of the text rather than generating entirely new content. Examples include Grammarly and QuillBot. Grammarly analyzes grammar, syntax, punctuation, tone, and style to provide real-time feedback and corrective suggestions (Grammarly, 2022). It helps students notice errors they might otherwise overlook and develop awareness of common writing patterns. QuillBot, on the other hand, combines paraphrasing and grammar checking, allowing users to restructure sentences to improve clarity, cohesion, and academic tone. These tools are especially useful in the revising and editing stages of writing, where precision and readability are essential

3) AI-based translation tools

The third category is AI-based translation tools, such as DeepL and Google Translate. These tools are not only used at the sentence level but also as a way to check whether the meaning of a revised text remains faithful to the original. In this sense, translation tools support

comprehension, vocabulary development, and meaning preservation, which are crucial in thesis writing.

4. Relationship Between Text-Generative AI, Self-Regulated Learning, and Thesis Writing

Text-generative AI plays an important role in supporting self-regulated learning (SRL) by helping students organize, monitor, and evaluate their academic work more independently (Chang & Sun, 2024). Tools such as ChatGPT can provide personalized feedback and strategic guidance that enable students to identify weaknesses in their drafts and refine their writing plans (Ng et al., 2024). Similarly, Hapsari and Fatmasari (2023) emphasize that AI applications can foster SRL by scaffolding students' goal setting, task monitoring, and reflection in online learning. In thesis writing, this means that generative AI has the potential to strengthen students' metacognitive regulation in planning research strategies, monitoring progress, and engaging in reflective evaluation. However, its effectiveness depends largely on how students position AI as a supportive tool to enhance critical thinking, rather than as a substitute for independent reasoning and academic judgment (Wong & Viberg, 2023).

In addition to supporting metacognitive regulation, text-generative AI can also enhance learning autonomy and motivation. Research shows that generative AI can boost academic motivation by providing adaptive and interactive support, such as suggesting alternative formulations, offering examples of academic phrasing, or helping students overcome writer's block

(Ng et al., 2024). Hapsari and Fatmasari (2023) similarly found that students who used AI applications experienced increased autonomy and confidence in managing their learning tasks, as the adaptive nature of AI allowed them to align strategies with personal goals. This adaptability is especially important for thesis writing, where long-term persistence and self-direction are required (Chang & Sun, 2024). Through minimizing common obstacles like low confidence, limited persistence, and difficulties in maintaining motivation, AI can support students in sustaining more consistent progress (Kong & Yang, 2024). Nevertheless, excessive reliance on AI carries the risk of weakening critical thinking and independent problem-solving skills (Baskara, 2023).

Furthermore, text-generative AI offers opportunities for supervisors and educators to better understand students' SRL strategies in the thesis-writing process. By analyzing students' interactions with AI, such as the types of feedback they seek or the way they revise their drafts, educators can gain insights into students' cognitive and metacognitive patterns (Wang & Lin, 2023). Hapsari and Fatmasari (2023) argue that AI can also serve as a diagnostic tool, providing data that helps educators identify areas where students struggle with self-regulation, and thus allowing supervisors to tailor more effective guidance. However, while AI can assist in diagnosing and recommending strategies, it still has limitations in addressing the unique and holistic characteristics of each student (Molenaar et al., 2023). Therefore, a balanced approach that combines technological assistance with human supervision is necessary to ensure that students continue to develop strong self-

regulation skills and maintain academic integrity throughout the thesis-writing process.

C. Conceptual Framework

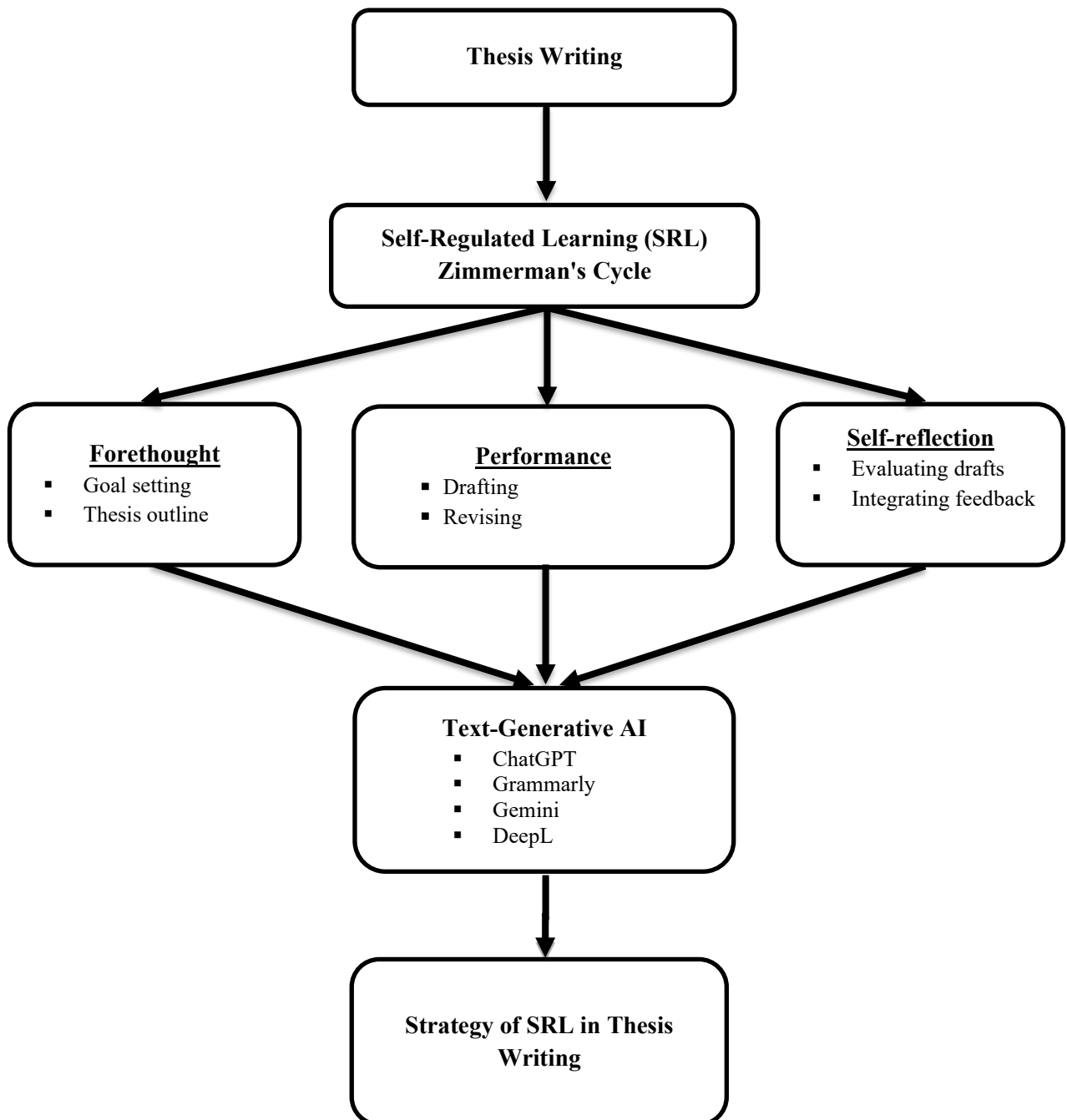


Figure 1. Conceptual Framework

This conceptual framework illustrates the relationship between text-generative AI, self-regulated learning (SRL), and undergraduate thesis writing. The model adopts Zimmerman's (2009) cyclical framework of SRL, which consists of three interrelated phases: forethought, performance, and self-reflection. In the context of thesis writing, the forethought phase involves analyzing the task, setting research goals, selecting a topic, and designing the overall outline of the thesis. The performance phase includes drafting chapters, integrating relevant literature, constructing arguments, and continuously monitoring the coherence of writing. The self-reflection phase focuses on evaluating the quality of drafts, revising based on feedback, and adapting strategies to strengthen both the content and structure of the thesis.

In this framework, text-generative AI is positioned as a supportive tool that can strengthen students' SRL strategies during the thesis writing process. Generative AI can assist in the forethought phase by helping generate ideas, suggesting possible problem statements, and supporting the construction of outlines. In the performance phase, it can provide language refinement, suggest alternative ways to frame arguments, and help improve clarity and coherence. In the self-reflection phase, AI can offer instant feedback on grammar, logical flow, and consistency, which students can use as input for critical revision.

CHAPTER III

RESEARCH METHOD

This chapter describes the research method, including design, location, subjects, data collection procedures, instruments, and data analysis techniques to ensure that the research is systematic and accountable.

A. Research Design

The research method that was used by the researcher was qualitative. Qualitative research was used to investigate and gain a deep understanding of social phenomena, the behaviour of individuals or groups, and natural settings by collecting descriptive data in oral or written forms, which were interpreted descriptively (Sutikno & Hadisaputra, 2022).

This type of research used a phenomenological approach. Phenomenology is a research approach that seeks to describe or explain the meaning of a concept or experience based on the research subject's awareness (Sutikno & Hadisaputra, 2022). This approach was chosen to explore the essence of the phenomena faced by the participants, focusing on their perspectives and interpretations of those experiences.

B. Research Location

This research project took place at the State Islamic College of Majene (STAIN Majene), a higher education institution located in a specific geographic location in the province of West Sulawesi, Indonesia. More precisely, STAIN Majene is in Totoli Village, Banggae District, within the Majene Regency. The choice of STAIN Majene as the research site was based on its unique context as a

developing English Education Study Program institution where AI was used among students, like ChatGPT, Grammarly, and Quillbot. However, it was unclear whether these tools were truly being utilized to support students' SRL or if they were mostly used as shortcuts to generate instant answers without deeper validation and critical thinking.

C. Research Subject

This study's participants were undergraduate students from the English Education Program (Tadris Bahasa Inggris/TBI) at STAIN Majene. The selection of this program was based on its direct relevance to academic writing, particularly the process of completing an undergraduate thesis in English education. A purposive sampling strategy was employed to select approximately seven participants who met the following criteria: they were actively engaged in thesis writing; they were actively participating in thesis supervision sessions; they had experience using text-generative AI tools in their thesis writing; they were willing to be interviewed and documented; and they had sufficient availability to provide the necessary information for this study.

To ensure that the selected participants met all these criteria, the sampling process began with distributing an information sheet on WhatsApp explaining the purpose, scope, and requirements of the study. Potential participants who expressed interest were then asked to complete an informed consent form and participate in a brief preliminary interview with the researcher by using WhatsApp chat. This short interview was used to verify that they met the eligibility criteria mentioned above before officially being included as research participants.

This study involved seven students from the English Education Study Program at STAIN Majene who were in the process of writing their undergraduate thesis at the time of data collection. Each participant was given a code name to keep their identity confidential. The table below presents a brief overview of their academic background and the AI tools they used during their thesis writing:

Table. 4. 1. Table of Participant Profile

Participant Code	Semester	Thesis Writing Stage	AI Tools Used
Student 1	8	Final revision stage	ChatGPT, DeepL
Student 2	8	Final revision stage	ChatGPT, Grammarly, Gemini, Blackbox AI
Student 3	8	Final revision stage	ChatGPT, Perplexity, Grammarly, DeepL
Student 4	9	Writing Chapter IV (Data Analysis)	ChatGPT, Grammarly
Student 5	9	Writing Chapter III (Methodology)	ChatGPT, Gemini, Grammarly
Student 6	8	Final revision stage	ChatGPT, Grammarly
Student 7	7	Writing Chapter II (Literature Review)	ChatGPT, Grammarly, Perplexity

In general, four participants were in the middle of the final stages of their thesis writing, one was doing her data analysis, and the rest were still working on their proposal.

D. Data Collection Procedure

Data collection for this qualitative study was conducted through several phases. First, potential participants were identified from the English Education Program (TBI) at STAIN Majene. A purposive sampling strategy was applied to recruit approximately seven final-year students who were in the process of writing

their undergraduate thesis and had experience using text-generative AI tools. Participants were contacted directly through WhatsApp and invited to participate in the study. They received an information sheet, an application letter, and an informed consent form outlining the research purpose, participant rights, and data confidentiality.

The primary method of data collection was semi-structured interviews. Each interview lasted approximately 30 minutes and was conducted either offline or online, depending on the participant's preference. There were six participants interviewed face-to-face, and one was conducted by a handphone call. The interviews explored students' experiences of using text-generative AI to support self-regulated learning in the context of thesis writing, focusing on the three phases of Zimmerman's SRL cycle: forethought, performance, and self-reflection. A semi-structured interview guide was used to ensure consistency across participants while allowing flexibility for probing and emergent themes. All interviews were audio recorded with participant consent.

E. Research Instruments

The primary data collection instrument in this study was a semi-structured interview guide. The guide was developed based on Barry J. Zimmerman's three-phase model of Self-Regulated Learning (forethought, performance, and self-reflection). The interview questions were designed to prompt students' experiences, perceptions, and strategies in using text-generative AI tools throughout each SRL phase:

1. Forethought phase: questions focused on how students planned their writing tasks, set goals, and prepared mentally before starting to write.
2. Performance phase: questions explored how they used AI tools to draft, structure, revise, and refine their thesis writing.
3. Self-reflection phase: questions investigated how students evaluated their drafts, responded to feedback from supervisors, and reflected on their overall writing process with the support of AI.

A semi-structured interview format was chosen because it provides a balance between structure and flexibility. This method enabled the researcher to ask follow up questions based on participants' responses, ensuring a richer and more in-depth understanding of how students integrate AI tools into each SRL phase.

F. Technique of Data Analysis

The data analysis process for this study will involve 4 main stages.

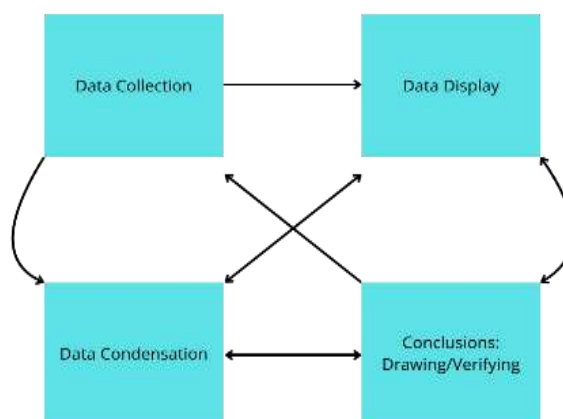


Figure 3.1. Interactive Data Analysis Model. Adapted from Miles, Huberman, & Saldana (2014)

1. Data Collection

The initial step after the research process is completed contains transcribing all interview recordings from semi-structured interviews with seven participants

into document format. Listening to the recorded discussion results on a laptop, field notes, or other documentation, then it will be made into a narrative text containing the statements of participants or observation notes. The transcription process will be carried out by several individuals, including the researcher. The interview recordings will be transcribed manually.

2. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written field notes, interview transcripts, and other empirical materials. After the data was collected, the next step was to condense the data. The data was condensed with the aim of ensuring that the information collected in the field is not wasted (Miles et al., 2014).

3. Data Display

Data display involves organizing and visualizing the data in a way that makes it easier to interpret and identify patterns or relationships (Sutikno & Hadisaputra, 2022). Data visualization was used, such as tables, matrices, and graphs, to help display data in a structured format and easy to understand. In this step, the NVIVO 12 Plus Application was used.

4. Conclusion

The final step was to draw conclusions from the presented data by summarizing about the role of text-generative AI in supporting self-regulated learning. The conclusions were constructed in narrative form to address the research questions (Abdussamad, 2021).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussions to answer the research questions in chapter one, which is about the use of text-generative AI in supporting self-regulated learning in undergraduate thesis writing in english education study program.

A. Findings

This section presents the key findings from a study on how undergraduate students in the English Education Study Program at STAIN Majene use text-generative AI tools to assist with their thesis writing. The research specifically focuses on how these tools support them in writing their thesis content by using Self-Regulated Learning (SRL) theory. The findings were gathered through in-depth interviews. This data was then analyzed using NVivo 12 Plus, a process that helped in coding, categorizing, and mapping the information into a clear thematic structure.

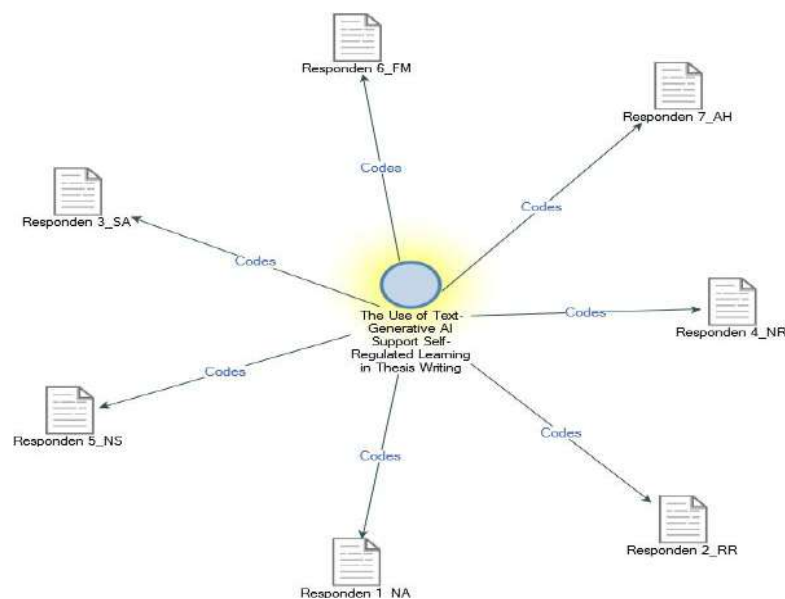


Figure 4. 1. Data Source Coding Map in NVivo 12 Plus

The analysis of interview data using NVivo 12 Plus revealed that students' experiences can be organized into three major phases of SRL as proposed by Barry J. Zimmerman.

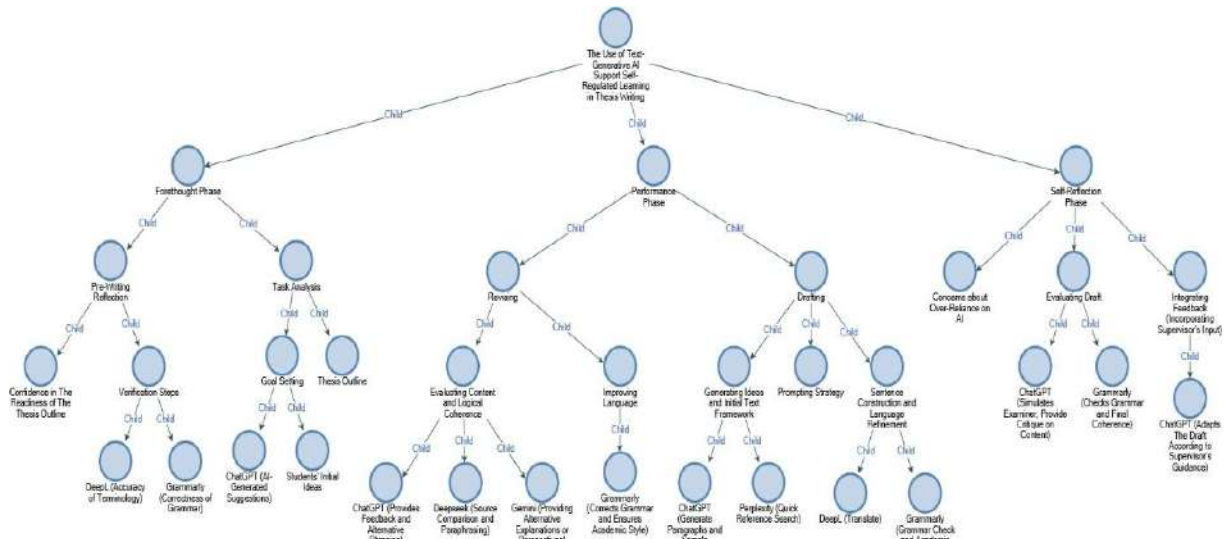


Figure 4.2. Project Map of SRL in Thesis Writing using AI

The project map generated from NVivo 12 Plus provides a comprehensive overview of how students integrated Text-Generative AI tools into their thesis writing process.

1. Forethought Phase

The forethought phase represents the first stage of Self-Regulated Learning (SRL), where students focus on preparing themselves mentally and strategically before starting to write. Based on the project map generated from NVivo 12 Plus, this phase includes activities related to goal setting, task analysis, and pre-writing reflection

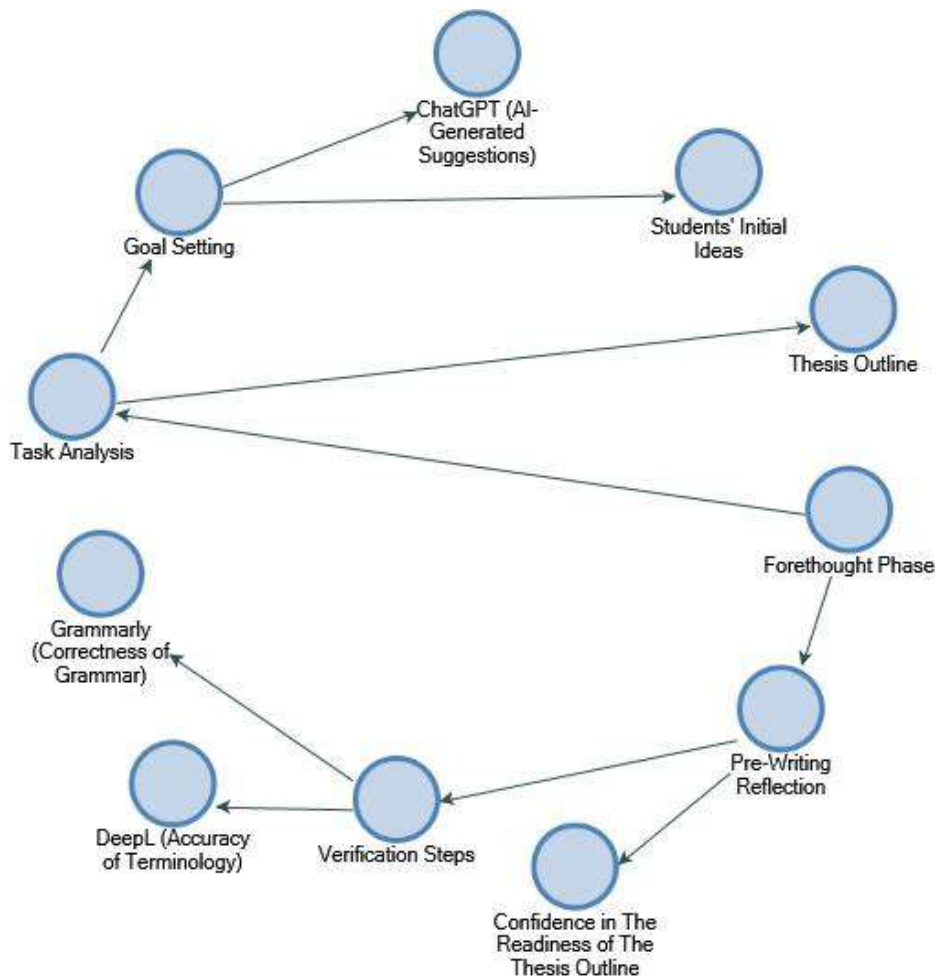


Figure 4. 3. Project Map of Forethought Phase

During this stage, students used various Text-Generative AI tools to clarify their ideas, build their confidence, and plan the structure of their thesis writing. They often started by brainstorming their initial ideas and exploring possible research topics, sometimes by asking ChatGPT for suggestions or examples. After forming a basic idea, they moved to analyzing the tasks they needed to complete, such as understanding the required chapters, deciding what resources to find, and creating a thesis outline. Students also engaged in verifying the accuracy of terminology with DeepL and checking grammar with Grammarly as

part of their preparation. This stage was crucial because it helped them build a clear plan and feel more confident before entering the writing process.

a. Task Analysis

In the task analysis stage, students tried to understand what they needed to do in order to complete their thesis and broke down the writing process into smaller, manageable steps. This involved identifying the structure of the thesis, understanding what kind of data and theories they would need, and planning how to approach each chapter. Many students said that using Text-Generative AI tools helped them clarify their thoughts during this stage, especially when they felt unsure about where to start.

Student 2: "For me, AI can make my ideas clearer. At first, I was confused about which research approach to choose, but when I asked AI, not only ChatGPT but also Gemini, it helped me make my ideas clearer and also improve my language."

This shows that AI tools supported students in analyzing their tasks by giving them clearer directions, helping them decide on suitable methods, and improving the way they expressed their plans. Through this process, students developed a more concrete understanding of what their thesis work required before they moved on to goal setting and creating an outline.

1) Goal Setting

At the goal setting stage, students focused on defining the core direction of their thesis by deciding on a topic, formulating a title, and identifying their main research problems. This step marked a crucial turning point because it transformed their general interests or personal

concerns into specific academic goals. Many students explained that they initially felt unsure about what to study, but slowly clarified their ideas by reflecting on their personal experiences and academic interests. They saw goal setting as the foundation that guided the rest of their thesis process, and therefore tried to choose topics that were both meaningful and feasible to complete within the available time.

One participant described how she used ChatGPT to help her set her research goal based on problems she had personally experienced.

Student 1: “At first, for the title, I looked at the phenomena around me. For example, why I used to feel lazy to do assignments or why I lacked confidence in public speaking. Then I tried to find out the solutions... I entered prompts into ChatGPT to explore more about it. After I got the answers I needed, I decided to take my thesis title from my own problem, but still with the help of ChatGPT.”

Similarly, NS described how she used AI to analyze her early observations.

Student 5: “Usually I ask AI to analyze the problems from my initial observations. In ChatGPT, for example, and from the listed problems I choose the most urgent one and also set the goal, which is to find a solution to that urgent problem.”

These stories show that students did not choose their topics randomly, but they actively used Text-Generative AI tools to analyze, prioritize, and refine their research focus. This process helped them move from general curiosity to specific and realistic goals, which gave them a clearer direction and stronger motivation to begin their thesis writing.

a) Students' Initial Ideas

In generating their initial ideas, students often explored various sources to find research topics that matched their personal interests and academic goals. This early exploration helped them build a foundation before moving on to setting clear objectives. For example, Student 2 shared that she began looking for potential research ideas as early as her fifth semester by searching for studies related to her interests.

Student 2: "In the early stage of writing my thesis, in semester 5, I started to look for research topics that matched my interests and my future focus. My thesis was about speech acts. So I searched on Google Scholar and many other websites to help me decide on my title. I looked for the novelty and the gaps, and I started to write them down in a small notebook as a draft."

This shows how she actively explored the research landscape and identified possible gaps, which helped her shape her own unique topic.

Student 5: "When writing my thesis, I usually go to the place where theses are kept, the library. There are many references and many ideas we can get, especially from the theses written by our seniors."

Student 5 also explained that she preferred to gather ideas by visiting the library, where many past theses were stored. This shows that students combined both digital and physical sources to collect inspiration, learn from previous works, and identify possible directions for their own studies. These initial idea-hunting activities became an essential part of their task analysis and goal setting process, helping them enter the thesis writing stage with more confidence and clarity.

b) ChatGPT (AI-Generated Suggestions)

After forming their initial ideas, many students used ChatGPT as a tool to develop those ideas into more concrete and specific research topics. They often entered their general interests as prompts and asked the AI to generate possible titles or suggestions that could be turned into actual research plans.

Student 3: "First, I entered the topic I wanted to research. I was interested in the topic of speaking, then I put it into ChatGPT to get ideas or suggestions for titles about speaking."

She described how she used ChatGPT to transform her general interest in speaking skills into possible research topics. This indicates that she used AI as a brainstorming partner to expand her thinking and to see different ways her interest in speaking could be turned into a formal research title. By doing this, she could start her thesis writing with more direction and confidence.

Student 4: "Like I said, I started from something I liked. I asked GPT to find me topics based on what I like, which is teaching methods, and I asked for unique teaching method titles. I asked GPT to make title suggestions, like that."

Student 4 also used ChatGPT to align her personal interests with academic research topics. This means that she saw AI as a creative tool to add novelty to her thesis ideas, helping her discover new and unique teaching methods that matched her personal passion. It also reflects her effort to make her thesis more original and engaging.

Student 6: “Because I did direct research, after I found problems at the school that I wanted to study, I asked ChatGPT to explain them more clearly. Basically, I kept using ChatGPT.”

Meanwhile, Student 6 used ChatGPT not only to brainstorm but also to clarify real problems she found during field observations and help her understand and frame real-world problems into academic research topics. By doing so, she could move from raw field data to more structured and researchable issues.

2) Thesis Outline

Creating a clear thesis outline was another essential part of the task analysis process. After deciding on their research topics and goals, students needed to map out the structure of their thesis to guide their writing process. A well-organized outline helped them break down the writing into smaller steps, plan the content of each chapter, and manage their time more effectively. By having a clear outline, they could monitor their progress and make sure they did not skip any important sections. Many students said they used ChatGPT to help them design this outline, especially when they were unsure how to start or what should be included in each chapter.

Student 2: “Regarding the steps when using AI, I just entered a simple prompt to ChatGPT. Like... ‘Please act as a qualitative research expert, can you help me make an outline for each chapter of my thesis.’ After that, the answers appeared, and then I analyzed them one by one and entered more prompts step by step for further explanations.”

Student 2 shared how she used ChatGPT to generate a basic structure for her thesis when she felt confused about the steps. This indicates that she did not simply copy the AI-generated outline but used it as a starting framework, then analyzed and revised it based on her own understanding. This process reflects her effort to combine external guidance from AI with her own critical thinking to build a personalized thesis plan.

Student 4: “After I got my title, I continued to the next chapters. I entered my fixed title into ChatGPT, then I added another prompt asking it to make a research framework for my thesis. After GPT gave me the answer, I used it to build the outline of my thesis.”

Similarly, Student 4 explained how she asked ChatGPT to create an outline once her research title was fixed. This shows that she saw ChatGPT as a planning tool to help her translate a general topic into a structured sequence of chapters and tasks.

b. Pre-writing Reflection

The first type of reflection involved students reassuring themselves that their chosen topic was valuable, relevant, and achievable. In this stage, students reflect on their abilities, past challenges, and personal reasons for writing their thesis, which helps them build confidence and motivation. This process gave them a sense of readiness and belief that they were capable of completing their thesis. The second type of reflection involved checking and validating their prepared materials, such as thesis titles, research questions, keywords, or theoretical frameworks, before moving on to actual writing. In this stage, students used AI tools to double-check their understanding,

translate key concepts, and improve their language accuracy. These two types of pre-writing reflection show that students were not only trying to motivate themselves, but also strategically ensuring that they were fully prepared before entering the performance phase of the thesis writing process.

1) Confidence in The Readiness of The Thesis

One of the ways students reflected before writing was by building confidence in the readiness of their thesis. At this point, they had already created a general structure of their thesis and wanted to make sure it was strong enough to guide their writing. This sense of readiness helped them feel less anxious and more motivated to begin.

Student 1: "Before using AI, when I wanted to write my thesis or choose a title, I usually looked for phenomena or problems that I had experienced, but I often felt unsatisfied or that my ideas didn't give effective answers. But after using AI, I felt that I got the answers I was looking for, and I was satisfied with the AI's response."

Student 1 explained that having a complete structure made her feel prepared to continue. She said that once the outline was finished, she no longer felt lost or confused about what to do next. This shows that creating a clear plan using ChatGPT gave her not only technical guidance but also emotional assurance that her thesis was doable. It reflects how Text-Generative AI tools helped students strengthen their self-efficacy, which is an important part of the forethought phase in Self-Regulated Learning (SRL), before they moved on to the performance phase.

2) Verification Steps

Another common part of students' pre-writing reflection was taking verification steps to ensure that their thesis ideas and early drafts were accurate and acceptable before they started writing in full.

Student 4: "Because when deciding a thesis title, it can't be done carelessly, so to see whether the grammar is correct or not, I use Grammarly."

This reflects that she saw verification as an important quality-control step to make sure her writing was clear and grammatically correct from the very beginning. Similarly, Student 1 mentioned using DeepL for translation when she needed to confirm the meaning of technical terms.

Student 1: "If I want to translate something, I usually use DeepL."

This indicates that students also used Text-Generative AI tools not only to generate ideas but also to verify and refine their language and terminology before moving forward.

2. Performance Phase

The performance phase represents the stage in Self-Regulated Learning (SRL) where students actively carry out the plans they developed during the forethought phase. According to Barry J. Zimmerman, this phase involves putting strategies into action, monitoring progress, and adjusting one's efforts while working on the task.

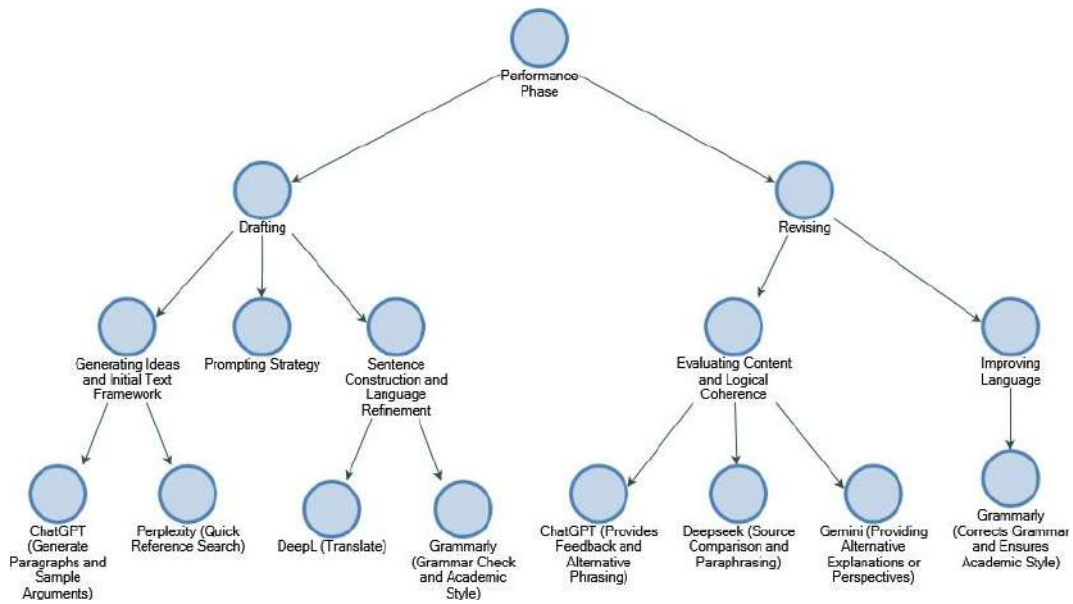


Figure 4. 4. Project Map of Performance Phase

Based on the project map from NVivo 12 Plus, this phase includes two major activities: drafting and revising. During drafting, students used Text-Generative AI tools such as ChatGPT, Perplexity, DeepL, and Grammarly to generate ideas, develop initial paragraphs, translate references, and refine sentence structures. During revising, they used tools like ChatGPT, Deepseek, Gemini, and Grammarly to check the content, improve logical coherence, paraphrase complex parts, and enhance the overall academic style. This phase was crucial because it reflected how students combined multiple AI tools to support their writing performance while continuously monitoring and improving their work.

a. Drafting

Drafting is the stage where students begin turning their plans and ideas from the forethought phase into actual written text. In this stage, they focus on developing the content of their thesis chapters by generating arguments,

building paragraphs, and refining their sentence structure and language. Many students in this study reported using Text-Generative AI tools such as ChatGPT to generate sample paragraphs and arguments, Perplexity for quick reference searches, DeepL for translating sources, and Grammarly to check grammar and maintain an academic style. These tools allowed them to speed up the drafting process.

1) Generating Ideas and Initial Text Framework

Once students had completed their outlines, they moved on to generating ideas and building the initial framework of their thesis chapters. This stage marked the transition from planning to actual content production, where students began expanding their points into full paragraphs and constructing the logical flow of their writing. To support this, many students used Text-Generative AI tools such as ChatGPT to generate sample paragraphs and arguments, and Perplexity to quickly search for references and supporting information.

a) ChatGPT (Generate Paragraphs and Sample Arguments)

In developing the initial content of their thesis chapters, many students relied on ChatGPT to help them generate sample paragraphs and structure their arguments. At this stage, they had already decided on their topics and created outlines, but often struggled to transform their plans into well-organized text.

Student 3: "First, I worked on the introduction in Chapter 1, I developed my research problem, and then I expanded my writing in ChatGPT."

Student 3 described how she used the AI tool to turn her initial research problem into more structured paragraphs, which helped her move from abstract ideas to concrete text. It suggests that ChatGPT served as a writing partner that supported her in developing the logical flow of her arguments during the early drafting stage.

Student 2: “For using ChatGPT, maybe I mostly used it in drafting the background section, but not all of it. I combined it with my own ideas...”

This highlights that Student 2 did not fully depend on ChatGPT but integrated it selectively to support her thinking process. It shows that students used AI to speed up content development while still exercising control over their own voice and academic stance.

Student 1: “Usually, honestly, I go straight to ChatGPT and say, ‘Chapter 1 usually contains what? For example, the background part, what does it usually include?’ Then it explains that the background should start with the phenomenon, and so on. From there, I type in my title and say, ‘Please write a background section based on this title,’ so the answer becomes more structured.”

This illustrates how ChatGPT helped NA understand the common structure of academic writing and organize her ideas into a logical sequence.

b) Perplexity (Quick Reference Search)

While ChatGPT helped students generate and structure their text, some of them also used Perplexity to quickly locate relevant references and supporting sources. Using Perplexity allowed them to search for

academic articles efficiently without having to manually browse multiple platforms, saving time and maintaining the flow of their writing.

Student 3: “To find specific literature, I only use Perplexity because most of the articles it shows are already available on Google Scholar.”

Her experience suggests that she preferred Perplexity as a more targeted search tool, which filtered results toward academic sources and reduced the effort needed to locate reliable materials.

Student 7: “Also, Perplexity now often provides references or direct links to journal articles, which is very helpful.”

This indicates that Perplexity not only helped students discover relevant content but also guided them directly to original journal sources, allowing them to quickly access and verify supporting evidence for their thesis writing.

2) Prompting Strategy

As students increasingly used Text-Generative AI tools like ChatGPT in their thesis writing process, they discovered that the quality of the output often depended on the clarity of their prompts.

Student 1: “Sometimes it’s more on me... sometimes I give the wrong prompt, not exactly wrong but not specific enough to what I want, so the answer turns out different.”

Many of them noted that unclear or overly general prompts produced irrelevant or confusing answers, while well-structured and specific prompts led to more accurate and useful content.

Student 7: “Sometimes when we give a less accurate prompt to the AI, the result becomes even more off-track. So yes, that’s the challenge, we have to be smart in creating prompts.”

Meanwhile, Student 2 described how she used specific role-based prompts to guide the responses from ChatGPT.

Student 2: “For me, I don’t just directly ask ChatGPT for help... I usually say something like, ‘Act as a qualitative research expert,’ and then ask my question.”

This approach highlights how assigning roles to the AI allowed her to receive more focused and academically appropriate answers. It also demonstrates that effective prompting was not only about clarity but also about framing the AI’s perspective to align with academic expectations.

3) Sentence Construction and Language Refinement

After generating ideas and organizing the initial content of their thesis, students moved to the stage of sentence construction and language refinement. At this point, their focus shifted from producing raw content to improving the clarity, accuracy, and academic tone of their writing.

a) DeepL (Translation)

One of the key tools students used during the sentence construction and language refinement stage was DeepL, especially for translating references and improving the accuracy of technical terms. NA explained how she integrated this tool into her writing process.

Student 1: “In the end, after I finished drafting my part, I put it into DeepL first, and then I put in it into my thesis draft..”

Her statement indicates that she first created her own draft and then used DeepL to refine or translate specific parts before placing them into her thesis manuscript. This approach allowed her to ensure that the terminology and phrasing were accurate and clear, particularly when dealing with complex academic texts in English.

b) Grammarly (Grammar Check and Academic Style)

Another widely used tool during the sentence construction and language refinement stage was Grammarly, which helped students check and improve the grammatical accuracy of their writing.

Student 1: "Then, to improve the grammar, I used Grammarly because Grammarly can correct the grammar in our writing, especially in English. So, it is very useful for students in the English Education Study Program."

This statement highlights that she saw Grammarly as an essential support tool for ensuring her sentences followed proper grammar rules and academic conventions.

b. Revising

After completing their initial drafts, the students did not immediately submit their work to their supervisors. Instead, they engaged in a revising process to improve the overall quality of their writing. During this process, they evaluated the content of their drafts to ensure logical consistency and relevance, and they also focused on improving the language to meet academic writing standards. To support these efforts, many of them used

Text-Generative AI tools as virtual reviewers, helping them identify weaknesses, reorganize their arguments, and polish their.

1) Evaluating Content and Logical Coherence

As part of the revising process, students first focused on evaluating the content of their drafts to ensure that their arguments were clear, relevant, and logically connected

a) ChatGPT (Provides Feedbacks and Alternative Phrasing)

One of the most common strategies students used when revising their drafts was turning to ChatGPT as a virtual reviewer to interpret and respond to their supervisors' feedback.

Student 1: "Yes, because every time I have a supervision meeting, I record it. Then I summarize the recording, like if my supervisor says I need to add something in Chapter 1, I write it down, and then I upload my thesis file to ChatGPT and type 'My supervisor told me to revise this part of Chapter 1, what is wrong with it?' and then it gives me the answer I need."

Student 1 explained how she incorporated this into her workflow. This shows that she used ChatGPT not only to correct text but also to diagnose the problems identified by her supervisor, helping her understand what needed to be improved.

Student 5: "When I get revisions, I immediately put the revised file into ChatGPT to ask it to revise directly. So it's about the content that will be added or not, so it's not revised broadly, but one by one."

She used ChatGPT as a step-by-step revision assistant, focusing on specific parts rather than the entire draft at once. This approach helped

her avoid being overwhelmed by extensive revisions and allowed her to maintain control over the structure and content of her thesis while still receiving targeted guidance from the AI.

b) Gemini (Providing Alternative Explanations or Perspectives)

Another tool that students used during the revision process was Gemini, especially when they needed to explore alternative explanations or different perspectives on the same topic. This strategy helped them avoid overly relying on a single AI-generated viewpoint and allowed them to broaden their understanding of the concepts they were writing about.

Student 1: “If I still get stuck even after using AI, once I get an answer, I usually switch, first, I might ask someone else, and then I try using another AI like Gemini.”

Student 1 approach indicates that she treated Gemini as a complementary resource whenever her main tool did not give satisfactory responses. This reflects her attempt to cross-check and enrich her ideas rather than depending on one source of information.

Student 2: “The rough draft I have in my notebook is refined nicely with AI like ChatGPT, and I usually compare it with Gemini’s answers.”

Similarly, Student 2 also mentioned how she compared outputs from different AI tools to improve the quality of her drafts. By comparing multiple outputs, she could select the most appropriate explanation, which ultimately helped her strengthen the content and coherence of her writing.

c) Deepseek (Source Comparison and Paraphrasing)

In addition to content evaluation and idea refinement, some students also used Deepseek to improve the structure and originality of their writing, especially through paraphrasing and comparing sources.

Student 3: “Then, to make the sentences or paragraphs better, I put them into Deepseek to make them better—so the original sentences can be structured well.”

Student 3 described how she used Deepseek as a tool to reorganize her existing sentences into clearer and more logical structures. She also used this tool to paraphrase her draft.

Student 3: “Deepseek for paraphrasing.”

Deepseek helped her ensure that her writing not only followed academic standards in structure and clarity but also reduced similarity or plagiarism issues.

2) Improving Language

As part of their effort to polish the language and ensure their writing met academic standards, many students relied on Grammarly during the revising stage.

Student 3: “Then I put it into Grammarly to correct the grammar of my writing, and I did the corrections paragraph by paragraph so it would be more reliable.”

This reflects that she used Grammarly systematically to review her draft in smaller sections, allowing her to carefully check each part for

grammatical accuracy and clarity. By doing this, she could maintain consistency and prevent errors from being overlooked.

Student 7: “The part that is most often revised is the language structure. So usually, I use Grammarly to correct that.”

Her experience highlights how Grammarly became an essential tool for improving sentence structure and ensuring her thesis followed proper academic English conventions.

3. Self-Reflection Phase

After completing the drafting and revising stages, the students entered the self-reflection phase, which is the final stage in Self-Regulated Learning (SRL). In this phase, they stepped back from their writing to critically evaluate both their work and the strategies they had used throughout the thesis writing process. Rather than focusing only on correcting their text, they reflected on their overall progress, assessed the effectiveness of using Text-Generative AI tools, and considered how to incorporate their supervisors’ feedback into the next version of their drafts

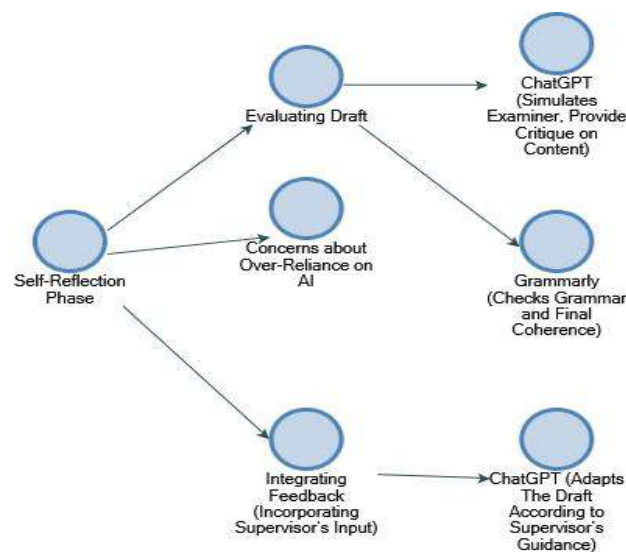


Figure 4. 5. Project Map of Self-Reflection Phase

a. Evaluating Draft

At the beginning of the self-reflection phase, students focused on evaluating their drafts to assess the overall quality and readiness of their work. In this stage, they stepped back from the writing process to view their drafts more objectively, as if they were external reviewers or examiners. To support this process, many students used ChatGPT to simulate feedback from supervisors or examiners, and Grammarly to check grammar accuracy and the final coherence of their texts. This evaluation helped them identify weaknesses and refine their arguments.

1) ChatGPT (Provide Critique on Content and Simulate Supervisors or Examiners)

During the self-reflection phase, several students used ChatGPT as a virtual reviewer to evaluate the content and coherence of their entire draft, simulating the role of a supervisor or examiner

Student 1: “Of course, I reread from Chapter 1 to Chapter 5 and checked each part to see if there were any mistakes. Then I uploaded it to ChatGPT and said: ‘Please find the errors or anything that is still missing, or if there are inconsistencies between Chapter 1 and Chapter 2 that should be related, please fix them,’ and finally I also used AI for that.”

Student 1 used ChatGPT not only to check technical aspects, but also to critically assess the alignment between different chapters, which is a key part of ensuring logical consistency in academic writing. It allowed her to view her work from a more objective perspective, as if she were receiving feedback from an external reviewer.

Student 3: “Before my thesis seminar, I used ChatGPT as my examiner. I asked ChatGPT to act as an examiner and give me several questions, so I could also practice. And the reason I said ChatGPT or AI can be reliable is because what I studied that night turned out to be the same questions asked by my real examiners. So I was able to answer them.”

ChatGPT helped her anticipate possible questions and critically review the strength of her arguments, giving her more confidence when defending her thesis. This illustrates how students leveraged AI not only for text improvement but also as a tool for self-assessment and exam preparation during the evaluation stage.

2) Grammarly (Check Grammar and Final Coherence)

In addition to using ChatGPT for content evaluation, many students also relied on Grammarly to check grammar accuracy and ensure the overall coherence of their final drafts.

Student 2: “For the grammar check part, I rely on Grammarly.”

She viewed Grammarly as her primary tool for ensuring that her writing followed correct grammar rules, which is especially crucial for students writing in English as a foreign language.

Student 7: “Personally, I am very helped by this AI, especially Grammarly, which can check the grammar or the structure of my language while writing my thesis.”

Grammarly provided her with reassurance that her writing met academic standards. By using this tool during the evaluation stage, students could refine their drafts while also improving the overall readability and coherence of their thesis.

b. Integrating Feedback (Incorporating Supervisor's Input)

After evaluating their drafts, students also used Text-Generative AI tools to help them incorporate feedback from their supervisors more effectively.

Student 1: "I just directly tell ChatGPT what my supervisor said, for example, if I am told to revise my research questions or to add something in a certain part. Then I will adjust the response and carefully choose what to use."

ChatGPT as a support tool to interpret feedback and transform it into improved content, while still exercising her own judgment to decide which parts to keep or modify. It shows her effort to balance AI assistance with her own critical thinking in responding to her supervisor's guidance.

Student 3: "Some of the revisions from my supervisor were about grammar, like saying I needed to use Grammarly because in Chapter 3, I was still using future tense, which should be past tense. So I used Grammarly as a tool to fix my grammar."

Grammarly supported her in implementing detailed corrections from her supervisor, ensuring her writing met the expected academic standards. Together, these experiences reflect how students strategically combined AI tools with their supervisor's input to produce more accurate and polished thesis drafts.

c. Concerns about Over-Reliance on AI

As students became more familiar with using Text-Generative AI tools throughout their thesis writing process, some of them also developed concerns about becoming overly dependent on these tools.

Her statement shows that although AI made her work easier, it also created a sense of dependency that reduced her confidence in writing

independently. This suggests a potential risk of students losing their self-initiative and problem-solving skills when they rely too heavily on AI for generating content or ideas.

Student 3: “Sometimes I feel dependent on AI. Sometimes I feel lazy to use my own thinking and almost rely on everything from ChatGPT, Deepseek, and others. But when I become aware of it, I start using ChatGPT or AI by cross-checking—always checking again if the answers or ideas given by ChatGPT are logical and suitable for my research or not.”

This shows that she actively tried to overcome her dependency by verifying the AI-generated content instead of accepting it blindly. Her experience reflects an important step in self-regulated learning: developing critical awareness and maintaining control over the learning process even while using external support tools.

Student 2: “I usually overthink whether the script that uses AI can be accounted for or not.”

This concern shows that students were aware of ethical and academic integrity issues surrounding AI-assisted writing. It suggests that while AI tools can speed up the writing process, they may also raise questions about originality and ownership of ideas. These reflections indicate that students were not only using AI as a technical aid, but were also beginning to critically evaluate its role and limitations in their academic work.

B. Discussions

This discussion section aims to explain and interpret the main findings of this study by connecting them to the Self-Regulated Learning (SRL) model developed by Barry J. Zimmerman and to findings from previous research. In general, the

study found that students in the English Education Study Program actively used Text-Generative AI tools, such as ChatGPT, Grammarly, DeepL, Gemini, Perplexity, and Deepseek, throughout almost every stage of their thesis writing process. Rather than using these tools only to generate text, the students also relied on them to plan their tasks, guide their writing process, and review or improve their drafts. This means that AI tools were not just seen as external aids, like a dictionary or grammar book, but became deeply integrated into how students managed and controlled their own learning.

In other words, these AI tools became part of the students' internal learning regulation system. They used AI not only to get answers or quick outputs, but as a central part of how they set goals, organized their work, monitored their progress, and evaluated their performance. According to Zimmerman's SRL model, these activities are key components of self-regulated learning, which involves students taking active control of their own learning process. By making AI part of this system, students showed that they were not just passively receiving help, but actively using AI to support their decision making, problem solving, and self-evaluation. This discussion will explain how these practices appeared in the three SRL phases, forethought, performance, and self-reflection, and how they relate to previous studies.

The students' overall responses show that the use of Text-Generative AI tools has become a central part of their thesis writing routines, especially in the early stages of planning. Many of them explained that they often started their work by using AI to trigger ideas and overcome initial challenges when trying to decide

on their research topics. This was important because they often struggled to find a starting point or to connect their personal experiences with academic problems. For example, a student described how she reflected on her personal struggles, such as a lack of motivation or low confidence in public speaking, and then tried to explore possible solutions using AI-generated suggestions.

1. The Phase with the Highest Use of AI

The findings indicate that the performance phase was the stage in which students relied on AI the most. During this phase, students were directly engaged in drafting, revising, and refining their thesis writing, which required continuous cognitive effort and decision-making. AI tools were frequently used to generate ideas, structure sentences, improve clarity, and evaluate content, effectively functioning as a real-time writing assistant.

This high level of AI use can be explained by the nature of the performance phase itself, which aligns with the translating and reviewing components of the writing process in the Flower and Hayes model. As students confronted language-related challenges, content development issues, and the need for coherence, AI became a practical support system to maintain writing fluency and overcome writer's block. In contrast, the forethought and self-reflection phases involved more internal planning and evaluation, which resulted in comparatively lower but still meaningful AI use.

2. The Most Frequently Used AI Tools

Among the various AI tools available, ChatGPT emerged as the most frequently used due to its versatility in generating ideas, expanding explanations,

paraphrasing, and offering structural guidance. Its conversational nature allowed students to interact dynamically with the tool and refine prompts to obtain more targeted outputs. Grammarly was also widely used, particularly for grammar checking, style refinement, and clarity improvement during the revision stage. While DeepL and Google Translate were beneficial for translating sentences or checking meaning accuracy, their use was more situational and less extensive compared to ChatGPT and Grammarly. This pattern suggests that students preferred tools that not only corrected language but also supported higher-order thinking and content development. Therefore, AI tools that offered both cognitive and linguistic support were prioritized over tools that served a single technical function.

3. The Use of AI Across All SRL Phases

The study found that AI was used in all three SRL phases, although the purpose and intensity of use varied. In the forethought phase, AI was used to analyze tasks, clarify research focus, set writing goals, and develop thesis outlines, supporting planning and goal-setting processes. In the performance phase, AI played the most substantial role by assisting students in drafting, revising, structuring arguments, and monitoring language accuracy. In the self-reflection phase, AI helped students evaluate the coherence of their drafts, integrate supervisor feedback, and identify areas for improvement, while also raising awareness of potential over-reliance. These findings show that AI was not limited to surface-level correction but was integrated throughout the entire writing process as part of students' internal regulation system. This aligns with

Zimmerman's SRL model, where learners strategically plan, monitor, and evaluate their performance. Overall, AI served as both a cognitive and metacognitive scaffold, enhancing autonomy and self-regulation when used intentionally across all phases.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the research conclusions based on the findings and discussion in the previous chapter. Additionally, it offers relevant and constructive suggestions for various stakeholders as a follow-up to the findings.

A. Conclusion

This study explored how students in the English Education Study Program used Text-Generative AI tools to support their Self-Regulated Learning (SRL) during the process of writing their undergraduate thesis. The findings reveal that AI tools were not only used as technical aids, but became an essential part of how students planned, managed, and evaluated their own learning. Through interviews and data analysis, the students' experiences could be grouped into three interconnected SRL phases: forethought, performance, and self-reflection.

In the forethought phase, students used AI tools such as ChatGPT and Gemini to clarify research ideas, set goals, and build thesis outlines. They also used DeepL to translate references and check terminology. These activities helped them reduce confusion at the beginning of the writing process and gave them a clearer sense of direction. AI also supported their motivation and confidence by providing quick suggestions and structured plans, which made them feel more ready to start writing.

In the performance phase, students relied on a wider range of AI tools, including ChatGPT, Perplexity, DeepL, Grammarly, Gemini, and Deepseek, to help them draft and revise their thesis. They used these tools to generate ideas, build

paragraphs, check grammar, paraphrase complex sentences, and search for references. Many students also developed prompting strategies, giving specific instructions to get more accurate and relevant results from AI. This shows that they were not passive users, but actively monitored and adjusted their writing strategies to meet their goals.

In the self-reflection phase, students used AI to evaluate their completed drafts, check grammar and coherence, and integrate feedback from their supervisors. Some asked ChatGPT to act as an examiner or supervisor to test their understanding, while others used Grammarly for final grammar checks before submission. This phase helped them judge the quality of their work and identify what still needed improvement. Importantly, many students also became aware of the risks of over-reliance on AI and tried to balance AI feedback with their own judgment and supervisor input.

Overall, this study shows that the students' use of AI tools followed a clear SRL cycle. The strategies they developed during the forethought phase made their work in the performance phase more organized and effective. Their reflections at the end then shaped new plans for the next writing tasks, showing that they used AI not just to finish their writing, but to continuously improve how they learn and write. This means that AI tools supported not only the technical aspects of writing but also the students' motivation, self-regulation, and confidence as independent writers.

B. Suggestion

Based on the research findings, the researcher offers the following recommendations:

1. For Students

Students are encouraged to continue using ChatGPT, Grammarly, DeepL, Perplexity, Gemini, and Deepseek as supportive tools throughout the writing process. However, they should use these tools strategically rather than depend on them fully. Students need to develop clear prompting skills, cross-check AI outputs with credible sources, and combine AI-generated ideas with their own critical thinking. They are also advised to reflect regularly on their writing progress and evaluate how much they rely on AI to ensure they still develop their independent thinking and academic writing skills.

2. For Lecturers

Supervisors are encouraged to guide students not only in the content of their thesis but also in how to use AI tools responsibly and effectively. They can teach students how to critically evaluate AI-generated suggestions, integrate them into their writing appropriately, and avoid plagiarism or over-reliance. Supervisors could also ask students to explain the reasoning behind their writing choices to ensure that students understand the content, not just copy AI outputs. This will help students build metacognitive awareness and ownership of their work.

3. For Future Researchers

Future research could explore the long-term impact of AI use on students' writing skills and learning autonomy. While this study focused on students' experiences in one institution, future studies could include larger and more diverse samples to see if similar patterns appear across different academic contexts. Mixed-method studies combining interviews, writing samples, and learning analytics could provide deeper insights into how AI supports or limits students' self-regulated learning.

Future research could also discover both the long-term benefits and potential risks of using AI in thesis writing, especially in relation to students' writing development, learning autonomy, and academic integrity. Especially when examining how AI use changes over time. For example, do students gradually reduce their reliance on AI as their skills improve, or do they become more dependent on AI because of its convenience? Comparative studies between students who use AI strategically and those who rely on it passively would help identify what differentiates productive AI-assisted learning from unhealthy dependence. In addition, future researchers could analyze how different AI tools, such as ChatGPT, Grammarly, and DeepL, support specific writing stages or SRL phases, and whether certain combinations of tools lead to better writing outcomes.

Moreover, the findings showed that some students treated AI as a virtual supervisor or even a simulated examiner when real supervision was limited. This raises critical questions about the future role of lecturers in the supervision

process. Future research could explore how lecturers should adapt to the presence of AI, whether a combination of human guidance and AI support is more effective than relying on one source alone, and how AI might reshape pedagogical relationships between students and supervisors. Understanding this shift is crucial for designing supervision models that leverage AI without diminishing the value of human mentorship.

Finally, future researchers could design and test instructional interventions or AI literacy training programs that teach students how to use AI ethically, critically, and strategically. Experimental or mixed-method studies could compare groups of students who receive AI literacy training with those who do not, to determine whether such training improves writing skills, metacognitive awareness, and SRL strategies. By exploring these areas, future studies can help develop a more comprehensive framework for integrating AI in higher education in a way that maximizes its benefits while minimizing its risks, ultimately ensuring that AI enhances, rather than replaces, the learning process.

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Appendix 1. Information Sheet

LEMBAR PENJELASAN PENELITIAN (INFORMATION SHEET)

1. Judul Penelitian

Penelitian ini berjudul “*Exploring the Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program.*”

2. Tujuan Penelitian

a. Tujuan Umum

Penelitian ini bertujuan untuk mengeksplorasi secara mendalam bagaimana mahasiswa Program Studi Pendidikan Bahasa Inggris memanfaatkan text-generative AI tools seperti ChatGPT, Grammarly, DeepL, Perplexity, Gemini, dan Deepseek dalam proses penulisan skripsi untuk mendukung Self-Regulated Learning (SRL) mereka, khususnya dalam mengatur tujuan belajar, memonitor proses penulisan, serta melakukan refleksi terhadap hasil tulisan mereka.

b. Tujuan Khusus

- 1) Menganalisis bagaimana mahasiswa menggunakan text-generative AI tools dalam tahap perencanaan penulisan (forethought phase), termasuk kegiatan task analysis, penetapan tujuan (goal setting), penyusunan kerangka skripsi (thesis outline), dan refleksi awal (pre-writing reflection).
- 2) Menjelaskan peran text-generative AI dalam tahap pelaksanaan penulisan (performance phase), khususnya dalam proses drafting (generating ideas, building paragraphs, sentence construction) dan revising (evaluating content, improving language) serta bagaimana mahasiswa memilih dan memanfaatkan tools tertentu sesuai kebutuhan mereka.
- 3) Mengidentifikasi bagaimana text-generative AI mendukung mahasiswa pada tahap evaluasi dan refleksi diri (self-reflection phase), termasuk dalam mengevaluasi draft, memadukan umpan balik dari dosen pembimbing, memeriksa grammar dan koherensi akhir tulisan, serta menumbuhkan kesadaran terhadap risiko ketergantungan pada AI.
- 4) Menggali tantangan dan manfaat penggunaan text-generative AI dalam mendukung strategi Self-Regulated Learning (SRL) mahasiswa selama proses penulisan skripsi, serta bagaimana mereka menyeimbangkan dukungan AI dengan penilaian kritis dan masukan dari pembimbing.

3. Perlakuan yang diterapkan

Penelitian ini menggunakan metode wawancara semi-terstruktur. Tidak ada intervensi terhadap partisipan, dan keikutsertaan sepenuhnya bersifat sukarela.

4. Manfaat Penelitian bagi Subyek Penelitian

Partisipan dapat memperoleh wawasan tentang pemanfaatan text-generative AI untuk mendukung pembelajaran mandiri dan strategi penulisan skripsi. Selain itu, penelitian ini dapat membantu mahasiswa memahami strategi belajar yang lebih efektif melalui dukungan teknologi AI.

5. Masalah Etik yang Mungkin Akan Dihadapi Subyek Penelitian

Penelitian ini tidak mengganggu aktivitas mahasiswa (subjek/responden penelitian) dalam mengikuti aktivitas belajar di kampus. Selain itu, penelitian ini tidak menimbulkan kerugian ekonomi, fisik, dan lainnya, serta tidak bertentangan dengan hukum yang berlaku.

6. Risiko Penelitian

Tidak ada bahaya potensial pada atau risiko penelitian yang diakibatkan oleh keterlibatan subyek dalam penelitian ini, oleh karena dalam penelitian ini tidak dilakukan intervensi apapun melainkan hanya wawancara.

7. Jaminan Kerahasiaan Data

Dalam penelitian ini semua data dan informasi identitas subyek penelitian dijaga kerahasiaannya yaitu dengan tidak mencantumkan identitas subyek penelitian secara jelas dan pada laporan penelitian nama subyek penelitian dibuat dalam bentuk kode.

8. Hak untuk undur diri

Partisipasi dalam penelitian ini bersifat sukarela. Responden berhak untuk mengundurkan diri kapan saja tanpa menimbulkan konsekuensi yang merugikan responden.

9. Insentif untuk Subyek

Oleh karena keikutsertaan subyek bersifat sukarela, tidak ada insentif berupa uang yang akan diberikan kepada responden. Responden hanya akan diberikan souvenir. Selain itu, peneliti tidak memberikan ganti rugi berupa uang atau lainnya dan tidak memberikan jaminan asuransi kepada seluruh subyek penelitian.

10. Informasi Tambahan

Subyek penelitian dapat menanyakan semua hal yang berkaitan dengan penelitian ini dengan menghubungi peneliti:

Email : rahmat@stainmajene.ac.id
Whatsapp : 0813 5479 1284
Instagram : @adeerhmtr_

Appendix 2. Application Letter

PERMOHONAN MENJADI RESPONDEN PENELITIAN

(APPLICATION LETTER)

Dengan Hormat,

Sehubungan dengan penyusunan skripsi untuk memenuhi salah satu syarat meraih gelar Sarjana Pendidikan (S. Pd.) pada Program Studi Tadris Bahasa Inggris (TBI) Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri (STAIN) Majene, dengan ini saya

Nama : RAHMAT

Nim : 10256121034

akan melakukan penelitian dengan judul “*Exploring the Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program.*”

Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa di perguruan tinggi memanfaatkan AI generatif berbasis teks dalam proses penulisan skripsi untuk mendukung self-regulated learning (SRL).

Manfaat penelitian ini secara teoritis memperkaya pemahaman tentang peran AI generatif berbasis teks dalam mendukung *self-regulated learning* (SRL). Secara praktis, penelitian ini memberikan wawasan kepada mahasiswa mengenai bagaimana *Text-Generative AI* dapat digunakan secara efektif untuk mendukung *Self-Regulated Learning* dalam penulisan skripsi. Selain itu, penelitian ini juga memberikan informasi terkait strategi belajar yang lebih baik menggunakan teknologi AI.

Untuk kepentingan tersebut, maka saya memohon kesediaan Saudara/i untuk berpartisipasi menjadi responden dengan sukarela dan menjawab pertanyaan dengan sejujur-jujurnya sesuai dengan apa yang Saudara/i alami/rasakan/lakukan. Semua jawaban dan data Anda akan dirahasiakan dan tidak ada maksud kegunaan lain.

Demikian permintaan ini, atas bantuan dan kerjasama Saudara/i, saya mengucapkan terima kasih.

Majene, 7 September 2025

Hormat Saya,

Rahmat

Appendix 3. Informed Consent

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN (INFORMED CONSENT)

Saya yang bertanda tangan di bawah ini:

Nama :
Semester :
Jenis kelamin :
Tahap Menulis Skripsi :
AI yang Digunakan :

Dengan ini saya menyatakan bahwa:

1. Saya telah mendapatkan penjelasan secara lengkap tentang penelitian yang berjudul “*Exploring the Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program.*”
2. Saya memahami bahwa partisipasi saya dalam penelitian ini bersifat sukarela dan saya berhak untuk mengundurkan diri kapan saja tanpa konsekuensi yang merugikan.
3. Saya memahami bahwa data yang saya berikan akan dijaga kerahasiaannya dan hanya digunakan untuk kepentingan akademik.
4. Saya bersedia untuk berpartisipasi dalam wawancara dan berbagi pengalaman saya dalam menggunakan AI generative berbasis teks untuk mendukung pembelajaran mandiri dalam penulisan skripsi.

oleh karena itu saya (~~bersedia~~/~~tidak bersedia~~*) secara sukarela untuk menjadi subyek penelitian dengan penuh kesadaran serta tanpa keterpaksaan.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, September 2025

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN
(*INFORMED CONSENT*)

Saya yang bertanda tangan di bawah ini:

Nama :
Semester :
Jenis kelamin :
Tahap Menulis Skripsi :
AI yang Digunakan :

Dengan ini saya menyatakan bahwa:

1. Saya telah mendapatkan penjelasan secara lengkap tentang penelitian yang berjudul “*Exploring the Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program.*”
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Majene, September 2025

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN
(*INFORMED CONSENT*)

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Nama :
Semester :
Jenis kelamin :
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Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, September 2025

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN
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Nama :
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Dengan ini saya menyatakan bahwa:

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oleh karena itu saya (**bersedia/tidak-bersedia***) secara sukarela untuk menjadi subyek penelitian dengan penuh kesadaran serta tanpa keterpaksaan.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, September 2025

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN
(*INFORMED CONSENT*)

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oleh karena itu saya (**bersedia/tidak-bersedia***) secara sukarela untuk menjadi subyek penelitian dengan penuh kesadaran serta tanpa keterpaksaan.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, September 2025

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN
(INFORMED CONSENT)

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4. Saya bersedia untuk berpartisipasi dalam wawancara dan berbagi pengalaman saya dalam menggunakan AI generative berbasis teks untuk mendukung pembelajaran mandiri dalam penulisan skripsi.

oleh karena itu saya (**bersedia/tidak-bersedia***) secara sukarela untuk menjadi subyek penelitian dengan penuh kesadaran serta tanpa keterpaksaan.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, September 2025

PERNYATAAN PERSETUJUAN PARTISIPASI PENELITIAN
(INFORMED CONSENT)

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Nama :
Semester :
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oleh karena itu saya (**bersedia/tidak-bersedia***) secara sukarela untuk menjadi subyek penelitian dengan penuh kesadaran serta tanpa keterpaksaan.

Demikian pernyataan ini saya buat dengan sebenarnya tanpa tekanan dari pihak manapun.

Majene, 8 September 2025

Appendix 4. Interview Guideline

PEDOMAN WAWANCARA

Exploring the Use of Text-Generative AI in Supporting Self-Regulated Learning in Undergraduate Thesis Writing in English Education Study Program

A. Tujuan

Wawancara ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam menggunakan text-generative AI untuk mendukung self-regulated learning (SRL) selama proses penulisan skripsi. Fokus wawancara adalah pada bagaimana alat AI digunakan dalam penetapan tujuan, perencanaan strategi, pemantauan, dan refleksi.

B. Struktur Wawancara

1. Durasi : 60 menit
2. Partisipan : 7 mahasiswa tingkat akhir Program Studi Tadris Bahasa Inggris (TBI) STAIN Majene
3. Pewawancara : Peneliti
4. Perekaman : Wawancara akan direkam dalam bentuk audio dengan persetujuan partisipan
5. Tempat : Dilaksanakan secara tatap muka atau daring melalui WhatsApp, sesuai dengan preferensi partisipan

C. Pertanyaan Panduan Wawancara

1. Fase Forethought (Penetapan Tujuan dan Perencanaan)
 - Bisa ceritakan secara singkat tahapan awal Anda ketika mulai menulis skripsi?
 - Bagaimana biasanya Anda menetapkan rencana penyusunan skripsi, seperti menentukan topik, merumuskan masalah penelitian, menentukan judul, atau menyusun outline bab?
 - Apakah Anda pernah menggunakan alat AI generatif teks (seperti ChatGPT, Grammarly, atau Quillbot) untuk membantu menetapkan

atau menyempurnakan topik penelitian, judul, rumusan masalah, atau outline bab skripsi? Bisa ceritakan contohnya?

- Bagaimana peran AI (misal ChatGPT, Perplexity, Grammarly, DeepL) dalam membantu Anda merumuskan pertanyaan penelitian atau tujuan skripsi?
- Bisakah Anda jelaskan langkah-langkah saat memanfaatkan AI untuk membuat kerangka atau outline skripsi, termasuk urutan bab atau subbab?
- Sebelum menggunakan AI, ide atau rencana awal apa yang sudah Anda miliki? Setelah mendapatkan saran AI, apa perbedaan paling menonjol antara ide awal Anda dan saran dari AI?
- Apakah Anda menggunakan AI untuk membantu menyusun rencana awal atau strategi pengembangan isi skripsi? (Misalnya dari bagian latar belakang, penelitian terdahulu sampai metodologi) Jika ya, bagaimana efektivitasnya dibandingkan cara Anda sendiri?

2. Fase Performance (Pelaksanaan dan Pemantauan)

- Sejauh mana Anda menggunakan AI untuk mendukung penulisan (misalnya membantu drafting latar belakang, parafrase literatur, cek grammar, atau mencari referensi)?
- Apa manfaat dan kelemahan yang Anda rasakan ketika menggunakan AI untuk mengembangkan isi skripsi?
- Ketika Anda mengalami kesulitan dalam menulis skripsi (misalnya kekurangan ide, kesulitan mengembangkan argumentasi, masalah bahasa, atau struktur tulisan), bagaimana biasanya Anda mencari bantuan?
- Ketika Anda menerima revisi dari dosen pembimbing, apakah Anda pernah menggunakan AI untuk membantu memperbaiki bagian yang direvisi? Jika ya, pada aspek apa saja (misalnya bahasa, struktur, argumen, literatur)?
- Ketika dosen pembimbing memberi masukan, bagaimana Anda mengintegrasikan masukan dosen dengan output dari AI?

- Bagaimana perbandingan pengalaman Anda antara menggunakan AI dengan meminta bantuan dari dosen pembimbing atau teman sejawat?
- Dari berbagai saran yang diberikan AI, bagaimana Anda memutuskan mana yang dipertahankan dan mana yang diubah atau diabaikan?
- Apakah Anda pernah menerima saran atau informasi yang keliru dari AI terkait isi atau referensi skripsi? Jika ya, bagaimana cara Anda memverifikasi dan memperbaikinya?

3. Fase Self-Reflection (Evaluasi)

- Setelah menyelesaikan satu bagian atau draft skripsi, bagaimana biasanya Anda mengevaluasi kualitas isi tulisan Anda?
- Apakah Anda menggunakan AI untuk memberikan feedback terhadap draft skripsi Anda (misalnya terkait grammar, kejelasan argumen, alur penulisan, atau koherensi antarbagian)? Seberapa andal menurut Anda feedback tersebut?
- Bagaimana pengaruh feedback dari AI terhadap cara Anda memperbaiki atau merevisi bagian tertentu dari skripsi, seperti latar belakang, tinjauan pustaka, metodologi, atau pembahasan hasil penelitian? Apakah feedback tersebut membantu memperjelas ide, memperbaiki bahasa, atau menyusun argumen dengan lebih baik?
- Apakah ada pengalaman khusus atau tips yang menurut Anda penting dibagikan kepada mahasiswa lain yang ingin memanfaatkan AI dalam merencanakan isi skripsi mereka?
- Tantangan apa yang Anda hadapi ketika menggunakan AI untuk refleksi diri dalam menulis skripsi?
- Menurut Anda, fitur apa yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi?
- Bagaimana pandangan Anda tentang peran AI di masa depan dalam mendukung mahasiswa dalam proses penulisan skripsi?

D. Penutup Wawancara

Pewawancara akan menyimpulkan poin-poin penting dari hasil wawancara dan mengucapkan terima kasih atas waktu serta kontribusi partisipan. Partisipan juga akan diberi informasi mengenai langkah selanjutnya dalam proses penelitian, termasuk bagaimana data yang dikumpulkan akan digunakan.

seperti apa yang cocoknya untuk skripsi saya, tujuan penelitian yang seperti apa dan lain sebagainya

Researcher: Umm Begitu ya Kak, kalau ke alat generatif teks AI yang lain kayak grammarly atau quillbot kakak pakai ndak dalam hal apa misalnya

Student 1: Eee kalau misalnya kayak mau translate saya lebih ke deepL sih daripada Grammarly

Researcher: Sebelum menggunakan AI, ide atau rencana awal apa yang sudah kakak miliki? Setelah mendapatkan saran AI, apa perbedaan paling menonjol antara ide awal kakak dan saran dari AI?

Student 1: Eee kalo sebelum menggunakan ai biasanya ketika saya ingin menulis skripsi saya atau menentukan judul saya biasanya saya mencari dari fenomena atau masalah yang pernah saya alami, tapi saya masih merasa kadang tidak puas atau tidak mendapat jawaban yang efektif dari ide saya sedangkan ketika setelah saya menggunakan ai saya telah merasa mendapatkan jawaban yang saya cari dan saya puas dengan jawaban ai

Researcher: Umm oke baik Kak. Kemudian Kak kan tadi berbicara mengenai judul nih, topik, outline sekarang berbicara mengenai kerangka bab pendahuluan ini bab satu oke tab dua tinjau pustaka atau metodologi Bagaimana Kakak biasanya menyusun rencana awal gitu untuk memulai menulis ketiga bab ini, dan yang membedakan jawaban saya dengan jawaban ai adalah jawaban ai lebih terstruktur, lebih bagus dari saya karna saya kurang membaca sehingga ide yang saya hasilkan juga kurang memadai

Student 1: Bab 1 2 dan 3

Researcher: Iya

Student 1: Biasanya saya itu mulai dari yaa jujur saya langsung maksud masuk di chatGPT terus saya bilang ee bab satu biasanya isinya tentang apa misalnya di bagian latar belakangnya dulu biasanya latar belakang itu isinya apa Nah dari latar belakang dia akan menjelaskan latar belakang itu pertama fenomena dan lain-lain Nah dari situ saya bilang saya masuk saya ketik dari judul saya ini tolong ketikkan atau buat kan latar belakang sesuai sudah menjelaskan tadi jadi dia akan lebih terstruktur gitu jawabannya, sesuai

Researcher: Umm pada dasarnya ChatGPT memberikan feedback sesuai arahan yang kakak masukkan prom yang kakak masukkan kemudian pada akhirnya juga membantu disusun kan apa yang ditawarkan oleh ChatGPT ya Kak

Student 1: Iya saya paling Iya saya paling tinggal ya baca ulang kalau misalnya ada yang perlu saya tambah atau kurang atau perbaiki ya udah, saya masukin lagi perintah ke ChatGPT, habis itu saya translate di DeepL, baru masukkan di skripsi

Researcher: Di skripsi, Nah kalau misal nih Kak eh bagaimana sih efektivitasnya dibandingkan cara kakak sendiri misalkan seperti sebelum kakak mengenal ChatGPT nih pasti kakak punya cara tersendiri untuk menentukan awal tulisan gitu Oke itu kalau misal dibandingkan dengan cara kakak sekarang dengan menggunakan AI lebih efektif mana sih?

Student 1: Jauh! menggunakan AI karena pengalaman pribadi saya dan teman-teman saya waktu semester 5 dulu di mata kuliah metodologi penelitian kan kit disitu saya masih belum kenal sama chatGPT belum tau tentang AI jadi disitu betul-betul pure saya mengerjakan menggunakan ya otak sendiri maksudnya jauh ee betul-betul ide sendiri dikarang sendiri tanpa ada bantuan AI jadi itu betul-betul menguras tenaga dan saya juga merasa tidak puas atas jawaban saya akhirnya ya setelah saya mendapatkan ee bantuan AI itu sangat-sangat membantu dan saya lebih puas atas tulisan saya seperti itu

Researcher: Baik, jadi secara keseluruhan betul-betul AI dalam hal ini chat GPT itu membantu Kakak ya dalam menyusun rencana awal pembuatan skripsi gitu

Student 1: Iya membantu sekali

Researcher: Nah kita beralih ke fase kedua kak itu fase performance atau pelaksanaan dan pemantauan skripsinya Kakak

Student 1: Oke

Researcher: Nah mungkin yang pertama sejauh mana sih Kakak menggunakan AI untuk mendukung penulisan misalnya nih kak membantu drafting latar belakang parafrase literatur kan biasa tuh kak banyak literatur yang ada terus kan nda mungkin di copy-paste semua karena ada batasannya gitu, kemudian cek grammar atau bahkan mencari referensi seberapa jauh Kakak menggunakan AI dalam hal-hal seperti itu

Student 1: Kalau saya sih lebih ke mencari ide awal aja kan biasanya kalau chatGPT itu dia ngasih ya teks yang betul-betul apa yang kita minta kalau misalnya memang saya mau kembangkan biasanya kayak saya kembangkan sendiri atau parafrase saya parafrase sendiri dan kalau translate ya saya pakai deepL, bukan chatGPT lagi saya kayak gitu aja sih



Researcher: Umm jadi pada dasarnya semuanya tetap menggunakan AI. Tapi tergantung fungsi dari AI itu sendiri apa gitu ya. Nah selanjutnya apa sih manfaat dan kelemahan yang Kakak rasakan ketika menggunakan AI untuk mengembangkan isi skripsi pertama mungkin manfaatnya bagi penulisan skripsi Kakak

Student 1: Oke manfaat tentu saja lebih cepat lebih mudah jawaban juga lebih ya lebih realistis lebih baguslah daripada ide saya sendiri terus kekurangannya

Researcher: Mungkin maksudnya kenapa Kakak mengklaim bahasanya lebih cepat lebih mudah dan lebih realistis daripada jawaban Kakak sendiri memangnya apa yang salah mungkin ya dari kakak jawaban kakak? Apa yang meragukan dari jawaban Kakak? menurutnya Kakak

Student 1: Karena sejujurnya saya tidak suka baca buku saya minim pengetahuan jadi kalau mau mikir sendiri itu butuh waktu yang lama dan kalau pun dapat ide itu ya tidak berkembang ideanya kayak gampang stuck gitu loh sedangkan kalau pakai AI kan kita gampang ee jawabannya gampang berkembang gitu loh

Researcher: Uhum jadi betul-betul dibantu untuk mengefisienkan waktunya kemudian diarahkan apa yang kiranya kakak stuck dimana ada jawaban ya diikuti gitu oh begitu ya baik. Nah selanjutnya kak Kak, kelemahan kelemahan yang Kakak rasakan ketika menggunakan AI

Student 1: Kalau yang pertama itu kelemahannya AI kan yang pertama itu karena dia ada limitnya **Researcher:** Oh limit dalam hal apa tuh Kak?

Student 1: Karena kalau misalnya kita biasanya kan saya itu kalau anu saya ngepost maksudnya saya up saya upload kayak skripsinya kayak misalnya bab 1, 2, dan 3 terus saya bilang tolong revisi bagian ini apakah ada masih yang kurang segala macam terus kalau misalnya saya keseringan post itu ada limitnya jadi saya gak bisa post lagi akhirnya saya harus pakai akun baru untuk bisa pakai ChatGPT lagi itu agak agak annoying sih. Terus yang kedua kadang-kadang itu ada jawaban yang memang tidak sesuai sama yang kita minta kadang kayak saya mau minta nya apa jawabnya apa gitu kadang memang kalau misalnya dari kitanya memang tidak mengasih perintah yang terstruktur jawabannya juga kadang tidak sesuai juga gitu

Researcher: Umm Jadi itu kelemahan dari AI ya Kak

Student 1: Iya

Researcher: Jadi mungkin selanjutnya Kak ketika kakak mengalami kesulitan nih dalam menulis skripsi, misalnya kekurangan ide, ini stuck gitu ya Kesulitan mengembangkan argumentasi, masalah bahasa, atau struktur tulisan

Bagaimana kakak biasanya mencari bantuan?

Student 1: Kalau stuck pakai AI?

Researcher: Eee enggak, ini secara umum dulu kak Misalnya kekurangan ide, caranya kakak cari bantuan gimana?

Student 1: Tanpa AI?

Researcher: Iya, mungkin tanpa dan pakai AI bisa dijelaskan kak

Student 1: Kalau misalnya saya stuck, terus yang kayak waktu dulu saya belum pakai AI itu biasanya saya ya saya istirahat dulu saya ngumpul mood habis itu ya saya coba kerjain lagi karena udah mepet deadline tapi kalau sudah pakai AI terus misalnya saya tetap stuck kalau udah dapat jawaban saya biasanya ganti ke saya pertama mungkin tanya orang lain dulu habis itu ya mungkin saya coba pakai chat pakai yang lain kayak Gemini dan lain-lain tapi itu mungkin memang tetap lebih kurang efektif menurut saya daripada ChatGPT lebih bagus ChatGPT sih

Researcher: Kurang efektifnya dari sisi mana kak? boleh dibandingkan sedikit mungkin

Student 1: Kalau Gemini ya mungkin karena saya terbiasa pakai chatGPT kayak saya lebih srek dengan jawaban dari ChatGPT gitu loh, pernah kayak ya kurang puas aja pakai jawaban dari Gemini

Researcher: Iya Iya nah kemudian ketika kakak menerima revisi nih dari dosen pembimbing kan pada saat kita membimbing kadang ada catatan masukan nih. Nah apakah Kakak pernah menggunakan AI untuk membantu memperbaiki bagian yang direvisi? jika iya pada aspek apa-apa saja Kak?

Student 1: Iya, karena setiap saya bimbingan pasti saya rekam, terus rekamannya itu saya simpulkan dulu saya ringkas dulu misalnya eh di bab satu saya disuruh tambahkan bagian ini. Nah saya tulis di ChatGPT saya upload kembali lagi ke tadi saya upload skripsi saya terus saya ketik saya disuruh dosen pembimbing saya untuk memperbaiki bagian bab satu apanya yang salah? Akhirnya keluar lah jawaban yang saya mau gitu

Researcher: Iya, iya. Tapi kakak tetap membaca ulang kan?

Student 1: Iya

DeepL (Accuracy of Translation)
DeepL (Translating)
Improving Feedback (Improving Supervisor's Input)
Improving Thesis
The Use of Text-Generation AI Support Self-Regulated Learning in Thesis Writing
Genre (Providing Alternative Explanations of Perspectives)
Promoting Strategy
Thesis Outline
ChatGPT (Generate Paragraph and Sentence Arguments)
Generating Ideas and Local Text Framework
ChatGPT (Simulates Examiner: Provide Critique on Content)
Confidence in The Revisions of The Thesis Outline
Goal Setting
ChatGPT (Analyse The Data according to Supervisor's Guidance)
ChatGPT (Analyse)

ChatGPT (Provides Feedback and Alternative Planning)

DeepL (Accuracy of Translation)
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ChatGPT (Analyse)

ChatGPT (Analyse The Data according to Supervisor's Guidance)
ChatGPT (Provides Feedback and Alternative Planning)

Student 1: ya kayak tadi saya upload ke ChatGPT terus saya bilang Apakah masih ada yang perlu direvisi karena besok saya saya ketik begini karena besok saya mau bimbingan nih masih ada kayak perlu diperbaiki. Ya kak kadang ChatGPT itu ngedukung aja katanya oh ini jawaban kamu sudah bagus segala macam macam dan terus kalau misalnya saya sudah baca ulang, saya ngerasa sudah cukup, yaudah saya bimbingan

Researcher: Umm ee mungkin ya, ChatGPT memberikan dukungan mungkin katanya sudah bagus, tapi pada saat di depan dosen pembimbing, ada sesuatu yang miss gitu loh ada sesuatu yang salah, mungkin keliru, kakak bagaimana selanjutnya tindakannya?

Student 1: Ya saya mengganti yang perlu diganti yang diarahkan dari dosen setelah itu ya saya tetap menggunakan ChatGPT karena mungkin ChatGPTnya salah karena memang arahan dari saya yang awalnya saya mau begini-begitu tapi malah kan dia akan tetap mengikuti ee perintah dari kita ya

Researcher: Betul-betul, jadi kesimpulannya kakak tetap beralih ke promptnya kakak lagi apakah saya yang keliru saya yang jawabannya seperti ini jadi seperti itu ya kak. Selanjutnya Apakah kakak menggunakan AI untuk memberikan feedback terhadap draft skripsi? Kakak misalnya terkait grammar kah, kejelasan alur kah, atau bahkan koherensi antarbagian misal dari bab 1 ke bab 2 dan seterusnya misal grammar deh Kak dan alur tadi

Student 1: Ya kalau misalkan translate saya biasanya itu per paragraf sih apa yang semisalnya saya lagi ngerjain bab 5, bab 5 ee ya kan saya minta dari ChatGPT dulu misalnya bab 5 dari judul saya ini bagusnya gimana sudah itu habis itu kalau dia ngasih jawaban bahasa Indonesia saya baca dulu saya betul-betul cerna mana yang bisa dimasukkan mana yang bisa diperbaiki mana yang bisa ditambah akhirnya kalau sudah jadi draftnya baru saya masukkan di deepL. begitu baru saya masukkan di draft skripsi saya seperti itu

Researcher: Umm seperti itu yah kak, nah selanjutnya nih Kak bagaimana pengaruh feedback dari AI terhadap cara kakak memperbaiki atau merevisi bagian tertentu dari skripsi seperti misalnya latar belakang tinjauan Pustaka, metodologi, dan seterusnya. Apakah feedback tersebut membantu memperjelas ide kah memperbaiki bahasa atau bahkan menyusun argumen dengan lebih baik

Student 1: feedback?

Researcher: Iya feedback itu jawaban dari ChatGPT kak

Student 1: feedbacknya?

Researcher: Iya pengaruhnya feedback terhadap cara kakak mengevaluasi enim isi skripsinya

Student 1: Kalau tentang feedback sih karena mungkin semua jawabannya kan sudah dari dia terus saya bilang tolong revisi apakah masih ada yang kurang mungkin karena memang dia sudah menjawabkan terstruktur, terstruktur jawabannya dari awal jadi mungkin dia mendukung-dukung aja bahkan kayak misalnya ada yang kayak salah yang kayak saya bilang tadi dia kayak tetap bilang oh ini tetap bagus kok padahal di dosen saya tuh menurut itu masih salah atau kurang gitu jadi saya kalau masalah feedback tidak terlalu pakai AI sih saya lebih baca sendiri gitu. Tapi ketika masih ada kurang menurut saya, saya tetap memakai ChatGPT pada akhirnya

Researcher: Iya iya dan kemudian nih Kak tantangan apa yang biasa Kakak hadapi ketika menggunakan AI untuk mengevaluasi diri atau bahkan mengevaluasi skripsi dalam menulis ee skripsinya

Student 1: Kadang-kadang itu lebih ke sayanya saya kadang salah ngasih prompt gitu kadang perintahnya salah gitu loh bukan salah juga sih kayak lebih tidak spesifik sama yang saya mau akhirnya jawabannya juga beda

Researcher: jadi betul-betul tergantung prompt yang kita masukkan ya Kak pada akhirnya

Student 1: Lebih ke sayanya sih bukan ke AInya

Researcher: Ada tantangan lain Kak selain prompt yang dimasukkan harus spesifik?

Student 1: Eum enggak sih itu aja

Researcher: Ketika dosen pembimbing memberi masukan, bagaimana kakak mengintegrasikan masukan dosen dengan output dari AI?

Student 1: Eee saya hanya betul betul mengucapkan ke ChatGPT apa yang diucapkan oleh dosen saya misalnya saya di suruh untuk memperbaiki rumusan masalah saya, saya disuruh menambahkan di bagian ini dan lain-lain. nanti saya yang akan menyesuaikan jawabannya dan memilih dengan baik

Researcher: Eum selanjutnya nih Kak menurut Kakak fitur apa nih yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi kedepannya

Student 1: Fitur yang pertama itu jangan ada limitnya

Researcher: Oh jangan ada limitnya terus tapi kakak tahu kan kalau sebenarnya bisa tanpa limit gitu harus bayarkan

Deep (Faculty of Technology)	Deep (Faculty of Technology)	Deep (Faculty of Technology)
<p>Integrating Feedback Mechanisms: Supervisor's Input</p> <p>Feedback Phase</p> <p>The Use of Technology in AI Support Self-Directed Learning in Thesis Writing</p> <p>Genus (Providing Alternative Explanations or Perspectives)</p> <p>Prompting Strategy</p> <p>Thesis Outline</p> <p>ChatGPT (Provides Alternative and Strategic Arguments)</p> <p>Generating ideas and based Text Framework</p> <p>ChatGPT (Provides Examiner - Provide Critique on Content)</p> <p>Confidence in The Revisions of The Thesis Outline</p> <p>Goal Setting</p> <p>ChatGPT (Asks) The Draft According to Supervisor's Guidance)</p>	<p>Deep (Faculty of Technology)</p> <p>Deep (Faculty of Technology)</p> <p>Integrating Feedback Mechanisms: Supervisor's Input</p> <p>Feedback Phase</p> <p>The Use of Technology in AI Support Self-Directed Learning in Thesis Writing</p> <p>Genus (Providing Alternative Explanations or Perspectives)</p> <p>Prompting Strategy</p> <p>Thesis Outline</p> <p>ChatGPT (Provides Alternative and Strategic Arguments)</p> <p>Generating ideas and based Text Framework</p> <p>ChatGPT (Provides Examiner - Provide Critique on Content)</p> <p>Confidence in The Revisions of The Thesis Outline</p> <p>Goal Setting</p> <p>ChatGPT (Asks) The Draft According to Supervisor's Guidance)</p>	<p>Deep (Faculty of Technology)</p> <p>Deep (Faculty of Technology)</p> <p>Integrating Feedback Mechanisms: Supervisor's Input</p> <p>Feedback Phase</p> <p>The Use of Technology in AI Support Self-Directed Learning in Thesis Writing</p> <p>Genus (Providing Alternative Explanations or Perspectives)</p> <p>Prompting Strategy</p> <p>Thesis Outline</p> <p>ChatGPT (Provides Alternative and Strategic Arguments)</p> <p>Generating ideas and based Text Framework</p> <p>ChatGPT (Provides Examiner - Provide Critique on Content)</p> <p>Confidence in The Revisions of The Thesis Outline</p> <p>Goal Setting</p> <p>ChatGPT (Asks) The Draft According to Supervisor's Guidance)</p>

Student 1: Harus bayar

Researcher: Oh apakah berbayar mungkin memberatkan bagi kakak

Student 1: Iya karena itu berapa dollar gitu perbulan

Researcher: dan itu lumayan ya bagi seorang mahasiswa ya. Oh ya tidak ada limitnya, masih ada fitur yang kiranya bisa menjadi sesuatu yang diwujudkan

Student 1: Kayaknya udah cukup sih karena saya sudah merasa terpuaskan oleh AI terutama ChatGPT

Researcher: Kemudian bagaimana pandangan kakak tentang peran AI di masa depan dalam mendukung mahasiswa dalam proses skripsi

Student 1: Peran AI di masa depannya semakin semakin maju teknologi tentu saja kita akan semakin sering pakai AI jadi saya berharap kedepannya AI akan lebih terupdate lagi lebih jawaban yang diberikan itu lebih kadangkala jawaban itu kelihatan ya kadang dosen juga tahu Oh ini kompak ya jadi saya pengennya kadang buat kedepannya siapa tahu ada calon-calon mahasiswa yang mau pakai juga buat deskripsi semoga jawabannya itu kayak lebih manusiawi gitu lebih kayak manusia yang kerja kayak bukan mesin gitu

Researcher: Iya paham-paham tapi eee pada akhirnya ya tidak berharap AI menggantikan manusia juga ya

Student 1: Enggak

Researcher: Baik, jadi Kesimpulannya kakak mungkin bisa diberikan pendapatnya gitu dalam penyelesaian skripsinya kakak betul-betul AI Mengambil peran seberapa besar?

Student 1: Kalau dihitung itu Mungkin 80%

Researcher: 80% AI berperan dalam penyelesaian skripsinya kakak ya penyusunannya

Student 1: Umum karena sisanya saya masih cek ulang, saya masih baca ulang tidak langsung tok saya yang kasih masuk gitu loh

Researcher: Apakah ada pengalaman khusus atau tips yang menurut kakak penting dibagikan kepada mahasiswa lain yang ingin memanfaatkan AI dalam merencanakan isi skripsi mereka?

Student 1: Eee apay aa, buatlah perintah sespesifik mungkin karena kadang jawaban dari ai yang perintahnya dari kita sudah terlalu luas maka ai juga akan memberikan jawaban yang luas yang bahkan bukan jawaban yang kita mau.

Deep Learning of Remote
Work (Trasmi)
Mengajar Pendidikan (Incorporating Student's Input)
E-Portfolio Project
The Use of Text-Content AI Support Self-Directed Learning in Thesis Writing
Kamus (Peningkatan Kemampuan Ekspresi dan Pengetahuan)

Thesis Outline

ChatGPT (Generative Programming and Simple Arguments)
Generating Ideas and Initial Text Framework
ChatGPT (Synthesizing Evidence, Providing Context in Content)
Conducting the Research of The Thesis Outline
Goal Setting
ChatGPT (Helping The Draft according to Supervisor's Feedback)
ChatGPT (Providing Feedback and Addressing Priorities)
Colling Denyur

Peningkatkan Strategi

Transcript Student 2_RR

Student 2

Name: Student 2

Institution: STAIN Majene

Place, date: Handphone Call, 10 September 2025

Researcher: Emu baik, halo kak suaranya terdengar?

Student 2: Iya Kak suaranya terdengar jelas

Researcher: Baik, sebelumnya saya ucapkan terima kasih kepada, ee atas nama siapa Kak?

Student 2: Baik, eee jadi saya Student 2 dari program studi Tadris Bahasa Inggris di Sekolah Tinggi Agama Islam Negeri Majene.

Researcher: Oh iya baik kak, ee jadi sebelumnya kembali saya ucapkan terima kasih Kak karena sudah memenuhi permohonan saya untuk menjadi responden dalam penelitian saya. Saya sudah mengirimkan lembar informasi ya Kak mengenai penelitian saya. Apakah ada pertanyaan Kak?

Student 2: Sejam ini tidak ada Kak.

Researcher: Oh iya, baik. Jadi begini Kak kita langsung mulai saja ya.

Student 2: ee iya!

Researcher: Baik. Ada pun seperti di lembar informasi Kak, di sini saya akan mencari tahu bagaimana kakak menggunakan AI dalam penyusunan skripsinya kakak. Mulai dari tahap awal perencanaan, kemudian pemantauan atau pelaksanaan, dan terakhir tahap evaluasi. ee Mungkin kita bisa memulai wawancara di tahap awal duh Kak.

Nah, di tahap awal penyusunan skripsi Kak, bagaimana sih biasanya kakak menetapkan rencana penyusunan skripsi? eem seperti menentukan topik, merumuskan masalah penelitian, menentukan judul, atau menyusun outline babnya kakak?

Student 2: Baik, Kak. Kalau disanya mengenai tahap awal penyusunan skripsi, eee di semester 5, saya sudah mulai cari penelitian yang memang sesuai dengan minat saya dan fokus ee saya ke depannya dalam meneliti. Jadi penelitian saya kemarin itu berkaitan dengan Speech Act atau tindak tutur. eee Jadi saya mulai cari misalnya di Google Scholar dan berbagai macam website untuk membantu dalam menentukan judul penelitian Kak. Jadi saya mencari novelty nya itu apa kemudian gapnya itu saya mulai mencatatnya di buku catatan kecil saya sebagai draft. Catatan yang ada di draft notebook saya.. saya pindahkan ke gpt untuk sekedar menanyakan saran dan kritiknya terkait arah penelitian skripsi saya ke depannya.

Researcher: Oh iya jadi betul-betul sudah dipersiapkan jauh-jauh hari ya Kak, dan kemudian sesuai dengan minatnya kakak gitu.

Student 2: eem Iya Kak.

Researcher: eee kemudian, apakah kakak pernah menggunakan alat AI generatif teks seperti ChatGPT, Grammarly, atau Quillbot untuk membantu menetapkan atau menyempurnakan topik penelitian, judul, rumusan masalah, atau outline outline babnya kakak gitu. Pernah tidak kak?

Student 2: Kalau ditanya mengenai pernah menggunakan AI untuk membantu penelitian saya, ee tentu pernah Kak. Apalagi kan kalau misalnya judul penelitian saya itu mungkin, ee anggaphlah tidak terlalu punya novelty jadi saya minta bantuan AI. AI yang saya gunakan disini itu ChatGPT jadi saya minta bantuan kritik dan sarannya Kak

Researcher: Oh Baik Kak, eee bisa diceritakan tidak bagaimana proses atau tahapan kakak meminta bantuan dari AI gitu ? dalam penentuan ini ya Kak, dalam eee penentuan judul, kemudian rumusan masalah, outline misalnya, untuk tahap awal.

Student 2: Kalau di tahap awal sih Kak, eee saya tidak menggunakan prompt yang mungkin sudah berkelebaran di TikTok. eee tapi lebih apa yaa? saya mungkin lebih sesuai sama feeling aja gitu Kak jadi saya tulis saja di ChatGPT itu eee kan sebelum fokus di skripsi kan, saya sudah memang sering menggunakan ChatGPT Kak. Jadi mungkin di ChatGPT sudah mengetahui eee apa ya, kayak senik beluk apa yang ingin saya fokuskan di skripsi saya. eee Jadi saya lebih tanya misalnya, eee "sebagai pakar penelitian ini menurut kamu topik saya sudah bagus tidak?" seperti itu.

Researcher: Oh iya baik Kak.

Student 2: Lalu untuk rumusan masalah saya Kak, saya hanya tulis saja duh draftnya. eee misalnya di notebook saya Di buku catatan kecil. Kemudian kalau misalnya saya masih ragu dan sudah membaca berbagai literatur dan belum mendapatkan poin yang saya inginkan, saya tanyakan ke ChatGPT, Kak

Researcher: Baik. Jadi seperti itu ya, Kak. lalu seberapa membantu AI dalam tahap awal ini kak?

The Use of Text-Generative AI Support Self-Directed Learning in Thesis Writing
Grammarly (Grammar Check and Academic Style)
Grammarly (Check Grammar and Final Corrections)
ChatGPT (Generate Paragraphs and Sentence Arguments)
Goal Setting
Task Analysis
Conversation about One-Reliance on AI
ChatGPT (Simulates Examiner: Provides Clarification Comments)
ChatGPT (Provides Feedback and Alternative Phrasing)
Integrating Feedback (Incorporating Supervisor's Input)

Genre (Providing Alternative Explanations or Perspectives)
Planning Strategy
ChatGPT (AI-Driven Suggestions)
Thesis Outline
Colling Denny

The Use of Text-Generative AI Support Self-Directed Learning in Thesis Writing
Grammarly (Grammar Check and Academic Style)
Grammarly (Check Grammar and Final Corrections)
ChatGPT (Generate Paragraphs and Sentence Arguments)
Goal Setting
Task Analysis
Conversation about One-Reliance on AI
ChatGPT (Simulates Examiner: Provides Clarification Comments)
ChatGPT (Provides Feedback and Alternative Phrasing)
Integrating Feedback (Incorporating Supervisor's Input)

Student (at the time)
Genre (Providing Alternative Explanations or Perspectives)
Planning Strategy
ChatGPT (AI-Driven Suggestions)
Thesis Outline
Colling Denny

Thesis Outline
Colling Denny

membantu memperjelas ide kak, atau memoerbaiki bahasa atau bahkan menyusun argumen dengan lebih baik atau tidak lebih baik?

Student 2 : Bagaimana, Kak, apa suara saya bisa dengar dengan jelas? Halo?

Researcher : Iya, halo?

Student 2 : Nah, baik. Kalau bisanya mengenai bagaimana pengaruh feedback, menurut saya AI itu bisa memperjelas ide, Kak, yang tadinya kita bingung untuk misalnya memilih pendekatan penelitian kita dan ketika kita menanyakan AI tidak hanya ChatGpt tapi juga pakai Gemini, itu bisa memperjelas ide dan juga memperbaiki bahasa tapi untuk bagian cek grammar saya mengandalkan Grammarly.

Researcher : Umm baik. Pertanyaan selanjutnya, tantangan apa sih yang kakak hadapi ketika menggunakan AI untuk refleksi diri dalam menulis skripsi atau bahkan evaluasi gitu?

Student 2 : Kalau dari tantangan, eee maksudnya ini yang kita rasakan di diri sendiri, Kak?

Researcher : Umm Iya, bisa berupa faktor dari dalam atau dari luar, Kak.

Student 2 : Mungkin kalau misalnya berbicara tentang tantangan yang saya hadapi ketika menggunakan AI, biasanya saya mempertanyakan kualitas script saya juga kak. Kalau misalnya terlalu banyak menggunakan ChatGPT atau AI lainnya. Kemudian yang kedua, saya biasanya juga overthinking apakah script yang menggunakan AI ini bisa saya pertanggung jawabkan atau tidak.

Researcher : Umm baik, jadi bebannya ada di kakak ya gitu ya.

Student 2 : Iya Kak.

Researcher : Selanjutnya Kak, menurut kakak fitur apa yang sebaiknya dimiliki oleh AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi?

Student 2 : eee mungkin kalau fiturnya itu, coba saja di ChatGPT itu semua fiturnya gratis jadi tidak ada limitnya.

Researcher : Oh Iya, jadi permasalahan ini ya memang ChatGPT punya banyak fitur tapi berbayar gitu.

Student 2 : Iya, Kak.

Researcher : Selanjutnya, Kak, bagaimana pandangan kakak tentang peran AI di masa depan dalam mendukung mahasiswa dalam proses penulisan skripsi ini?

Researcher : Seperti itu ya Kak. Nah, jadi kalau misal secara keseluruhan di fase performance ini, betul-betul AI juga sangat membantu ya Kak dalam menyelesaikan draft skripsinya kakak gitu.

Student 2 : Iya, kak.

Researcher : Iya, baik. Nah, kalau kita masuk di fase terakhir nih, di evaluasi, setelah menyelesaikan satu bagian atau draft skripsinya kakak, bagaimana sih biasanya kakak mengevaluasi kualitas isi tulisannya kakak? Misal, di bab 4 sudah jadi nih. Terus agak ragu ini sudah bagus atau belum ya? Sudah layak atau belum ya? Seperti itu.

Student 2 : Maksudnya ini, Kak, kalau sudah menyelesaikan satu bagian kripsi yang menggunakan AI, dan ingin mengevaluasinya kembali?

Researcher : eee maksudnya Kak di sini kan kadang-kadang kita ragu, apakah skripsi kita sudah bagus atau belum atau memang sudah layak gitu caranya kakak untuk mengecek standar kelayakan atau kualitasnya kakak bagaimana?

Student 2 : Umm biasanya saya pakai metode feedback, Kak. Jadi saya kirimkan ke kenalan saya, teman, kemudian kating, dan semua teman kak. eeee Tapi yang maksudnya draft yang sudah menggunakan bantuan AI, Kak, yang saya kirimkan ke teman saya.

Researcher : Halo, Kak?.

Student 2 : Halo.

Researcher : Apakah suara saya masih terdengar jelas?

Student 2 : Iya, Kak, terdengar jelas.

Researcher : Oh, iya. Baik. Pertanyaan selanjutnya mungkin, ya. Apakah, Kakak, penggunaan AI Untuk memberikan feedback tentang draft kripsi kakak? Misalnya terkait grammar, kejelasan argumen, alur penulisan atau koherensi antarbagian?

Student 2 : Iya kak pernah

Researcher : Oh iya pernah ya. Nah seberapa handal sih menurut kakak feedback tersebut, bisa diandalkan tidak?

Student 2 : Mungkin 50..? Kalau menurut saya kak 50%.

Researcher : Baik Seperti itu ya kak. Nah selanjutnya. Bagaimana sih pengaruh feedback AI terhadap cara kakak memperbaiki atau merevisi bagian tertentu di skripsi seperti latar belakang, tinjauan pustaka, metodologi penelitian dan hasil penelitian, apakah feedback tersebut

The Use of Text-Generative AI Support Self-regulated Learning in Thesis Writing

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Student 2 : Umm Kalau ditanya bagaimana pandangan saya tentang AI, Kak, kan sebenarnya penggunaan AI itu kan di zaman sekarang mahasiswa kan bisa lihat contoh tutorial. Misalnya menggunakan prompt seperti ini ketika menanyakan sesuatu di ChatGPT atau Gemini. Tapi menurut saya mungkin perlu ada pelatihan yang lebih intensif juga deh kak mengenai penggunaan AI itu seperti apa.

Researcher : Umm Baik kak, pelatihan seperti apa maksudnya kak bisa lebih terjelas mungkin?

Student 2 : Kan sebelumnya kalau tidak salah kemarin ada pelatihan karya tulis ilmiah, namun kebanyakan yang saya lihat pematerinya itu hanya menampilkan cara menggunakan di ChatGPT tapi promtanya itu tidak apa ya kak, eee kayak tidak ngena gitu kak

Researcher : Iya iya kak. Nah, untuk closing statement mungkin Kak bisa disimpulkan kak, mengenai betul seberapa besar peran AI membantu kakak menyelesaikannya mungkin, membantu Kakak mungkin bisa lebih cepat atau dari sisi mana?, seperti itu.

Student 2 : Mungkin kalau menurut saya selain bisa membuat lebih efektif dan efisien. Kan biasanya ada juga yang mahasiswa yang mungkin agak malas membaca, tapi saya di sini masih mengusahakan agar selalu membaca baik-baik referensinya. Tapi saya hanya menggunakan AI untuk misalnya jika saya mengalami kesulitan dan kebingungan, misalnya untuk membedakan case study dan bedanya dengan fenomenologi itu seperti apa.

Researcher : Halo, Kak.

Student 2 : Halo.

Researcher : Sudah selesai?

Student 2 : Sudah, Kak.

Researcher : Oh, ya. Baik, mungkin cukup sekian wawancara kita kali ini, Kak. Terima kasih. Sebelumnya tadi, saya mohon maaf tidak mendengar beberapa ini, ya, karena jaringan agak galat. Tapi secara keseluruhan, kakak menjawab pertanyaan dengan baik. Saya ucapkan terima kasih sekali lagi.

Student 2 : Halo Kak, suara saya terdengar dengan jelas?

Researcher : Halo kak

Student 2 : Bisa dengar suara saya kak?

Researcher : Bisa bisa, tadi terdengar tidak suara saya?

Student 2 : Kalau yang saya dengar tadi kak agak putus-putus kak

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Transcript Student 3_SA

Student 3

Name: SA

Institution: STAIN Majene

Place, date: On campus, 10 September 2025

Researcher: Baik, terima kasih saya ucapkan kepada saudara sudah memenuhi permohonan saya untuk menjadi responden dalam penelitian saya. Sebelumnya atas nama siapa kak?

Student 3: Atas nama Sariana

Researcher: Oh iya kak Sariana ya, saya sudah berikan lembar informasi mengenai penelitian saya, harapannya bisa dipahami. Ada pertanyaan kak mengenai lembar informasinya?

Student 3: Saya rasa sudah cukup jelas, tidak ada

Researcher: Baik, langsung saja ya Kak untuk wawancaranya pertama mungkin di fase awal Di fase penetapan tujuan dan perencanaan skripsi. Bagaimana nih biasanya Kakak menetapkan rencana penyusunan skripsi seperti menentukan topik, merumuskan masalah penelitian, menentukan judul atau menyusun outline babnya?

Student 3: Jadi yang pertama itu saya masukkan dulu topik yang ingin saya teliti nah saya itu tertarik pada topik speaking kemudian saya masukkan di ChatGPT untuk memberikan ide atau masukan tentang judul mengenai speaking. Nah kemudian setelah itu kalau ada yang relate saya crosscheck juga di google scholar penelitian-penelitian terdahulu yang relate dengan speaking, kemudian saya mendapatkan English Club yang menjadi objek penelitian saya kemudian hal ini saya kaitkan dengan pengabdian masyarakat yang dilakukan oleh prodi TBI pada tahun 2023 kalau tidak salah sempat bekerja sama dengan Mel-T di MAN 1 Polman dan kenapa saya memilih Mel-T karena saya rasa membersuaya itu sudah mencapai banyak pencapaian. Nah kemudian saya memperbaiki lagi susunan kalimat dari judul skripsi saya. Saya bawa ke ChatGPT untuk memperbaikinya

Researcher: Baik terima kasih Kak. Selanjutnya tadi sudah disebutkan ya misal dalam penentuan judul, dicari tau dulu nih apa yang kakak suka. Kemudian dimasukkan di ChatGPT. Berarti kakak melibatkan AI ya Dalam penentuan judul. Kemudian rumusan masalah atau topik dan menyusun outline babnya Kak, apakah menggunakan AI juga kak? Misal seperti Grammarly atau Quillbot atau lain sebagainya

Student 3: Ya tentu saya tetap menggunakan ya AI seperti chat GPT perplexity apa lagi ya Deepseek dan juga Grammarly. Nah ya pertama kan saya menyusun pendahuluan di bab 1 nah jadi di bab 1 nah saya menyusun masalah penelitian saya, kemudian saya kembangkan tulisan saya di ChatGPT. Tapi saya crosscheck juga hasil dari susunan yang telah dibuat sama ChatGPT. Kemudian, kan kadang saja mengalami write's block, jadi brainstorming lagi di ChatGPT seperti itu. Kemudian untuk rumusan masalah, saya buat sendiri, tapi saya gunakan lagi ChatGPT untuk memperbaiki kalimatnya. Kemudian untuk memperbaiki grammarnya, saya gunakan Grammarly karena Grammarly itu bisa memperbaiki tata bahasa dari tulisan kita, khususnya tulisan bahasa Inggris. Jadi, sangat bermanfaat untuk mahasiswa prodi pendidikan bahasa Inggris

Researcher: Sebelum menggunakan AI, ide atau rencana awal apa yang sudah Anda miliki? Setelah mendapatkan saran AI, apa perbedaan paling menonjol antara ide awal Anda dan saran dari AI?

Student 3: Ooiiya ide atau rencana awal yang saya punya yaitu topik apa yang ingin saya teliti. Nah, saya tertarik dengan speaking. Jadi saya membuat judul skripsi dengan topik speaking. Berdasarkan hasil observasi awal saya, saya menemukan masalah positif pada Mel-T English club, jadi saya jadikan Mel-T judul skripsi saya dengan mengaitkannya dengan speaking. Lalu, saya pakai AI berupa ChatGPT untuk bisa membenarkan judul yang menarik. Jadi perbedaan antara pemikiran saya dengan AI yaitu dari segi kalau ide saya buat sendiri, lalu AI untuk brainstorming

Researcher: Baik, terima kasih, Kak. Kalau dalam penggunaan Grammarly sendiri, bagaimana Kakak menggunakan Grammarly itu yang diintegrasikan dengan penulisan skripsinya kakak atau di rencana awal ini gitu karena kita berbicara di fase awal

Student 3: Seperti yang saya jelaskan tadi pertama kan sudah ada masalah penelitian saya di latar belakang jadi saya memasukkan persatu paragraf lah dari tulisan saya, jadi saya susun dulu kalimatnya, kemudian saya serahkan lagi ke ChatGPT, karena kadang ada yang ada ya tulisan yang saya buat sendiri itu kadang ada yang tidak ada subjeknya jadi kayak disuruh ChatGPT untuk melengkapi, kemudian saya bawa lagi ke Grammarly nah saya perbaiki grammar dari tulisan saya di Grammarly, dan saya memperbaikinya itu per paragraf jadi supaya lebih bisa dipercaya

Grammarly (Checks Grammar and Proof Corrections)
Grammarly (Grammar, Check for Academic Style)
Kegunaan Feedback (Improving Student's Input)
ChatGPT (Generate Paraphrase and Similar Arguments)
ChatGPT (Provides feedback and alternative Phrasing)
Student Input (User)
Dibuat oleh: (Source: Comparison and Paraphrasing)
Grammarly (Checks Grammar and Proof Corrections)
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ChatGPT (Provides Feedback and Alternative Phrasing)

untuk memeriksa hasil atau karya tulis saya jadi saya suruh chat GPT berperan sebagai dosen pembimbing, kemudian memberikan koreksi terhadap hasil tulisan saya. Kemudian yang ketiga itu praktis. Saya rasa Artificial Intelligence itu sangatlah praktis digunakan, karena tidak perlu mengeluarkan biaya. Kemudian bisa digunakan di mana saja, fleksibel seperti itu, dan bisa diakses dimana saja.

Researcher: Baik ketika kakak mengalami kesulitan dalam menulis skripsi. Misalnya kekurangan ide Kesulitan mengembangkan argumentasi, masalah bahasa, atau struktur tulisan. Bagaimana biasanya kakak mencari Bantuan?

Student 3: Saya biasanya kembali lagi saya menggunakan ChatGPT untuk curhat. Biasanya saya menggunakan ChatGPT untuk curhat. Biasanya saya menggunakan chat GPT sebagai teman curhat saya. Contohnya misalnya, saya mengalami writer's block, saya butuh ide-ide dari apa kelanjutan dari tulisan saya. Kemudian ChatGPT langsung memberikan beberapa masukan, dan kadang saya ambil yang bagus-bagusnya, yang masuk akal. Karena ada beberapa juga yang tidak sesuai dengan apa kondisi saya kemudian selain dari ChatGPT saya juga bertanya ke teman yang penelitiannya itu relate dengan penelitian saya jadi kayak teman yang mempunyai penelitian kualitatif juga, dan kan jurus saya kemarin itu implementasi jadi saya cari-cari skripsi tentang implementasi juga jadi saya tanya-tanya skripsi tentang implementasi juga Jadi saya tanya-tanya kepada teman-teman saya yang menggunakan penelitian kualitatif dengan judul implementasi. Kemudian saya lihat susunan dari bab 4 dan bab 5nya. Seperti itu

Researcher: Baik Kak. Nah ketika Kakak menerima revisi dari dosen pembimbing, kan biasa ada catatan setelah kita bimbingan ya. Apakah Kakak pernah menggunakan AI untuk membantu memperbaiki bagian yang direvisi? jika ia pada aspek apa saja Kak misalnya bahasa, struktur argument atau literatur ya biasanya ada

Student 3: Beberapa revisi dari dosen yang pertama itu tata bahasanya jadi kayak nabilang perlu di Grammarly kayak masih menggunakan future di bab 3 itu. yang seharusnya menggunakan past tense jadi saya menggunakan grammarly sebagai tools untuk memperbaiki tata bahasa saya kemudian yang kedua itu ada beberapa hasil interpretasi yang perlu ditambah argumennya, jadi saya gunakan lagi ChatGPT untuk mengembangkan pemikiran dari skripsi saya seperti itu kak

Researcher: Baik kak. Nah kemudian bagaimana perbandingan pengalaman kakak antara menggunakan AI dengan meminta bantuan dari dosen pembimbing atau teman sejawat?

Student 3: Ya tentu berbeda sih dari apa ya, yang pertama kan kita berbicara dengan teknologi, yang kedua kita berbicara dengan human. Nah jadi kalau dari teknologi sendiri cukup membantu dengan kita tidak perlu meluangkan banyak waktu kita tidak perlu meng-chat untuk bisa bertemu kita hanya memasukkan apa yang kita inginkan menggunakan prompt tertentu di ChatGPT langsung ChatGPT itu langsung memberikan hasil dari apa yang kita ingin cari nah kemudian kalau meminta bantuan kepada teman, ya kadang mereka hanya memberikan masukan kayak perlu bersemangat lah, lebih semangat untuk mengerjakan. Tapi kalau dari segi isi skripsinya, mereka belum tentu bisa membantu secara gamblang. Kemudian kalau dosen pembimbing, saya rasa cukup membantu juga dosen pembimbing. Karena ya dosen pembimbing kan manusia jadi kayak bisa lebih dirasa apa yang perlu dikoreksi tapi itu lagi minusnya karena keterbatasan waktu jadi tidak selalu ada untuk bisa pembimbingan. Nah jadi kalau dibantu yang mana lebih bagus ya semuanya bagus sih tapi semuanya ada kelebihan dan kekurangannya masing-masing. Seperti itu kak

Researcher: Baik, selanjutnya, apakah kakak pernah menerima saran atau informasi yang keliru dari AI? Terkait isi atau referensi skripsi. Jika iya. Bagaimana cara kakak memverifikasi dan memperbaikinya?

Student 3: Ya saya pernah iseng ya. Coba-coba di ChatGPT. Kan beberapa teman saya, menggunakan ChatGPT untuk mencari referensi. Kayak gampang sekali Mereka mendapatkan referensi dari ChatGPT kemudian saya mencoba untuk mengeteslah apakah betul referensi diberikan ChatGPT ini atau tidak jadi saya masukkan ya teori yang ingin saya cari kemudian ChatGPT itu dalam waktu hitungan detik, saya tidak langsung percaya dong, jadi saya salin dapusnya, citasinya ke Google Scholar. Nah ternyata saya tidak menemukan file dari jurnal yang diberikan oleh ChatGPT tersebut. Jadi saya masih meragukan untuk ChatGPT dari segi referensi. Dan saya pernah mencari referensi menggunakan perplexity. Nah jadi cuna perplexity yang saat ini saya percaya bisa memberikan artikel yang sesuai atau yang ada di Google Scholar. Jadi ya cara saya mengatasi untuk tidak mengikut dari apa yang ada di AI itu ya saya crosscheck lagi apakah yang diberikan itu ada di Google Scholar atau tidak

Researcher: Baik, selanjutnya kita berbicara di fase evaluasi atau self-reflection. Nah, setelah menyelesaikan satu bagian dari draft skripsi, anggaplah bab empat. Bagaimana biasanya kakak mengevaluasi kualitas isi tulisannya kakak?

Grammarly (Check Grammar and Final Corrections)
Grammarly (Grammar Check and Academic Style)
ChatGPT (Provides Feedback and Alternative Phrasing)
Students Initial Ideas
Discuspeak (Source Comparison and Paraphrasing)
Grammarly (Over-Paraphrasing)
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Integrating Feedback (Incorporating Supervisor's Input)
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Student 3: Setelah saya menyelesaikan dari bab empat itu, kebanyakan di bab empat itu saya menggunakan tools namanya NVivo, tapi NVivo juga merupakan salah satu AI, jadi saya menggunakan AI untuk bapak 4 saya jadi saya interpretasi sendiri kemudian agar kalimatnya atau paragrafnya itu lebih bagus saya bawa lagi ke deepseek untuk diperbagus, bagaimana aslinya kalimatnya itu bisa terstruktur dengan baik

Researcher: Baik. Nah selanjutnya nih Kak seberapa andal sih feedback dari AI yang kakak gunakan ChatGPT misalnya

Student 3: Cukup bisa diandalkan ya, karena jujur kemarin sebelum saya seminar hasil saya menggunakan ChatGPT sebagai dosen penguji saya jadi saya suruh ChatGPT untuk berperan sebagai dosen penguji untuk memberikan saya beberapa pertanyaan jadi saya juga sembari latihan lah disitu nah kemudian kenapa saya mengatakan kalau ChatGPT ini atau AI ini bisa diandalkan? Karena apa yang saya pelajari pada saat malam itu ternyata ditanyakan juga oleh penguji saya. Jadi apa yang ditanyakan itu bisa saya jawab dan tidak terlalu dibantahi

Researcher: Baik, nah selanjutnya nih Kak, tantangan apa yang kakak hadapi ketika menggunakan AI untuk refleksi diri dalam menulis skripsi?

Student 3: Ya seperti yang saya jelaskan sebelumnya, tantangan dari refleksi diri sendiri itu yang pertama ketergantungan sih. Kadang saya hampir merasa selalu ingin menggunakan AI untuk setiap tulisan yang saya buat. Jadi kayak kadang saya malas untuk berpikir mengeluarkan ide terkait padahal saya bisa sebenarnya untuk mengeluarkan ide tapi karena bilang ada AI jadi saya mengandalkan AI untuk memberikan saya ide atau brainstorming tapi kembali lagi saya tetap melakukan crosscheck terlebih dahulu karena ya biasanya juga bahasa-bahasa dari AI itu terlalu human computer jadi saya posisikan untuk agar AI ini menulis dengan gaya akademik logis dan harmonis

Researcher: Baik, nah selanjutnya menurut kakak, fitur apa yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi?

Student 3: Fitur ya, kalau dari segi fitur mungkin voice record jadi bagusnya ada fitur itu sehingga AI itu lebih bisa membaca apa pemikiran kita bagaimana ekspresi kita jadi apa yang diberikan itu bisa sesuai kemudian apa lagi ya, ya mungkin hanya itu sih

Researcher: Baik ini pertanyaan kedua dari terakhir Kak. Bagaimana pandangan Kakak tentang peran AI di masa depan dalam mendukung mahasiswa dalam proses penulisan skripsi?

Student 3: Ya saya rasa penggunaan AI ini di masa depan itu pasti sangat berpengaruh karena seperti yang kita ketahui sekarang kita berada di era 5.0 di mana teknologi menjadi yang pertama, saya rasa AI akan selalu berkaitan, bertubung dengan mahasiswa. Karena bisa jadi mahasiswa itu bisa juga ketergantungan kepada AI untuk bisa menyelesaikan skripsinya. Tapi itu tadi kembali ke mahasiswanya, bagaimana mahasiswa itu bisa menggunakan prompt dengan baik, dengan tidak asal kopolas. Jadi saya rasa dengan adanya AI ini, mahasiswa itu bisa lulus dengan cepat maybe bisa satu bulan selesai skripsinya

Researcher: Baik, nah untuk closing statement mungkin Kak bisa digambarkan lebih jelas lagi mungkin seberapa jauh AI mendukung Kakak dalam penyusunan penulisan dan penyelesaian skripsinya kakak sehingga betul-betul waktunya efisien terus kakak terbantu dan selesai begitu skripsinya

Student 3: Ya sangat membantu saya dalam penyusunan skripsi bisa dibilang berapa ya mungkin 60% ya saya menggunakan AI dalam skripsi saya ya sangat membantu seperti yang saya katakan tadi kadang saya merasakan writer's block jadi saya tetap membutuhkan ide-ide dari AI, kemudian butuh AI untuk memparafrase sehingga tidak dibaca oleh turnitin, kemudian AI sangat membantu bagi kita mahasiswa akhir. Jadi untuk closing statementnya AI itu tergantung bagaimana kita bisa menggunakannya, bagaimana kita bisa memerintahkannya, jangan sampai AI yang memerintah kita jadi bijak-bijak sih bisa menggunakan prompt dengan baik dan benar sehingga kita tidak merasa ketergantungan juga kemudian tulisan kita itu bisa berkualitas tidak hanya sebagai tulisan yang mungkin kayak dilihat seperti tulisan robot tapi kita tidak paham apa isi dari tulisan itu sendiri

Researcher: Baik terima kasih kak atas waktunya mungkin cukup sekian wawancara kita pada kali ini sekali lagi saya ucapkan terima kasih dan untuk informasi selanjutnya saya akan info ya kak

Student 3: Oke baik kak terima kasih

Researcher: Sama-sama

Student 3: Terima kasih

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jika ia bagaimana efektivitasnya dibandingkan cara kakak sendiri? Misal aa penggunaan AI itu membantu ndak untuk kakak Kiki?

Student 4: Sangat membantu

Researcher: Hmm, terus kalau misal sebelumnya nih kakak Kiki sebelum menggunakan AI lebih efektif mana menurutnya kakak Kiki begitu?

Student 4: Lebih efektif menggunakan AI ya karena ketika kita menggunakan AI itu aa informasi-informasi yang kita butuhkan tentang skripsi itu bisa langsung muncul semua

Researcher: Contohnya informasi?

Student 4: Contohnya ketika saya aa minta dibuatkan satu paragraf ya, nah paragraf yang muncul itu disertai dengan link jurnal, kemudian disertai juga dengan penulisan daftar pustakanya seperti itu.

Researcher: Betul sih biasanya ChatGPT akan memberikan rekomendasi-rekomendasi seperti itu ya kak.

Student 4: Iya.

Researcher: Nah kemudian untuk fase pelaksanaan atau fase kedua kakak Kiki yang seperti di information sheet tadi sejauh mana sih kakak Kiki menggunakan AI untuk mendukung penulisan misalnya membantu drafting latar belakang parafase literatur cek grammar atau mencari referensi.

Student 4: Sangat jauh ya sangat jauh aa karena seperti yang saya katakan tadi saya itu menggunakan aktif ChatGPT semua yang saya atau yang skripsi saya itu bisa dibidang 90% dari GPT dan untuk membetulkan gramarnya itu saya menggunakan Grammarly, jadi skripsi saya itu sangat terbantu dengan adanya AI.

Researcher: Hmm, jadi begitu ya kalau misal nih kakak Kiki ditanya, hmm apa sih manfaat dan kelemahan yang kakak Kiki rasakan ketika menggunakan AI untuk mengembangkan isi skripsi manfaat dan kelemahannya begitu.

Student 4: Kalau manfaatnya aa tentu saja ketika saya ingin mengembangkan satu kalimat menjadi satu paragraf itu sangat-sangat mudah dilakukannya oleh AI tersebut tetapi kelemahannya bagi saya adalah ketika saya meminta gambar kalau yang saya dapat ya ketika saya meminta gambar misal saya minta tolong buat gambar aa bagan ya lebih tepatnya kayak bagan

theoretical framework di penelitian saya nah kadang bagan yang muncul itu kurang sesuai sama ekspektasi saya.

Researcher: Nah kalau misal ini, anggaplah bagan yang muncul kurang sesuai langkah yang kakak Kiki selanjutnya gunakan apa-apa gitu?

Student 4: Aa tentu saja saya aa mencari di tempat lainnya tapi bukan AI lagi saya cari contohnya di internet kemudian baru saya meniru isi-isi bagannya seperti apa tetapi kembali lagi saya ke GPT untuk membuat kalimatnya supaya tersusun dengan baik.

Researcher: Och begitu ya kak.

Student 4: Iya.

Researcher: Nah kemudian ketika kakak Kiki mengalami kesulitan dalam menulis skripsi misalnya kekurangan ide, kesulitan mengembangkan argumentasi, atau masalah bahasa, atau bahkan struktur tulisan bagaimana biasanya kakak kiki mencari bantuan?

Student 4: Aaaa

Researcher: Misalnya stuck nih di tengah-tengah tulis skripsi atau kayaknya kurang deh jadi gimana sih biasanya kakak Kiki.

Student 4: Mmm, aaa ya biasanya gini, kalau saya sudah buat satu kalimat misalnya ya satu paragraf ya, tapi saya merasa paragraf tersebut kurang nah kadang saya itu mengcopy paragraf tersebut kemudian saya masukkan ke GPT lagi lagi-lagi GPT, kemudian saya tambahkan prompt sesuai dengan yang saya mau gitu dan disitu GPT bisa aa mendeteksi betul ya apa yang saya mau tergantung dari prompt yang saya minta.

Researcher: Hmm, aa terus saya sebenarnya pra peasaran kakak Kiki ketika kakak Kiki menerima revisi dari dosen pembimbing, apakah pernah menggunakan AI untuk membantu memperbaiki bagian yang direvisi kan misalnya kakak ini bimbingan nih, aa terus ada revisinya dari dosen ada beberapa catatan, saran, masukan, aa pakai bantuan AI tidak? Jika iya, aa pada aspek apa saja? Misalnya bahasa, struktur, argumen, bahkan literatur atau referensinya?

Student 4: Iya, tentu saja aa biasa ya, ketika dosen sudah merevisi, dan kembali lagi saya menggunakan AI untuk membantu saya menyusun skripsi saya itu. Nah, pernah dosen saya itu menyuruh saya membuat theoretical framework ya, theoretical framework cuma saya masih bingung bagaimana, dan itu tidak dijelaskan sama dosen saya, dan ya saya ke GPT lah untuk

Code	Text	Code	Text
001	ChatGPT (revisi) (Context: Grammar and Proofreading)	002	ChatGPT (revisi) (Context: Grammar and Proofreading)
003	ChatGPT (revisi) (Context: Grammar and Proofreading)	004	ChatGPT (revisi) (Context: Grammar and Proofreading)
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pokoknya ada masalah isinya gitu bukan berkaitan dengan struktur penulisan kakak kaki caranya mengecek atau mengevaluasi kualitasnya bagaimana?

Student 4: **Aa Cara mengecek itu aa kalau saya ya kembalikan lagi ke chat GPT apakah aa apa yang saya tulis ini sudah nyambung atau berkaitan sama yang saya pembahasan yang ada pada bab itu atau tidak**

Researcher: Hmm, jadi kalau misal sudah mendapatkan jawaban dari chat GPT kemudian diperbaiki ya?

Student 4: Iya

Researcher: Hmm, oke baik nah kemudian nah bagi apakah kakak Kiki menggunakan AI untuk memberikan feedback terhadap draft skripsi kakak? Misalnya terkait grammar kejelasan argumen alur penulisan atau koreksi antar bagian seberapa aadal menurut kakak Kiki saya feedback itu bisa diandalkan tidak begitu. Kan bahwa pada dasarnya yang memberikan kita jawaban adalah mesin yang sudah diprogram begitu. Jadi apakah kakak Kiki bisa mengandalkan terus menurutnya kakak Kiki kenapa itu bisa diandalkan gitu?

Student 4: Kalau menurut saya itu ya sangat bisa diandalkan karena ketika kita menjawab, ketika kita bertanya ke GPT itu, sumber jawaban yang muncul itu kan munculnya dari berbagai sumber ya, tidak dari satu sumber saja dan ya itu salah satu alasan saya kenapa percaya karena pengetahuan GPT itu menurut saya lebih luas daripada pengetahuan manusia pada umumnya ya.

Researcher: Oh iya, a dan selanjutnya kakak Kiki bagaimana sih pengaruh feedback dari AI atau jawaban dari AI terhadap cara kakak memperbaiki atau merevisi bagian tertentu dari skripsi, misalnya nih kakak Kiki pada latar belakang tinjau pustaka metodologi atau pembahasan hasil penelitian. Apakah feedback tersebut pembantu mempejelas ide memperbaiki balasa atau menyusun argumen dengan lebih baik atau tidak lebih baik?

Student 4: Membantu menyusun argumen itu lebih baik.

Researcher: Lebih baik karena mungkin tadi alasannya kak Kiki kembali kembalikan karena biasanya aa jawaban yang diberikan itu menurut kaki masuk akal ya?

Student 4: Iya sangat.

Researcher: Dan kemudian kak Ki selanjutnya apakah kakak kiki pernah mengubah strategi penulisan atau revisi skripsi setelah menerima feedback dari AI misalnya mengubah cara menyusun argumen kemudian caranya kakak Kiki sebelumnya memilih literatur atau jurnal seperti ini oh ternyata ada yang lebih mudah karena saya tau ya di chat GPT misalnya, dan kemudian menulis kalau misal kakak Kiki ingin menulis ulang sesuatu itu aa berubah ndak dari sebelum kakak menggunakan ChatGPT atau dan setelahnya begitu? bisa diceritakan mungkin.

Student 4: Aa bisa diulang sedikit pertanyaannya?

Researcher: Aa misalnya nih kakak Kiki. Hmm, kakak Kiki ini kan pengguna AI aktif ya seperti yang dikatakan pasti sebelum menggunakan AI kakak Kiki punya cara tersendiri untuk menyusun aaa paragraf misalnya kemudian setelah menyusun setelah mengenal AI iya berubah perubahannya dalam bentuk apa, atau misal dalam memilih literatur deh kakak Kiki?

Student 4: Kalau dari saya aa sebelum saya melibatkan AI saya menyusunnya secara manual kayak tidak membuat kerangka seperti yang diberikan dari GPT itu, karena kan kalau GPT itu kalau kita memberikan judul itu langsung disertakan dengan kerangka-kerangkanya sekalian ya iya, perbab itu, sistematis secara sistematis dan aa kalau saya sebelum kenal AI, itu langsung-langsung saja menyusun skripsinya, kayak dari hal yang paling general dan bisa dibilang tidak sistematis leh penyusunan skripsi saya sebelum meangenal dan sesudah nemu AI kayak begitu.

Researcher: Hmm, kalau misal berbicara mengenai waktu lebih lama mana atau lebih efektif mana dalam hal time management ketika kakak Kiki melibatkan AI atau tidak gitu.

Student 4: Lebih aa ketika menggunakan AI sih.

Researcher: Lebih cepat?

Student 4: Iya, karena bisa dilihat skripsi proposal saya tuh jadi dalam jangka waktu yang sangat singkat iya tidak sampai satu bulan ya mungkin hanya beberapa minggu saja itu bisa selesai Alhamdulillah sudah semprom karena bantuan AI itu.

Researcher: Hmm, dan aa selanjutnya kakak Kiki, tantangan apa yang kakak Kiki hadapi ketika menggunakan AI untuk refleksi diri dalam menulis skripsi, misal mengevaluasi tulisannya, itu tantangan apa begitu yang kiranya kakak Kiki hadapi?

Student 4: Aam tantangan ya, kalau tantangan yang yang sering yang pernah saya hadapi, tentu saja kan AI itu aa sesuatu yang instan ya, sesuatu yang instan ya, jadi kadangkala tidak seluruhnya informasi itu bisa saya serap dari AI yang saya gunakan itu.

Researcher: Oke, menurut kakak Kiki, fitur apa yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi?

ChatGPT (Context Grammar and Format Assistance Style)
 ChatGPT (Berkaitan dengan Struktur Argumen)
 Grammarly (Korektur Grammar)
 ChatGPT (Korektur Grammar)
 Grammarly (Korektur Grammar and First Grammar)
 ChatGPT (Berkaitan dengan Review dan Grammar)
 ChatGPT (Membantu dalam Mengetahui Struktur Skripsi)

ChatGPT (Context Grammar and Format Assistance Style)
 ChatGPT (Berkaitan dengan Struktur Argumen)
 Grammarly (Korektur Grammar)
 ChatGPT (Korektur Grammar)
 Grammarly (Korektur Grammar and First Grammar)
 ChatGPT (Berkaitan dengan Review dan Grammar)
 ChatGPT (Membantu dalam Mengetahui Struktur Skripsi)

The Use of First-Chance AI Support Self-Regulated Learning in Thesis Writing
 Cahya Denny

Student 4: Hmm, kalo menurut saya ya yang ini ya, tentang gambar itu, seee bagusnya kalau AI itu bisa mendeteksi kata menjadi gambar. Jadi ketika kita membuat prompt misalnya kayak bagan gitu kan, daa aa saya sih maunya AI itu bisa, tepat-tepat aa dalam mendeteksi bagan atau apa yang kita mau itu.

Researcher: Aa baik, kemudian kakak Kiki bagaimana pandangan Anda tentang peran AI di masa depan dalam mendukung mahasiswa dalam proses penulisan skripsi?

Student 4: Kalau dari pandangan saya, di masa depan itu ya, AI tentu saja pastinya akan sangat membantu mahasiswa. Tapi di sisi lain, aa kemampuan mahasiswa dalam menyusun secara manual atau secara berdasarkan apa yang mereka tahu itu jadi kurang karena terlalu sering dibantu sama AI terlalu sering mendapatkan perlakuan instan dari AI itu.

Researcher: Hmm, jadi begitu ya kakak Kiki. Aa itu tadi pertanyaan terakhir kakak Kiki jadi aa cukup sekian wawancara kita pada kali ini. Kami ucapkan, saya ucapkan terima kasih atas partisipasinya dan aam untuk selanjutnya data kakak Kiki akan saya transkrip lebih dahulu hasil wawancara ini kemudian saya olah menggunakan pengolah data kualitatif yaitu N-Vivo kakak Kiki. Untuk informasi lebih lanjut saya akan kontak kakak Kiki ya.

Student 4: Iya, boleh.

Researcher: Terima kasih kakak Kiki.

Student 4: Iya.

Transcript Student 5_NS

Student 5

Name: NS

Institution: STAIN Majene

Place, date: Frozen Food Majene, 9 September 2025

Researcher : Baik, sebelumnya saya ucapkan terima kasih kepada kakak?

Student 5: NS.

Researcher: Baik kak NS, tadi sudah saya berikan lembar informasinya, saya kira sudah dipahami ya tentang bagaimana sih penelitiannya itu gitu. Langsung saja kak, untuk pertanyaan pertama itu di fase forethought atau penetapan tujuan dan perencanaan. Nah, dalam tahap awal ini kak, bagaimana biasanya kakak menetapkan rencana penyusunan skripsi? Misalnya menentukan topik, memunculkan masalah penelitian, menentukan judul, atau menyusun outline babnya kakak gitu?

Student 5: Umm kalau penyusunan skripsi biasanya saya mencari ide itu ke tempat di mana skripsi itu berada, yaitu perpustakaan. Kan disitu banyak referensi, banyak ide-ide yang bisa kita ambil, terutama ide-ide dari kakak-kakak senior begitu. Tapi saya tidak serta-merta menentukan pada saat itu, tapi cukup-cukup mencari tahu dulu, oh ada yang seperti ini, ada yang seperti ini. Lalu saya cari lagi ide lain yang berbeda dari ide-ide tersebut. Seperti itu kak.

Researcher: Nah, selanjutnya nih kakak Nanas, kalau misalnya, eee kakak pernah tidak menggunakan alat generatif teks seperti ChatGPT, Grammarly atau Quillbot untuk membantu menetapkan atau menyempurnakan topik penelitian, judul, rumusan masalah atau outline bab skripsinya kak Nanas, pernah tidak?

Student 5: Jadi maksudnya saat saya baru mau menyusun skripsi begitu?

Researcher: Iya Kak. Misalkan sebelum menyusun skripsi kita buat Outline dulu, terus judulnya juga belum, topik kita tentukan topik apa, itu kakak Nanas menggunakan AI juga tidak?

Student 5: Ehee iya. Saya termasuk pemakai AI juga dalam menentukan perencanaan. Selain dari ke perpustakaan. Tapi cara saya menetapkan itu bukan kayak "berikan saya ide judul" tidak seperti itu. Tapi kadang dokumen-dokumen atau PDF, jurnal atau referensi lain itu saya masukkan ke situ lalu saya sunuh ChatGPT dengan memberikan prompt ala kadarnya, yang

awalnya untuk memberikan gambaran tentang referensi tersebut dan ide yang bisa saya ciptakan dari referensi tersebut. Jadi saya menggunakan AI seperti itu untuk perencanaannya Kak.

Researcher: Umm Iya. Jadi kiranya beberapa referensi yang memang kakak sudah temukan kemudian dimasukkan dan meminta feedback yang kiranya bisa membantu kakak eee untuk memunculkan gitu. Kiranya judul apa yang bisa menjadi opsi terbaik gitu ya.

Student 5: Iya Kak.

Researcher: Lalu kak, bagaimana peran AI (misal ChatGPT, Peplexity, Grammarly, DeepL) dalam membantu Anda memunculkan pertanyaan penelitian atau tujuan skripsi?

Student 5: Biasanya saya akan meminta AI untuk menganalisis permasalahan yang ada dalam hasil observasi awal saya. Di ChatGPT misalnya, lalu dari sekian masalah yang di lampirkan akan saya pilih mana yang paling urgen sekaligus juga tentukan tujuannya yaitu solusi dari masalah yang paling urgen tersebut.

Researcher: Sebelum menggunakan AI, ide atau rencana awal apa yang sudah Anda miliki? Setelah mendapatkan saran AI, apa perbedaan paling menonjol antara ide awal Anda dan saran dari AI?

Student 5: Kalau dari saya sih, ee saya hanya membuat garis besar dari penulisan awal skripsi saya. Kemudian ChatGPT lah yang mengembangkan, karena saya butuh tau ee bagaimana arah penulisan ini akan dibawa. Karena saya selalu butuh referensi pemilihan kata dalam menulis, termasuk skripsi ini. Baru deh setelahnya saya koreksi mana yang terlihat robotik dan mengubahnya menjadi lebih manusiawi.

Researcher: Bisakah kakak jelaskan langkah-langkah saat memanfaatkan AI untuk membuat kerangka atau outline skripsi, termasuk urutan bab atau subbab?

Student 5: Iya seperti diawal saya katakan saya malah membuat kerangka sendiri, lalu ChatGPT lah yang mengembangkannya. Langkah-langkahnya itu, pertama saya memasukkan prompt yang se-spesifik mungkin untuk menghindari ChatGPT memberikan jawaban terlalu luas. Kedua saya mengecek pemilihan katanya seperti jawaban sebelumnya.

Researcher: Nah kemudian, bagaimana sih biasanya kakak menyusun rencana awal skripsi? Kan tadi kita sudah bahas outlinenya gimana, judul gimana. Sekarang kalau misal kerangka bab pendahuluan. Kemudian biasanya di bab dua tinjauan pustaka dan di bab tiga metodologi.

Praktikum Strategi

Transkrip

Keas Saung

Genius (Prompting Alternative Explanations & Perspectives)

ChatGPT (Domestic Smartphone Usage Arguments)

ChatGPT (Provides Feedback and Alternative Phrasing)

Genius (Idea and Model Test Framework)

Genius (Idea and Model Test Framework)

ChatGPT (Simulates Examiner - Provides Clarification)

The Use of Trans-Generative AI Support Self-Regulated Learning in Thesis Writing

Galang Denny

Siswa

Siswa

Keas Saung

Genius (Prompting Alternative Explanations & Perspectives)

ChatGPT (Domestic Smartphone Usage Arguments)

ChatGPT (Provides Feedback and Alternative Phrasing)

Genius (Idea and Model Test Framework)

Genius (Idea and Model Test Framework)

ChatGPT (Simulates Examiner - Provides Clarification)

The Use of Trans-Generative AI Support Self-Regulated Learning in Thesis Writing

Galang Denny

Praktikum Strategi

Student 5: Eeee kembali lagi Kak, saya tidak langsung minta "bikin kan saya latar belakang seperti ini, mengenai ini" tapi lagi-lagi saya mengambil referensi dari jurnal atau skripsi senior atau skripsi orang-orang lain, untuk menganalisis struktur dari latar belakang yang dia punya. Kalau sudah diberikan penjelasannya oleh AI, baru saya tanya "kalau untuk tema seperti ini, masuk tidak sama struktur tersebut, nanti AI nya baru memberikan feedback lagi. Jadi seperti itu Kak saya menyusun latar belakangnya.

Researcher: Umm tadi kan kata kakak nih, mencari referensi dari perpustakaan, skripsi senior-senior itu saya rasanya kakak menggunakan referensi langsung gitu, misal fisik, kakak pernah tidak mencari referensi melalui platform yang memang khusus untuk mencari skripsi, gitu, seperti Google Scholar gitu?, pernah banget kak. Kalau

Student 5: Pernah banget kak. Kalau dari kampus sendiri, kan ada repository, jadi sudah ada skripsi senior-senior yang sudah lulus, dan tentu juga dari Google Scholar, itu pun kadang ada juga terutama dosen menyarankan untuk ambil penelitian dari dosen itu sendiri, jadi saya masukkan lagi referensi tersebut ke ChatGPT, seperti itu.

Researcher: Nah kalau misal nih kak, kakak tadi kan caranya merangkai bab pendahuluan, tinjauan pustaka dan bab tiganya metodologi ini dengan cara mencari terlebih dahulu ya. Kalau misal setelah mencari, apakah kakak menggunakan AI untuk membantu menyusun perencanaan itu kak, atau dalam strategi pengembangan isi skripsinya.

Student 5: Iya kak, saya memakai AI. Jadi tidak cuma satu, bahkan tidak cuma satu dari ChatGPT, AI Cloud bahkan kayak umm AI yang lain itu saya gunakan untuk menyusun latar belakang. Jadi kalau misalkan saya sudah menggunakan referensi tadi maka saya akan fokus ke skripsi saya jadi saya minta kadang "coba buatkan contoh bab selanjutnya ataupun bagian selanjutnya dalam skripsi saya" nanti saya seleksi lagi apakah ini cocok atau tidak.

Researcher: Setelah mendapatkan masukan dari AI, apa langkah yang kakak lakukan untuk memeriksa keakuratan informasi atau relevansi literatur yang disarankan?

Student 5: Eee hal yang paling penting menurut saya Ketika menggunakan AI Adalah wajib melakukan double check. Termasuk salah satunya mencari referensi. Ketika mendapatkan link referensi dari ChatGPT misalnya, pasti referensi yang berupa artikel atau jurnal tersebut akan saya cek kembali di pencarian jurnal atau artikel yang resmi. Seperti Google Scholar misalnya, untuk memastikan referensi tersebut benar ada atau tidak.

Researcher: Oh iya baik-baik. Nah kalau misalnya nih Kak Bagaimana efektivitas atau bantuan dari AI dalam hal ini feedback yang diberikan setelah kakak mengisi prompt, bagaimana efektivitasnya dibandingkan cara kakak sendiri gitu lebih efektif mana ketika kakak mencari sendiri atau meminta bantuan AI?

Student 5: Saya rasa lebih efektif menggunakan AI karena kalau saya pribadi itu masih kurang masih bingung dan kurang bacaannya untuk menaruh atau membuat skripsi itu jadi itu. Tetapi walaupun saya menggunakan AI, tidak serta-merta mengambil apa yang dituliskan, karena harus saya validasi lagi, double-check lagi. Kadang kan Kak AI itu jawabannya, walaupun memang terlihat profesional tapi sangat kaku, tidak manusiawi, jadinya kita harus double-check lagi.

Researcher: Caranya kakak double-check itu gimana?

Student 5: Biasanya saya tanya kayak ChatGPT itu sendiri, eee apakah ini terlihat sangat robotic seperti itu, terus ada juga AI yang bisa lebih memanusiakan kata-katanya Kak seperti BypassGPT. Jadi begitu double checknya.

Researcher: Ada contoh AI lain yang bisa memanusiakan kata-kata robotic yang kakak pakai?

Student 5: Ummm produk lokal Kak, Gemini. Itu bisa kak. Lunayan lah walaupun tidak sepenuhnya kayak kita yang buat sendiri tapi lebih manusiawi dari ChatGPT.

Researcher: Apa alasannya kakak mengatakan bahwa Gemini lebih manusiawi dari ChatGPT?

Student 5: Eee pilihan katanya dan polanya menurut saya lebih mudah dipahami dan lebih bervariasi struktur kalimatnya. Kalau ChatGPT ada ciri khasnya tersendiri dan kentara kalau dari AI itu tulisan.

Researcher: Umm kemudian nih Kak, untuk fase kedua, fase performance. Sejauh mana sih kakak menggunakan AI untuk mendukung penulisan. Misalnya membantu drafting latar belakang, paraphrase literatur, cek grammar, atau mencari referensi?

Student 5: eeee Saya lebih sering menggunakan satu cek grammar.

Researcher: Oh cek grammar ya?

Student 5: eeee ChatGPT kan masih gratis, kalau Grammarly itu kan butuh berbayar, jadi menurut saya sudah cukup lewat ChatGPT karena sudah cukup benar gitu ya, proses pengecekan gramarnya. Bahkan kalau pun ada yang salah itu dibantu dicekkan, dibantu diperbaiki maksudnya.

Working Strategy
Students utilize ideas
Thesis Outline
Idea Strategy
Review (Working Alternative Explanations or Perspectives)
ChatGPT (Contextual Arguments and Sample Arguments)
ChatGPT (AI Generated Suggestions)
ChatGPT (Provides Feedback and Alternative Phrasing)
Generate ideas and final final framework
ChatGPT (Generate Explanations, Provide Citations or Context)
The List of Task/Component of Support Self-regulated Learning of Thesis Writing
(Idea Strategy)

Concepts about Open Researcher AI

Working Strategy
Students utilize ideas
Thesis Outline
Idea Strategy
ChatGPT (Contextual Arguments and Sample Arguments)
ChatGPT (AI Generated Suggestions)
ChatGPT (Provides Feedback and Alternative Phrasing)
Generate ideas and final final framework
Concepts about Open Researcher AI
ChatGPT (Generate Explanations, Provide Citations or Context)
The List of Task/Component of Support Self-regulated Learning of Thesis Writing
(Idea Strategy)

Concepts about Working Alternative Explanations or Perspectives

Researcher: Oh iya. Tapi kalau misal tadi kata-katanya kakak Nanas nih, bahwa kadang-kadang ya feedback yang diberikan itu agak kaku atau bersifat robotic, itu bagaimana kakak menanggulangnya? misal hal-hal seperti itu yang misal kaitannya dengan grammar gitu?

Student 5: Maksudnya dari jawaban ChatGPT tidak 100% benar begitu kak?

Researcher: Bukan Kak. Kan misalnya kakak meminta bantuan untuk penbetulan grammar nih, tapi masih kaku gitu bahasanya. Ini bukan tentang grammar lagi. Ini kan prompnya tadi tentang grammar tapi kakak bacanya agak, kenapa kayak bukan kita yang nulis gitu.

Student 5: Biasanya, saya meminta bantuan teman sih kak, ataupun dosen langsung untuk memvalidasi apakah ini sudah manusiawi atau diperbaiki, misal coba pilih kata lain seperti itu, jadi walaupun tidak memparafrase semua itu, tapi cukup mengganti satu dua kata itu sudah bisa lah diperbaiki.

Researcher: Iya iya. Kemudian selanjutnya, apa manfaat dan kelemahan yang kakak rasakan ketika menggunakan AI untuk mengembangkan isi skripsinya?

Student 5: Kalau kelemahannya kak, AI itu kadang terlalu luas cakupannya. Jadi dia tidak, kalau kita tidak secara awal spesifik memberikan arahan itu pasti dia kemana-mana. Terus juga kadang dia memberikan referensi itu referensi fiktif. Jadi banyak teman-teman juga terkecoh disitu. Mereka serba-merta menambahkan itu ke dalam daftar pustaka tapi ternyata referensi itu tidak ada. Jadi mungkin ChatGPT bisa saja lebih memperhatikan hal itu sih, ya maksudnya AI-AI yang lain juga kalau misal muncul seperti itu.

Researcher: Kalau misal muncul seperti itu kakak caranya menanggulangi seperti bagaimana?

Student 5: Saya masukkan misalkan di ChatGPT memberikan referensi gitu dari Rahmat gitu misalnya, saya cek lagi di Google Scholar ataupun di jurnal yang lain. Apakah ini referensinya beneran ada, kalau ada saya ambil. Itu pun kadang tidak ada pdf-nya jadi harus cari lagi apakah ini beneran ada atau tidak.

Researcher: Oh iya iya. Nah selanjutnya nih Kak, ketika kakak mengalami kesulitan dalam menulis skripsi misalnya kekurangan ide, stuck misalnya atau masalah bahasa struktur tulisan bagaimana biasanya Kakak mencari bantuan?

Student 5: eee kalau stuck gitu saya baca-baca lagi sih referensi yang lain. Karena semakin banyak bacaan itu semakin banyak ide baru Kak. Oh ternyata kita bisa pakai bentuk ini, kita bisa pakai kata ini dan itu bisa masuk ke penelitian saya. Jadi saya mau cari referensi lagi.

Researcher: Oh iya baik. Nah kalau misal ketika kakak menerima revisi dari dosen pembimbing kan biasanya ada catatan atau masukkan saran gitu. Apakah kakak pernah menggunakan eee AI untuk membantu memperbaiki bagian yang direvisi? sangat sangat pakai malah sangat pakai pada aspek apa saja Kak misalnya kayak bahasa struktur argumen bahkan literatur yang bakal mendukung argumennya Kakak diskrpsi

Student 5: Sangat pakai kak.

Researcher: Sangat pakai ya. Pada aspek apa saja Kak? Misalnya kayak bahasa, struktur argument bahkan literatur yang bakal mendukung argumennya kakak di skripsinya gitu.

Student 5: Eee kalau ketika dapat revisi itu Kak, saya langsung masukkan file yang sudah direvisi itu ke ChatGPT untuk diminta revisi langsung. Jadi tentang koatennya yang akan ditambahkan ataupun jadi tidak, tidak langsung direvisi secara luas Kak. Tapi satu-satu misalkan direvisi itu ada ganti ini atau misalkan tambahkan konten ini itu saya anukan itu anukan maksudnya buatkan itu pertama Kak atau arahkan dulu misalkan buatkan dulu yang kurang, terus setelah itu perbaiki grammarnya.

Researcher: Oke baik kak, Kemudian bagaimana perbandingan pengalaman kakak antara menggunakan AI dengan meminta bantuan dari dosen pembimbing atau teman sejawatnya kakak

Student 5: Bisa di ulang kak?

Researcher: Bagaimana perbandingan pengalamannya kakak nih, antara menggunakan AI lebih baik tidak daripada meminta bantuan dari dosen atau teman sejawat?

Student 5: Dengan berat hati saya mengatakan bahwa lebih efektif dengan AI

Researcher: Ada alasan tertentu mungkin?

Student 5: Karena kan fleksibel ya Kak. Kita bisa akses aja dimana-mana. Sedangkan dosen kita harus jajan terlebih dahulu untuk melakukan bimbingan ataupun sekedar bertanya itu susah aksesnya. Jadi saya lebih efektif cek AI. Kalau misalkan bener-bener udah stuck, itu pun kita harus bawa ke dosen juga ada udah ada yang disiapkan gitu Kak, jadi saya lebih memilih AI lebih efektif Kak.

Researcher: Umm kemudian apakah kakak pernah tidak menerima saran atau informasi yang keliru dari AI terkait isi skripsinya atau bahkan referensi gitu. Jika iya, bagaimana sih cara Kakak memverifikasi atau memperbaikinya gitu?

Prompting Strategy
 Student notes (2023)
 Thesis Outline
 ChatGPT
 Generative Prompting Attention Explanations or Perspectives
 ChatGPT (Generative Prompting Attention Explanations or Perspectives)
 ChatGPT (Adaptive and Strategic Arguments)
 ChatGPT (Provides Feedback and Alternative Prompts)
 Generating text and final Thesis structure
 Contents about Open-Research or AI

ChatGPT (Simulates Examinee Prompts) (Compare on Content)
 ChatGPT (Simulates Examinee Prompts) (Compare on Content)

Prompting Strategy
 Student notes (2023)
 Thesis Outline
 ChatGPT
 Generative Prompting Attention Explanations or Perspectives
 ChatGPT (Generative Prompting Attention Explanations or Perspectives)
 ChatGPT (Adaptive and Strategic Arguments)
 ChatGPT (Provides Feedback and Alternative Prompts)
 Generating text and final Thesis structure
 Contents about Open-Research or AI

ChatGPT (Simulates Examinee Prompts) (Compare on Content)
 ChatGPT (Simulates Examinee Prompts) (Compare on Content)

Student 5: Seperti yang saya bilang tadi Kak, itu sering malah. Karena tadi itu selalu secara luas memberikan jawaban, jadinya kadang kita harus fokusin lagi. Lalu referensinya juga kadang fiktif jadinya double-check lagi dan walaupun kita misalkan bilang kan saya juga buat daftar pustaka disana kak, jadi kayak "buatkan daftar pustaka menurut style APA" ini, kadang salah juga, jadi double check lagi jadi saya pakai AI yang lain seperti Gemini, yang lebih efektif untuk memperbaiki hal tersebut jadinya kembali lagi ke AI sih kak.

Researcher: Oh iya tapi tetap menggunakan AI pada akhirnya gitu ya, untuk memvalidasi AI itu sendiri dan kemdian Kak ini untuk fase terakhir yaitu fase evaluasi. Setelah menyelesaikan satu bagian atau draft script sini Kak Anggaplah bab satunya sudah selesai gitu. Bagaimana sih biasanya Kakak mengevaluasi kualitas isi dari tulisannya Kakak?

Student 5: Saya menggunakan AI. Karena begini kak, AI kan tidak satu beatuknya. Itu tuh banyak

bahkan ada yang khusus untuk merevisi ataupun sekedar memberikan rangkuman jadi saya menggunakan itu lagi misalkan awalnya saya membuat draft tadi itu menggunakan ChatGPT terus ada AI lain yang bisa memberikan feedback lain mengenai secara keseluruhan apakah ini sudah cocok, apakah belum seperti itu kak, lagi-lagi saya menggunakan AI. Seperti itu kak.

Researcher: Oke baik. Apakah kakak pernah minta bantuan selain AI misalnya untuk mengecek kualitas tulisannya kakak?

Student 5: Mungkin maksudnya pas bimbingan kak?

Researcher: Umm mungkin kalau bimbingan beda kasusnya kali ya. Karena bimbingan sudah menang sepatunya gitu. Bukan berarti memastikan biasanya kita mengecek tulisan itu sebelum dibimbingkan. Ini sudah kira-kira dikritik gak ya sama dosen biasanya gitu tuh?

Student 5: Mungkin keteman sih kak tapi lagi-lagi lebih efektif AI.

Researcher: Oh iya. Kemudian apakah kakak menggunakan AI untuk memberikan feedback terhadap skripsi kakak itu sudah terjawab saya rasa.

Student 5: Iya kak. Saya rasa itu sudah terjawab.

Researcher: Terkait dalam hal apa? Grammar kah? kejelasan atau koherensi kah? atau penulisan mungkin?

Student 5: Misalkan Kak saya mengeceknya itu saya kembalikan ke judul awal. Karena tadi saya bilang yaitu sering terlalu melebar, saya tanyakan kembali apakah isi draft saya sudah sesuai

dengan judul? Kalau sudah sesuai, saya kembalikan lagi, apakah sesuai dengan di daerah saya, konteksnya misal jadi itu saya tanyakan lagi. Baru mungkin ke grammar nya atau ke teknik tulisannya segala macam.

Researcher: Menurut kakak seberapa handal kakak mempercayai AI, mengandalkan AI gitu ya, menurut kakak, kalau tidak ada AI kira-kira stuck banget nggak nulis skripsinya?

Student 5: Stuck banget sih enggak, tapi untuk sekarang saya benar-benar sangat mengandalkan dan apa ya, hampir tidak bisa berpikir lagi kalau tidak ada AI. Tapi kalau pun memang sudah tidak ada ya saya akan cari cara-cara lain.

Researcher: Jadi betul-betul AI membantu kakak menyusun skripsi ya?

Student 5: Iya kak.

Researcher: Selanjutnya bagaimana sih pengaruh feedback dari AI terhadap cara kakak memperbaiki atau merevisi bagian tertentu dari skripsi gitu misalnya? Kan sebelum kakak pakai AI caranya memperbaiki atau merevisi seperti ini, setelah pakai AI, oh ternyata seperti ini gitu, pengaruhnya dalam perubahan feedback itu gitu, dalam perubahan peayusunan skripsi berdasarkan feedback yang diberikan AI?

Student 5: Bisa diulang kak? Mohon maaf?

Researcher: Bisa, bagaimana pengaruh feedback dari AI terhadap cara kakak memperbaiki atau merevisi bagian tertentu dari skripsi. Misalnya latar belakang, penjualan pustaka, metodologi, atau pembahas hasil penelitian

Student 5: Sangat terpengaruh sih kak. Itu memberikan gambaran baru, memberikan keyakinan baru malah. Bahwa, Oh ya ini sudah lebih dari sebelumnya jadi menurut saya berpengaruh.

Researcher: Selanjutnya Kak, apakah kakak pernah mengubah strategi penulisan atau revisi skripsi setelah menerima feedback dari AI? Misalnya kan sebelum pakai AI. Kakak mencoba cara kakak sendiri. Nah setelah menerima feedback? Oh kakak ganti strategi nih karena AI feedbacknya kayak gini.

Student 5: Sering Kak. Karena kalau saya pakai itu itu aja kadang malah tidak sampai ke inti yang mau saya tulis begitu, jadi saya harus coba teknik lain coba cara lain agar konten yang maksud itu tersampaikan.

Researcher: Oh begitu ya Kak selanjutnya, tantangan apa yang kakak hadapi ketika menggunakan AI untuk merefleksikan diri dalam menulis skripsi?

Prompting Strategy:
Student: (Initial Issue)
Teacher: (Outline)

ChatGPT (General Purpose and Sample)
ChatGPT (General Purpose and Sample)
ChatGPT (General Purpose and Sample)
ChatGPT (General Purpose and Sample)
ChatGPT (General Purpose and Sample)

The Use of Text-Detection AI Prompt (Self-Diagnosis) Learning in Thesis Writing
ChatGPT (General Purpose and Sample)

Prompting Strategy:
Student: (Initial Issue)
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Student 5: Saya merasa harusnya saya tidak terlalu mengandalkan, karena jadinya kalau tidak ada AI itu sedikit sulit. Jadi harusnya bisa lah, balance, bisa saya berikan ide saya sendiri, mungkin setengah AI, setengah saya, tapi sekarang hampir 80-20 seperti itu kak.

Researcher: Jadi akibatnya kayak over reliance atau terlalu bergantung gitu ya. Kemudian menurut kakak nih fitur apa sih yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi kedepannya?

Student 5: Umam yang paling-paling saya harapkan adalah adanya link langsung yang diberikan untuk mencari referensi itu Kak. Jadi kalau misalkan saya meminta untuk menyusun ini itu sudah disediakan link menuju PDF dari jurnal tersebut. Saya rasa itu mungkin sih Kak jadi harapannya AI bisa seperti itu.

Researcher: Baik kalau misalnya seperti itu kemudian usulannya mahasiswa kiranya untuk mencari referensi lebih dipermudah ya Kak atau dampaknya mungkin Kakak mikirnya gimana itu ?

Student 5: Saya itu tidak ada keraguan sih Kak justru malah mempermudah mahasiswa. Karena kan sekarang biasanya yang bikin males itu karena tidak ada referensi lah, mereka belum bukan tidak ada, tapi mereka belum tahu caranya, cara mencari tahu. Jadi kalau sudah ada seperti itu jauh lebih memudahkan.

Researcher: Begitu ya Kak, selanjutnya ini pertanyaan terakhir, Bagaimana pandangan kakak tentang peran AI di masa depan, dalam mendukung mahasiswa dalam proses penulisan skripsi?

Student 5: Saya harap AI bukan hanya pemberi jawaban secara serta merta, tapi jadi tempat belajar Kak jangan kita minta A, langsung kasih A. Tapi bisa saja kita minta diajari oleh AI untuk bagaimana cara kita mencari jawaban itu sendiri. Jadi kita jadikan AI sebagai tempat belajar.

Researcher: Sebagai apa ya istilahnya perantara gitu ya? Untuk kiranya sampai di tujuan yang mau kita cari gitu.

Student 5: Betul.

Researcher: Jadi AI membantu mengarahkan secara sistematis, kemudian kita mengikuti langkah-langkahnya mungkin ya.

Student 5: Iya kak

Researcher: Apakah ada pengalaman khusus atau tips yang menurut kakak penting dibagikan kepada mahasiswa lain yang ingin memanfaatkan AI dalam merencanakan isi skripsi mereka?

Student 5: Ada kak! Tips dari saya adalah, kalau bisa jangan gunakan atau berpatakan sama satu AI saja. Tapi manfaatkan AI lain agar insight kita tidak monoton dan ada perbandingan. Dan ingat untuk selalu melakukan double check agar sesuai dengan kemauan kita dan balasanya lebih manusiawi.

Researcher: Oke, baik. Terima kasih Kak atas waktunya, mungkin cukup sekian wawancara kita pada kali ini untuk informasi lebih lanjut saya akan kontak kakaknya ya.

Student 5: baik terima kasih Kak

Transcript Student 6_FM

Student 6

Name: FM

Institution: STAIN Majene

Place, date: Stadion Majene, 9 September 2025

Researcher: Eee Oke baik, Kak terima kasih sebelumnya saya ucapkan karena sudah memenuhi permohonan saya ya untuk menjadi responden dalam penelitian saya. Eee sebelumnya atas nama Kak

Student 6: FM

Researcher: Dipanggil siapa Kak?

Student 6: FM, Kak FM

Researcher: Nah Kak FM, tadi saya sudah berikan lembar informasi kiranya bisa dipahami ya Kak tentang apa sih penelitian ini gitu

Student 6: Oh iya

Researcher: Ada pertanyaan kak mengenai lembar informasinya?

Student 6: Tidak ada kak

Researcher: Tidak ada, baik langsung saja ya kak di awal itu tentang penetapan tujuan dan perencanaan eee kalau misalnya kak dalam tahap awal penyusunan skripsi misalnya ee menentukan judul, merumuskan masalah penelitian untuk menyusun outline bab misalnya, outline-nya bagaimana itu biasanya kakanya bagaimana itu biasanya Kakak Bagaimana sih dalam eee menetapkan rencana penyusunannya?

Student 6: Eee kalau untuk memulai membuat skripsi itu saya Kak menggunakan ChatGPT untuk pertama saya membuat mencari referensi judul di ChatGPT itu

Researcher: Kakak tidak mencoba cari di ee tempat lain misalnya kak selain ChatGPT?

Student 6: Eee ada sih google scholar untuk mencari misalnya pertama kan saya mencari referensi judul itu chatGPT terus ketika saya mendapatkan judul yang menurut saya sesuai dengan apa yang akan saya teliti ee saya mencari ee referensi jurnal di Google Scholar

Researcher: Uhmh Jadi pertama mencari apa yang kakak minati kemudian mencari referensinya gitu ya urutannya, Oke. Nah selanjutnya ini kak, apakah kakak pernah menggunakan alat AI ee yang tadi ya ChatGPT ya kak?

Student 6: Iya ChatGPT

Researcher: Itu hanya untuk judul saja kakak atau memang kakak menggunakannya juga dalam rumusan masalah misalnya Atau untuk outline bab skripsinya

Student 6: Iya pakai ChatGPT juga untuk cari rumusan masalah sama buat outline. Nah untuk parafrase itu pernah kak mencoba pakai grammarly dan ee ternyata lebih banyak di komen sama dosen bahwa ee penggunaan katanya terlalu tidak konsisten jadi saya memutuskan untuk tidak memakai grammarly lagi tetapi menggunakan ChatGPT untuk memparafrase

Researcher: Oh jadi pada akhirnya untuk urusan parafrase kakak menggunakan chatGPT ya daripada grammarly. Kalau quillbot sendiri, Kakak pernah pakai tidak?

Student 6: Eee pernah, eh apa mentranslate sama pakai ChatGPT

Researcher: Mentranslate maksudnya Kak dari bahasa Indonesia ke bahasa Inggris itu ya?

Student 6: Iya

Researcher: Oh iya. Nah kemudian nih kak, bagaimana sih biasanya kakak menyusun rencana awal skripsi. Kan tad kita sudah bicara masalah judul, sekarang mungkin di bab pendahuluan nih Bab 1, kemudian bab 2, penjualan pustaka, dan di bab 3 metodologi

Student 6: Nah untuk itu, kan saya melakukan peneliti yang langsung kan ya. Kemudian setelah saya mendapat masalah di sekolah apa yang saya ingin teliti saya mendapatkan masalahnya kemudian saya eh apa eh minta mencari di ChatGPT pokoknya ChatGPT yang terus saya pakai

Researcher: Bagaimana langkah-langkah kakak memakai ChatGPT dalam proses itu kak?

Student 6: Ee ya biasanya saya Cuma minta ChatGPT untuk analisis masalah yang saya dapatkan. Meminta untuk dijelaskan dan diarahkan apa yang harus saya lakukan pertama. Kalau adami ya kulanjutkanni

Researcher: Iya ee kalau misalnya Kak Bagaimana sih efektivitasnya dibandingkan cara kakak sendiri? kan kakak mungkin punya cara tersendiri ya sebelum pakai ChatGPT. Jadi lebih efektif mana pakai caranya kakak sebelum pakai ChatGPT atau pakai AI gitu?

Student 6: Kalau saya pribadi ee ya ada ji ide-ide ada ada sih ide yang dari otak saya sendiri. Tapi kayak misalnya apa ya intinya ee pokoknya lebih efektif memakai tools ChatGPT dari otaku sendiri, lebih alani ih. Karena ada bisa kalau saya sendiri

FrontPage Strategy
Generating Meta-analysis Text Framework
Generating about ChatGPT Researcher AI
Grammarly (Grammar checker and plagiarism Spji)
Thesis Outline
The Use of Text-Generation AI System: Satisfaction, Learning in Thesis Writing

ChatGPT (Sintetika Saran: Prolog-ChatGPT-ChatGPT)
Gedung, Denny

ChatGPT (AI Generated Responses)

FrontPage Strategy
Generating Meta-analysis Text Framework
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Thesis Outline

ChatGPT (Sintetika Saran: Prolog-ChatGPT-ChatGPT)
Gedung, Denny

ChatGPT (AI Generated Responses)

The Use of Text-Generation AI System

Researcher: mengandalkan diri sendiri gitu yah, kakak butuh arahan atau misal contoh yang sistematis kira-kira bisa ikut cara-caranya gitu. Oke jadi secara keseluruhan difase awal ini kakak sangat terbantu ya oleh GPT untuk penyusunan awal skripsinya kakak gitu ya

Student 6: Iya

Researcher: Di fase performance sendiri Kak di sini di pada pelaksanaan pemantauannya nih Kak sejauh mana sih kakak menggunakan AI untuk mendukung penulisan misalnya membantu drafting latar belakang, paraphrase literatur, cek grammar atau bahkan mencari referensi?

Student 6: Umumnya menggunakan ChatGPT mulai dari translate, memparafrase, seperti yang saya katakan tadi bahwa saya pernah menggunakan tools lain selain ChatGPT seperti grammarly tapi lebih banyak di komen sama dosen banyak lebih banyak salahnya sih kalau menurut saya sendiri jadi saya pakai ChatGPT untuk memparafrase, translate, dan lain-lain

Researcher: Jadi secara keseluruhan kakak memakai CGPT ya untuk membantu dalam penulisan drafting latar belakang, literatur, dan sebagainya. Nah, menurut kakak nih, apa manfaat dan kelemahan yang kakak rasakan ketika menggunakan AI untuk mengembangkan isi skripsi? Apa mungkin dari manfaatnya?

Student 6: Kalau manfaatnya ya, sangat banyak manfaatnya kalau manfaatnya sangat banyak manfaatnya mulai dari membantu saya dalam apa yang harus saya lakukan pertama apa yang harus saya lakukan pertama-tama untuk memulai skripsi saya atau penulisan saya dan adapun kelemahannya misalnya eh sudah kita misalnya kita saya pakai eksperimen kan awalnya saya pakai preeksperimen nah ketika saya memasukkan lagi promptnya tetap preeksperimen padahal saya sudah berubah jadi biasa banyak kesalahan yang tidak saya perhatikan karena langsung saja saya mengcopy pastenya tanpa membaca dengan seksama

Researcher: Iya jadi pada dasarnya kesalahannya dari promptnya kakak atau memang ChatGPT intinya yang error membaca promunya Kakak gitu

Student 6: mungkin karena sudah teratur memang nih dari awal jadi memorinya stuck di situ

Researcher: Umum paham Kak paham Kak. Nah kemudian ketika Kakak mengalami kesulitan dalam menulis skripsi misalnya kekurangan ide kah, kesulitan mengembangkan argumentasi, masalah bahasa, atau bahkan struktur tulisan. Bagaimana Kakak biasanya mencari bantuan kalau stuck misalnya

Student 6: Eee kalau stuck sih biasanya ya prompt yang saya masukkan ke jajan ke ChatGPT itu tuh sangat-sangat detail saya masukkan agar ChatGPT lebih mengerti apa yang saya mau kayak begitu sih

Researcher: Umum jadi begitu ya Kak. Nah kalau misal kakak pernah dia mencari bantuan dari tempat lain misal dari siapakah dosen Kak teman Kak

Student 6: Eee kalau teman ya teman juga menanyakan ChatGPT jadi pada akhirnya kembali ke kembali ke ChatGPT

Researcher: Oke baik selanjutnya mungkin Kak, ketika Kakak menerima revisi nih dari dosen pembimbingnya, apakah Kakak pernah menggunakan AI untuk membantu memperbaiki bagian yang direvisi? Kan pasti ada catatan pada saat pembimbingan, pakai AI tidak untuk memperbaiki skripsinya

Student 6: Iya, pakai banget

Researcher: Caranya memakai gitu, caranya tahapan-tahapannya mungkin

Student 6: Saya, kan filenya sudah ada, saya masukkan filenya ke ChatGPT dan saya berikan apa ee yang ingin saya rubah itu saya tulis secara detail terus kemudian ChatGPT mengerti. Bagian mana yang saya ingin revisi berdasarkan apa yang dosen saya bilang. Kalau misalnya ada yang tidak sesuai, saya lebih tegasakan lagi, menjelaskan lebih detail lagi

Researcher: Nah selanjutnya nih Kak. Eum bagaimana sih perbandingan pengalaman Kakak antara menggunakan AI dengan meminta bantuan dari dosen pembimbing atau teman sejawat mungkin lebih baik manakah lebih efektif manakah menurutnya Kakak dalam hal penyusunan isi skripsinya gitu

Student 6: ya kalau ia dari dosen juga sangat membantu tapi ee apa yang dibidang dosen itu ya saya lagi apa saya masukkan lagi ke ChatGPT jadi menurut saya sama-sama membantu

Researcher: Sama-sama membantu ya, lebih berat mana gitu

Student 6: Aduh mana ya, ChatGPT sih

Researcher: ChatGPT ya. Oke baik Kak, kemudian apakah Kakak pernah menerima saran atau informasi yang keliru tidak dari AI terkait isi atau referensi mungkin

Student 6: Pernah, kalau apa sih tadi kak?

Researcher: Eee kayak ee terkait error atau informasi yang keliru gitu dari AI

Student 6: Ee kalau ee referensi pernah sih, tadi

Generasi atau Overfitting pada
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Thijs Oude
The Use of The Generative AI Support Tools in the Writing
Process (Academic Support)

ChatGPT (Simulasi) - Penulis (Gula-gula) (Gula-gula)

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ChatGPT (Simulasi) - Penulis (Gula-gula) (Gula-gula)

Researcher: tapi

Student 6: menurut saya lebih, lebih apa sih lebih membantu karena saya pernah mencari referensi yang tidak saya temukan di Google Scholar, di Google dan di tempat lain

Researcher: Tapi pernah dapat referensi ChatGPT yang tidak ada jurnalnya tidak?

Student 6: Iya pernah

Researcher: Jadi Kak jadi tetap di double check, dicek ulang gitu misal ada jawaban tidak semata-mata mengambil itu gitu tapi diperlu dicek kembali

Student 6: Iya

Researcher: Caranya mengecek Kakak kalau misal ada referensi yang seperti itu kak?

Student 6: Eee saya masukkan ke Google Scholar atau dan juga apa ada itu tools yang itu doinya biasa ChatGPT eh mengeluarkan doinya tuh terus saya copy paste dan bisa terbuka bisa dapat diakses

Researcher: jadi begitu ya Kak jadi secara keseluruhan dalam penulisan isi skripsinya kakak ini betul-betul ChatGPT mengambil peran penting ya

Student 6: Iya, sangat membantu

Researcher: Iya kalau misal adaikan nih ChatGPT tidak ada gitu, penyelesaian skripsinya kira-kira gimana?

Student 6: Iya, pasti ada-ada ji itu!

Researcher: Kak maksudnya bisa diperjelas Kak gimana

Student 6: Gimana yaa ee mungkin saya belum Semias ini

Researcher: Umm mungkin kakak belum seminar hasil ya mungkin karena kekarangan ide

Student 6: Iya, saking membantunya ChatGPT ini, saya tidak tahu apa yang mau dilakukan ya saya bingung yang menentukan awalnya gimana jadi sangat membantu ChatGPT

Researcher: Oke Nah untuk fase terakhir nih kak di evaluasi. Setelah menyelesaikan satu bagian atau draft skripsi misalnya bab satu selesai Bagaimana biasanya Kakak mengecek atau mengevaluasi kualitas isi tulisannya Kakak saya itu bagus gitu

Student 6: Eee saya bimbingan Kak. Bimbingan ke dosen terus dosen ya mengkoreksi. Gitu saya caranya

Researcher: Oo bimbingan, terus setelah bimbingan diapakan lagi

Student 6: Dii ya kalau menurut dosen sudah bagus ya bagus kalau tidak ya saya revisi ulang menggunakan ChatGPT lagi

Researcher: Kalau misalnya Kak, apakah kakak menggunakan AI untuk memberikan feedback terhadap draft skripsinya? misal terkait grammar, kejelasan argument, alur penulisan, atau koherensi antarbagian gitu

Student 6: Iya saya masukkan filenya terus saya suruh ChatGPT mengecek detail-detailnya, alurnya, pokoknya semuanya

Researcher: Oke, sebet apa bisa diandalkan sih feedback dari AI sendiri

Student 6: Eee feedbacknya sih ya 85% karena selebihnya dosen yang tentukan baik tidaknya

Researcher: Umm begitu yah. Nah kemudian Kakak bagaimana pengaruh feedback dari AI terhadap cara Kakak memperbaiki atau merevisi bagian tertentu dari skripsi, misal apakah dia membantu merevisi secara lebih baik atau menurut kakak tidak lebih baik?

Student 6: Eee terkadang ada satu waktu lebih baik, ada juga kadang tidak terlalu masuk di akalku jadi ya berpikir sendiri sesuai dengan apa yang diura dosen

Researcher: Nalarnya kakak gitu ya masuk akal atau tidak, bisa berikan contoh enggak kak?

Student 6: Kayak misalnya mungkin apa ya ada tapi saya lupa Kak

Researcher: Iya selanjutnya mungkin ya tantangan apa yang kakak hadapi ketika menggunakan AI untuk mengevaluasi diri atau mengevaluasi skripsinya kakak dalam menulis skripsi?

Student 6: Eee kalau tantangannya ya mungkin karena promptnya sudah kayak yang saya bilang tadi ke apa yang saya masukkan pertama itu kayak itu terus di memorinya ChatGPT jadi kalau tidak di di revisi secara bagus atau tidak di apa di ChatGPT tidak diblangi secara detail sesuai dengan apa yang kita mau biasa kurang memuaskan hasilnya seperti itu

Researcher: Menurutnya kakak nih fitur apa yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi ke depannya?

Student 6: Apa Kak?

Researcher: Fitur apa yang kimnya bagus dimiliki AI untuk ke depannya untuk membantu menyusun skripsi?

Student 6: Mungkin ee apa yah, harusnya lebih diperbarui misalnya apa yang kita masukkan tidak terlalu berpaku sama apa yang apa sih karena apa sih memorinya itu loh ChatGPT perlu diperbarui biar mungkin lebih terkini ya

ChatGPT (Dosen)

Prompting Strategy
Generating Ideas and Initial Text Frameworks
Generating Abstracts and Research Goals
Grammar and Language Checks and Academic Style
Text Editing
The Use of Text Generation as Support for Research and Learning in Thesis Writing

ChatGPT (Mentorship Responses)

ChatGPT (Mentorship Responses)

ChatGPT (Dosen)

Prompting Strategy
Generating Ideas and Initial Text Frameworks
Generating Abstracts and Research Goals
Grammar and Language Checks and Academic Style
Text Editing
The Use of Text Generation as Support for Research and Learning in Thesis Writing

ChatGPT (Mentorship Responses)

ChatGPT (Dosen)

Prompting Strategy
Generating Ideas and Initial Text Frameworks
Generating Abstracts and Research Goals
Grammar and Language Checks and Academic Style
Text Editing
The Use of Text Generation as Support for Research and Learning in Thesis Writing

Transcript Student 7_AH

Student 7

Name: AH

Institution: STAIN Majene

Place, date: On campus, 10 September 2025

Researcher: Oke baik, sebelumnya saya ucapkan terima kasih kepada Kak AH karena telah memenuhi permohonan saya untuk bisa menjadi responden dalam penelitian ini. Emm sebelumnya saya sudah memberikan lembar informasi mengenai penelitian saya, apakah ada yang ingin ditanyakan Kak?

Student 7: Tidak ada Kak, sudah cukup jelas dari lombarnya.

Researcher: Oke baik Kak, langsung saja kita masuk di pertanyaan ya kak, ee wawancara. Pada fase awal nih kak, fase awal perencanaan skripsi. Dalam tahap awal penyusunan skripsinya kakak, bagaimana biasanya menetapkan rencana penyusunan skripsi? Misal menentukan topik, merumuskan masalah penelitian, menentukan judul atau menyusun outline bab?

Student 7: Kalau dari saya sendiri, ree pertama itu sebelum saya cari judul, saya mulai dari masalah yang saya sering lihat atau yang sering saya hadapi dulu. Nah kemudian saya cari di Google Scholar terkait dengan masalah tersebut. Apa sih penelitian terbaru yang sedang di, yang lumayan banyak diteliti atau yang kayak ya sudah pernah diteliti sebelumnya. Terus itu yang saya jadikan referensi. Nah dari situ saya coba untuk kayak apa ya, disesuaikan lah sama Konteks lokal Atau konteks yang ada disini. Terus setelah itu Setelah saya tentukan masalah, nah saya minta bantuan ke AI misalnya kayak masalahnya itu speaking Terus habis itu Metode yang ingin saya gunakan untuk mengembangkan Speaking itu Metode A Kemudian saya minta saran dari AI begitu untuk kira-kira bagaimana susunan yang tepat untuk judulnya gitu terus kalau outline babnya juga saya biasanya bikin prompt kalau seoloh-olah AI ini adalah dosen pembimbing saya kemudian saya minta bantuan untuk outline bab satunya kira-kira ini yang sesuai sama aturan kampus saya. Kira-kira menurut AI apakah untuk setiap outline tersebut itu saya harus mulai dari mana dulu? Misalnya kayak kalimat awal supaya saya tidak writer blocks gitu.

Researcher: Oke jadi ee pada dasarnya mencari referensi terlebih dahulu terkait masalahnya apa dan kemudian dimasukkan ke AI untuk kemudian digenerate kira-kira sistematisnya pembahasannya dari mana ya seperti itu nah tadi betul pernah menggunakan AI terus Alnya apa saja Kak misal chatgpt kak grammarly atau quillbot?

Student 7: Kalau untuk susun outlinenya sendiri saya biasanya pakai chatgpt atau apalagi namanya perplexity ya perplexity itu dua yang paling sering saya gunakan

Researcher: Kalau misalnya nih ee biasanya kan tadi berbicara mengenai judul Outline dan sebagainya Sekarang kalau berbicara mengenai kerangka Bab pendahuluan ini bab satu, tinjauan Pustaka bab dua, dan metodologi bab tiga Biasanya menyusun Rencana untuk menulis itu kak bagaimana?

Student 7: Kalau Biasanya sih emm Sama kayak Menyusun outline-ayo juga bisa minta bantuan AI tapi tetap berpaku sama panduan yang sudah disediakan oleh kampus, begitu

Researcher: Nah kalau misal dalam, oh iya tetap menggunakan AI tadi ya katanya. Menurut kakak efektivitasnya dibandingkan cara kakak sendiri, kan punya cara tersendiri ini sebelum pakai AI kira-kira efektif mana pada saat kakak menggunakan AI untuk membantu menyusun rangkaian tadi atau efektif caranya kakak

Student 7: Ee menurut saya lebih efektif dengan penggunaan AI sih kak karena kalau cara sendiri itu kadang kalau bingung ya bingung sendiri sedangkan kalau ada AI kayak bisa minta saran atau minta pendapat begitu jadi tetap pakai cara saya tapi dikolaborasi juga dengan penggunaan AI

Researcher: Jadi betul-betul dalam fase awal ini perencanaan skripsinya outline bab dan sebagainya AI berperan penting ya Kak. Nah selanjutnya kita masuk di fase kedua yaitu fase performance pelaksanaan dan pematanaan. Sejauh mana sih kakak menggunakan AI untuk mendukung penulisan misalnya membantu drafting latar belakang kah, paraferasi literatur, atau mencari referensi? cek grammar atau mencari referensi

Student 7: Jadi kalau untuk bantu bikin drafting latar belakang itu biasanya saya kayak bagaimana kayak saya minta bantuan kayak kata-kata apa yang duhan saya pakai kira-kira terus akhirnya seperti apa. Nah setelah itu baru saya kayak setelah saya susun saya susun versi paragrafnya kan kalau yang di AI itu versinya per point. Terus kalau di versi paragrafnya itu, saya buat sendiri atau saya cari referensi dan kemudian saya parafrase sendiri. Nah setelah itu baru kayak minta saran Lagi ke AI Apakah sudah betul susunannya seperti ini

Coding Query

The Use of TextGeneration AI Support Self-regulated Learning in Thesis Writing

Evaluating Context and Logical Coherence
Grammatically (Contexts Grammatical and
Pragmatically (Quick Reference Search)
Grammarly (Context Grammatical and Pragmatic)
Paraphrasing Strategy
Paraphrasing Tools

Subject: Initial Usage

Thesis Outline

Coding Query

The Use of TextGeneration AI Support Self-regulated Learning in Thesis Writing

Evaluating Context and Logical Coherence
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Pragmatically (Quick Reference Search)
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Paraphrasing Tools

Subject: Initial Usage

Thesis Outline

Evaluating Query

Researcher: Baik Kemudian selanjutnya kak kalau manfaat Dan ketenahan yang kakak rasakan Ketika menggunakan AI untuk mengembangkan isi skripsi itu apa saja mungkin bisa dimulai dari manfaat?

Student 7: Kalau manfaatnya banyak ya, kayak tadi, yang sudah disebutkan bisa jadi lebih mudah karena dibantu outline-nya, terus kemudian juga kalau misalnya sudah selesai drafting bisa dikasih saran, sebaikanya yang mana diperbaiki. Tapi kalau kekurangannya ya lagi-lagi AI itu bukan manusia, kadang AI juga apa ya, ada istilah kayak AI itu kayak, mereka, AI itu kayak, na benarkan ki kadang meskipun kalau dibawa ke, misalnya ke dosen pembimbing, itu bakal salah, begitu. Jadi kekurangannya di situ tidak sempurna AI. Terus juga kadang, ya bahasanya sih, kadang kentara sekali kalau memang itu AI banget. Meskipun kayak kita parafrase pakai bahasanya kita sendiri, pas kita bawa ulang ke AI. Biasanya AI itu ubah bahasanya pakai yang kayak terlalu tidak terdengar seperti manusia lah

Researcher: Baik. Kalau misal konsepnya seperti itu Kak, AI memberikan jawaban atau feedback, tidak seperti manusia. Atau bahkan kadang keliru. Biasanya Kakak ngapain gitu?

Student 7: Biasanya sih kalau sudah seperti itu. Saya kayak cari orang yang memang sudah selesai. Atau sudah selesai menyusun terus minta bantuan kayak ini menurut kamu bagaimana begitu

Researcher: Baik, selanjutnya ketika kakak mengalami kesulitan dalam menulis skripsi misalnya kayak kekurangan ide atau tadi writer's block, kemudian kesulitan mengembangkan argumentasi, masalah bahasa atau bahkan struktur tulisan nih. Bagaimana biasanya kakak mencari bantuan?

Student 7: Kayak yang dibilang tadi sih kakak biasa pakai dua cara, bisa pakai bantuan dari AI, kayak minta saran lebih lanjut, terus ya kedua itu minta bantuan sama teman atau orang lain yang sudah lebih mahir, begitu

Researcher: Baik, selanjutnya kak, ketika kakak menerima revisi dari dosen pembimbing, apakah kakak pernah menggunakan AI untuk membantu memperbaiki bagian yang direvisi? Jika iya, pada aspek apa saja misalnya bahasakah struktur argumen atau literatur?

Student 7: Oke jadi sejauh ini saya baru, oke jadi kalau misalnya saya bimbingan di dosen pembimbing itu yang paling sering dikoreksi itu lebih ke tata bahasanya sih, kalau idenya sendiri, kadang tidak direvisi tapi cuma disuruh untuk kembangkan lebih lanjut lagi, jadi yang paling tapi

cuma disuruh untuk kembangkan lebih lanjut lagi. **Jadi yang paling sering direvisi itu struktur bahasanya. Jadi biasanya saya pakai grammarly untuk koreksi itu**

Researcher: Kalau misal, ini kak kan biasanya eem kakak revisi ke dosen pembimbing, kemudian atau tanya teman sejawatnya lah kira-kira lebih efektif mana meminta bantuan dari teman sejawat dan dosen atau menggunakan AI menurutnya kakak?

Student 7: Ya sebenarnya lebih efektifnya itu ke dosennya sih kak. Karena kan kita memang pada dasarnya dibimbing sama dosen ya bukan sama AI jadi ya lebih worth itnya itu ke dosennya langsung Tapi tetap sebelum ke dosen ya menggunakan AI dulu sih

Researcher: Kalau misal kembali ke pertanyaan sebelumnya tadi kak saya masih penasaran misal ee dosennya memberikan revisi tentang isi atau konten daripada skripsinya gitu apakah kakak merevisinya sendiri atau tetap menggunakan bantuan juga dari AI gitu

Student 7: **Awalnya dicoba untuk revisi sendiri dulu kak tapi kalau udah stuck ya balik minta bantuan ke AI**

Researcher: Baik pertanyaan selanjutnya Kak. Apakah Kakak pernah menerima saran atau informasi yang keluar dari AI terkait isi atau referensi skripsi? Jika iya bagaimana cara Kakak memverifikasi dan memperbaikinya?

Student 7: Ya pernah, pernah keliru. Misalnya saya minta cutline untuk latar tempat atau tempat penelitian saya. Biasanya kan AI tidak terlalu tahu, apalagi kita di daerah sini, AI itu tidak terlalu tahu. Jadi, kadang informasi yang diberikan itu salah. Terus ya, cara untuk verifikasinya itu, saya cari yang ada di internet yang dari dinas atau lembaga resmi yang ada di daerah sini sih kak, gitu

Researcher: Baik, jadi seperti itu ya, Kak. Mungkin kita bisa beralih ke fase yang terakhir yaitu evaluasi Misalnya setelah kakak menyelesaikan satu bagian atau draft skripsinya bagaimana sih biasanya kakak mengevaluasi kualitas isi tulisannya Misalnya salah sebab satu nih mau dicari tahu ini sudah bagus atau belum ya

Student 7: Ya awalnya saya baca lebih dahulu terus habis itu saya lihat-lihat kira-kira apa yang kurang menurut saya pribadi Nah kemudian itu kalau menurut saya masih ada yang kurang tapi saya kayak belum ngeh begitu kurangnya ini dimana, biasanya saya minta bantuan ke AI. Nah kalau AI nya memberi saran yang menurut saya masih kurang tepat biasanya saya ke rekan sejawat atau yang lebih mahir daripada saya

Evaluating Content and Logical Coherence

PeerEntry (Quick Reference Section)

Grammarly (Check Grammar and Final Coherence)

Paraphrasing Strategy

Evaluating Draft

Students' Initial Ideas

The Use of Tools: Grammarly AI Support, Self-Regulation Strategy, or Thesis Writing

Thesis Outline

Content Coherence

Evaluating Content and Logical Coherence

Grammarly (Corrects Grammar and Ensures Academic Style)

PeerEntry (Quick Reference Section)

Grammarly (Check Grammar and Final Coherence)

Paraphrasing Strategy

Evaluating Draft

Students' Initial Ideas

The Use of Tools: Grammarly AI Support, Self-Regulation Strategy, or Thesis Writing

Thesis Outline

Content Coherence

Researcher: Baik seperti itu ya kak Jadi tetap menggunakan AI juga pelibatan AI dalam mengecek kualitas tulisannya. Nah menurut kakak ini seberapa andal sih menurut kakak feedback dari AI, dapat diandalkan tidak?

Student 7: Eee dapat diandalkan sih kak, tapi tidak secara 100% begitu. Mungkin kalau bisa diandalkan ya kurang lebih 45% nya lah dari AI itu sangat bisa diandalkan ee terus kenapa begitu? karena kayak yang tadi saya bilang. Kadang ada beberapa info yang tidak valid. Terus kadang juga bahasa kita pribadi itu kayak tatanan bahasa yang atau kan kita setiap orang punya ciri khas bahasa atau cara menulis masing-masing, kadang itu diubah sama AI begitu

Researcher: Jadi seperti itu ya kak. Nah kemudian selanjutnya kak tantangan apa yang biasanya kakak hadapi Ketika menggunakan AI untuk merefeksi diri dalam menulis skripsi? Ini misalnya Kak, apakah Kakak pernah curhat ke AI atau bagaimana?

Student 7: Ya pernah sih Kak, kadang kalau misalnya sudah kayak stuck banget, terus kadang kita kasih prompt yang kurang tepat ke AI itu hasilnya jadi makin nyeleneh begitu. Jadi ya itu sih tantangannya, jadi harus pintar-pintar susun prompt

Researcher: Jadi tantangannya ada di diri ya kakak mungkin ya. Misal harus tetap fokus dan promptnya harus tepat karena jawaban yang diberikan juga tergantung prompt kali ya. Baik Menurutnya kakak fitur apa yang sebaiknya dimiliki AI agar lebih bermanfaat dalam membantu penyusunan dan revisi isi skripsi kedepannya

Student 7: Lebih ke bukan fitur sih Kak kayak itu tadi sih yang kalau merujuk ke lokasi atau ke tempat-tempat tertentu itu kadang kurang valid itu aja sih Kak kayaknya yang perlu diupgrade sama jadi bukan fitur lebih ke isinya gitu tingkatkan lagi kayak validasi isinya kak ya benar-benar betul Jadi kayak semoga ke depannya Misal cari informasi tentang satu daerah itu bisa lebih banyak infonya

Researcher: Selanjutnya kak, bagaimana pandangan kakak tentang peran AI di masa depan dalam mendukung mahasiswa dalam proses penulisan skripsi?

Student 7: Menurut saya, pasti peran AI itu ke depannya makin sangat berpengaruh ya kak semoga nanti juga ada si AI yang kayak bisa bantu cari referensi yang lebih valid lagi begitu, terus kemudian kalau bisa setiap kampus itu mengadakan cara penggunaan AI yang lebih lebih baik dan benar begitu jadi kayak bukan cuma sekedar copy paste tapi tetap melatih critical thinkingnya mahasiswa jadi AI cuma sebagai alat pembantu

Researcher: Baik, untuk pertanyaan terakhir nih Kak Jadi secara keseluruhan mungkin AI berperan penting ya dalam proses penyusunan skripsinya. Bisa diberikan closing statement mungkin Seberapa kakak terbantu oleh AI dalam penyusunan skripsinya

Student 7: Jadi saya pribadi sangat terbantu dengan adanya AI ini. Apalagi seperti Grammarly yang bisa cek grammar atau tata penulisan bahasa saya saat menyusun skripsi terus seperti Perplexity yang juga sudah mulai ada referensi atau sumber langsung ke jurnalnya begitu sangat membantu jadi kayak semoga semoga kedepannya mahasiswa-mahasiswa lain juga bisa menggunakan AI dengan baik dan benar.

Researcher: Mungkin cukup sekian wawancara kita kali ini ya Kak. Terima kasih atas partisipasinya. Dan informasi selanjutnya akan saya kontak ya Kak

Student 7: Iya boleh Kak, siap

Researcher: Baik, terima kasih

Student 7: Iya, sama-sama

Evaluating Content and Logical Coherence Grammarly (Corpora Category and Formal Academic Style)	Peringkat Tinggi	Evaluating Content and Logical Coherence Grammarly (Corpora Category and Formal Academic Style)	Peringkat Rendah Peringkat Rendah Peringkat Rendah Peringkat Rendah
Evaluating Content Student's Initial Usage	Peringkat Rendah	Evaluating Content Student's Initial Usage	Peringkat Rendah
The Use of Non-Chinese AI Prompt for English Learning in Thesis Writing Tessa Collins	Peringkat Rendah	The Use of Indonesian AI Prompt for English Learning in Thesis Writing Tessa Collins	Peringkat Rendah
Content Review	Peringkat Rendah	Content Review	Peringkat Rendah

Appendix 6. Interview Documentation







Appendix 7. Data Coding in NVivo

The first screenshot shows the NVivo 12 Plus interface with the 'Import Files' dialog box open. The dialog box displays a list of files to be imported, including 'Responden 1_Nur Aisyah', 'Responden 2_Rahmi R', 'Responden 3_Sariana', 'Responden 4_Nur Rezky Ramadhany Ansyad', 'Responden 5_Nasyrah Sakinah', 'Responden 6_Familya Mursi', and 'Responden 7_Asmatul Husna'. The 'File name' field is empty, and the 'Supported Files' dropdown is set to '*.doc; *.docx'.

The second screenshot shows the NVivo 12 Plus interface with the 'Files' list open. The list displays the following data:

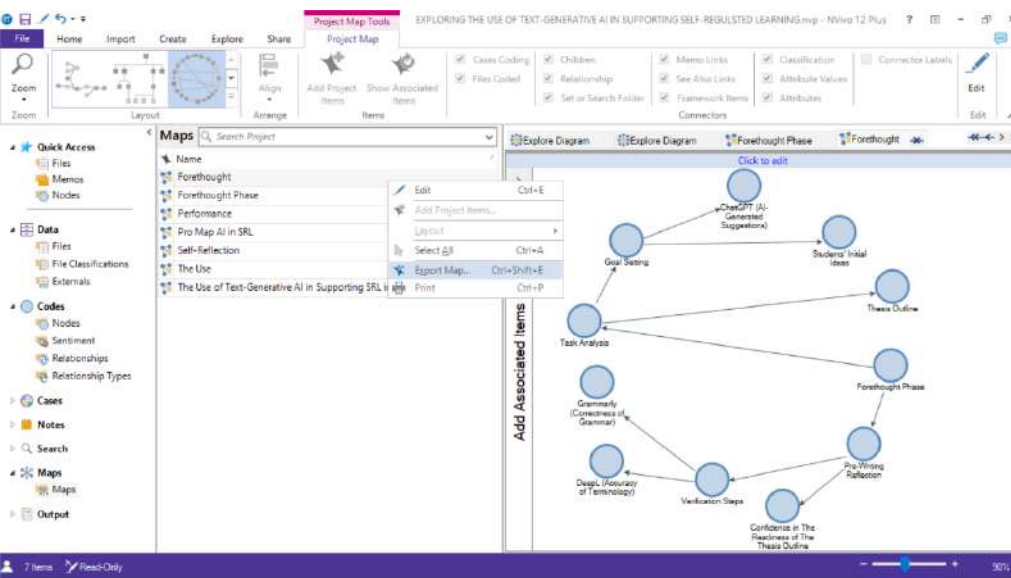
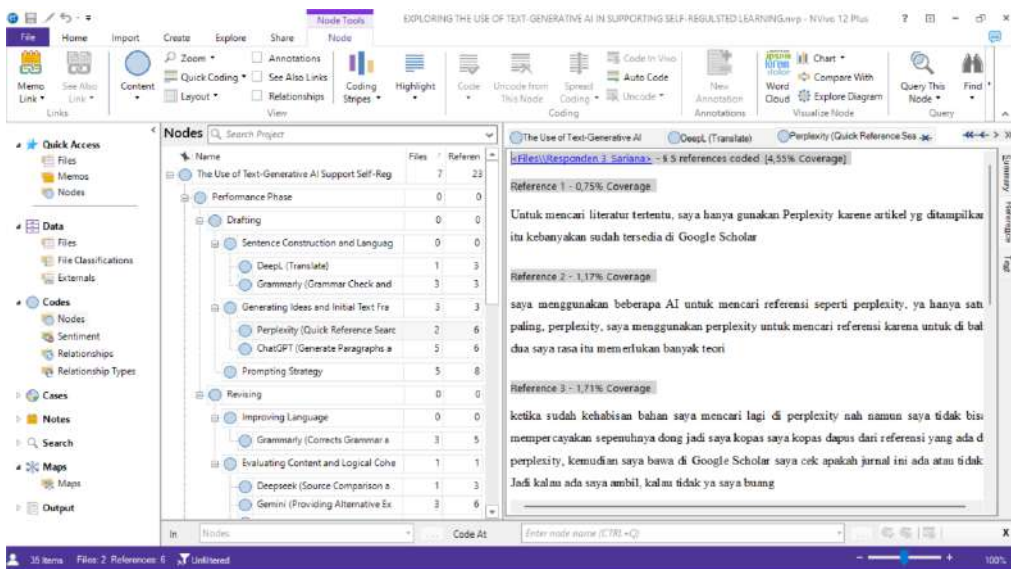
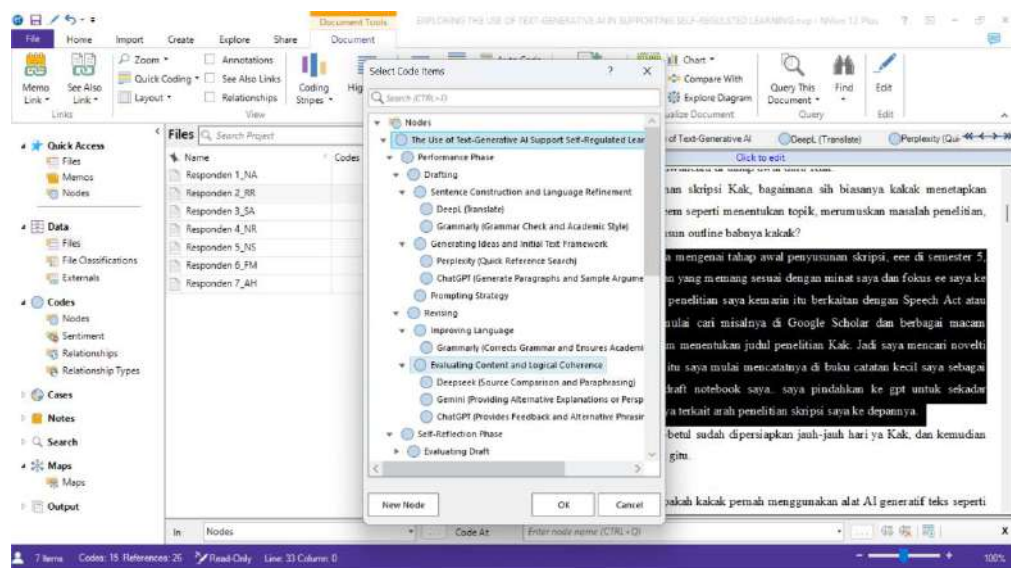
Name	Codes	References
Responden 1_Nur Aisyah	13	28
Responden 2_Rahmi R	13	26
Responden 3_Sariana	13	32
Responden 4_Nur Rezky Ramadhany Ansyad	11	19
Responden 5_Nasyrah Sakinah	12	22
Responden 6_Familya Mursi	8	14
Responden 7_Asmatul Husna	9	12

The detailed view of the selected file shows the following information:

Respondent 1
 Name: NA
 Institution: STAIN Majene
 Place/Date: Stadion Majene, 9 September 2025

Researcher: Baik, ee saya pertama-tama mau ucapkan terima kasih kepada kakak, eee karena sudah menerima tawaran permohonan menjadi responden pada penelitian saya. Sebelumnya atas nama kakak
NA: Saya atas nama NA
Researcher: Oh ya baik, dipanggil siapa kak?
NA: Bisa NA
Researcher: Oh ya baik kak NA. Jadi eee kak NA disini tadi saya sudah memberikan lembar informasi ya kiranya ee saya harap bisa dipahami gitu, tentang apakah penelitian ini
NA: Oke
Researcher: Oke baik, ada pertanyaan mengenai lembar informasinya Kak?
NA: Ya, Ah jawab!

The third screenshot shows the NVivo 12 Plus interface with the 'Select Code Items' dialog box open. The dialog box displays a list of code items to be applied to the selected text, including 'Nodes', 'Sentiment', 'Relationships', and 'Cases'. The 'Nodes' code item is selected.



CURRICULUM VITAE



Rahmat was born in Majene on December 6th, 2001, as the youngest of 8 siblings. He completed his primary education at local schools and graduated from SMA PPM Al-Ikhlās, majoring in Natural Sciences. During high school, he actively joined various student organizations such as the Al-Ikhlās Debating Club and Central Language Improvement Department, and received several awards, including First Place in the Polman District Biology Olympiad (OSN) in 2017 and Third Place in the NSDC Debate Competition Regional in 2016.

In 2021, Rahmat was accepted as a student of the English Education Study Program at STAIN Majene, Sulawesi Barat. As a college student, he has been actively involved in numerous campus and off-campus activities. He was selected as an awardee of the Ministry of Religious Affairs's MoRA Overseas Student Mobility Awards (MOSMA) in 2023 and studied at the Rochester Institute of Technology in New York, United States. He was also named as the 2024 Outstanding Student of STAIN Majene and selected as the Language Ambassador of Sulawesi Selatan and Sulawesi Barat in 2024.

Throughout his study, Rahmat has held various leadership roles including Vice President of the Department Student Association of Tarbiyah and Teacher Training. Rahmat also completed an internship at the Balai Bahasa Provinsi Sulawesi Selatan in 2024 where he was involved in regional language revitalization, book publication, dictionary development, and literacy programs across the region.

His main interests are in education, language, and research. He is passionate about promoting literacy, public speaking, and academic writing among youth