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ARTIFICIAL INTELLIGENCE (AI) IN WRITING ENGLISH: AN EFL MADRASAH RESEARCHER'S PERSPECTIVES

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Abstract

New technologies have been appearing since the borderless era. Research related to utilizing artificial intelligence (AI) such as Chat GPT, Quillbot, Otter AI, Hemingway, Grammarly, etc in writing English is limited. This study aimed to overview the EFL researcher's perspectives related to utilizing artificial intelligence in writing English. This qualitative case study was held at two of the research Madrasahs in Malang. The data are collected through observation, in-depth interviews, and documentation from six EFL researchers concerned with technology-enhanced language learning (TELL). After its analysis, the data was released by several themes which are stated as follows (1) the researcher's perspectives on artificial intelligence in writing English, (2) paper credibility, and (3) challenges and alternatives. Additionally, a good impact of utilizing artificial intelligence in writing English is a museum of great research novelties.

Keywords: Artificial Intelligence; Writing; EFL; Madrasah; Researcher;

INTRODUCTION

There are many changes in English academic writing since the borderless era such as the presence of various tools in academic writing. For example, artificial intelligence, millions of digital resources (Purwantiningsih & Suharso, 2019), massive improvements (Farisi, 2013), and various media (Huda et al., 2017). This gives various impacts related to the user perspectives. The presence of artificial intelligence may contribute to creativity skills improvement (Oktradiksa, Bhakti, Kurniawan, Rahman, & Ani, 2021) or reduce the moral values of the researcher in utilizing technology (Gunawan, Liliarsari, Kaniawati, & Setiawan, 2021).

Utilizing AI in some cases improves the user skills even if this may decrease the natural skill of the researcher (Dewi, Risma, & Oktarina, 2018). For instance, there are several good impacts of utilizing AI as a tool for learning or researching such as smart learning media (Muhammad et al., 2020), (Muslih et al., 2018), (Haristiani, 2019), the Center of Technology

(Nasution, Azman Mohd Noah, & Salim Sitompul, 2019), writing assistant (Gayed, Carlon, Oriola, & Cross, 2022), (Nazari, Shabbir, & Setiawan, 2021), virtual learning environment (Chen et al., 2022), and as future education (Nurhasan, Prahani, Suprpto, & Al Ardha, 2022).

Meanwhile, several studies stated the dangers of AI in learning or researching aspects such as dishonesty in research (Toar, Sumakul, Hamied, & Sukyadi, 2022), researchers focus solely on the technological aspects of artificial intelligence applications (Yusriadi, Rusnaedi, Siregar, Megawati, & Sakkir, 2023), ethical issues (Salvagno, Taccone, & Gerli, 2023), (Haryanto, Rosyidah, & Kardianawati, 2019; Purwanto, Kuswandi, & Fatmah, 2020), and paper credibility (Toar et al., 2022).

Utilizing AI in research is normal even for young researchers in Madrasah. This study is lacking previous papers which discussed the utilization of AI according to Madrasah researchers' perspectives. Based on the introduction above, the researcher would like to know several items which are stated as follows:

- 1) How do the EFL Madrasah's researcher's perspectives relate to using artificial intelligence in writing English?
- 2) Is there any hesitation toward paper credibility after utilizing intelligence in writing English?
- 3) What challenges and alternatives among EFL Madrasah's researchers relate to utilizing artificial intelligence in writing English?

LITERATURE REVIEW

Moreover, it seems necessary to define what's artificial intelligence. Purwanto et al. (2020) have stated that Artificial Intelligence (AI) is the study of the computation that makes it possible for machines to perceive, reason, and act. AI technologies are the models of human thinking and action. AI would behave as a language teacher (Salvagno et al., 2023). Artificial intelligence is a tool to facilitate research in scientific writing as a digital assistant such as a chatbot (Haristian, 2019). In this case, the researcher asserted that AI is a machine tool to facilitate the researcher in academic writing automatically as needed such as Chat GPT, Quillbolt, Otter AI, Hemingway, Grammarly, and so on.

Conversing about writing English, the researcher asserted that writing English is an academic writing which is focused on English research such as ELT, Linguistics, and Literature. For example, teaching strategies (Octaberlina, Muslimin, & Rofiki, 2022; Rasyid, Ibna Seraj, Ghofur, & Asrifan, 2023), (Hidayat, Fitriah, Mahlil, & Mason, 2023), Linguistics (Al-Hamzi et al., 2023), and discourse analysis (Nuruddin Hidayat et al., 2020). This is in line with Djatmika, Prihandoko, & Nurkamto (2022) who stated that academic writing is research to solve the problem, in this case, related to English writing.

Moreover, (Gayed et al., 2022) have stated that academic writing encompasses a range of skills such as cognitive and working memory. Nurkamto, Djatmika, & Prihandoko, (2022) have stated that one of the academic writing products is thesis; the student's final project. Academic writing is formal writing used in universities and scholarly publications (Octaberlina & Muslimin, 2022).

Regarding EFL academic writing, Anggarini et al. (2022) have stated that EFL students in research classes have got research methodology lessons similar to university students. This can be stated as academic writing. Linked to (Anggarini et al., 2022), (Salikin,

2019) asserted that academic writing is an activity that is full of emotions in addition to cognitive aspects. Academic or scientific writing skill subjects entail students engaging in academic writing intensively (Hudriati, Rusdiah, Noer, & Arham, 2019). The researcher highlighted academic writing is a scientific paper with appropriate academic ethics such as a thesis, journal, proceeding, or book review.

METHOD

This is a qualitative case study (Creswell, 2014). A qualitative case study only discussed the real thing that happen in a specific place (Ball, 2005). This study was held in two research madrasahs in Malang that are MA Al-Ittihad Poncokusumo and MAN 1 Malang.

Table 1 Participant.

No	Research Participant	Details
1.	M. Tibyan Rofiqul A'la	Tibyan is a young researcher in MA Al-Ittihad who often utilizes AI in Research class
2.	Amanda Cyintia Afifatuz Zahro	Amanda is a madrasah researcher who always wins the paper competition. She uses AI to help her in finishing the paper.
3.	Surya Adi Nugraha	He is a madrasah researcher who is concerned with English Learning Media. His current research is related to Storytelling as media in improving English skills.
4.	Mufidah Chasanah	Mufidah is a madrasah researcher who utilizes AI frequently. She always shares her perspective on utilizing AI at MAN 1 Malang.
5.	Rahma Henis Eka Putri	She is a young researcher who focused on integrative study in EFL classrooms.
6.	Rima Octavia Ramadhani	Rima is a very young researcher who try to finish her assignment well as the output of the research class.

The primary data are collected through observation, in-depth interviews, and documentation from six EFL researchers concerned with technology-enhanced language learning (TELL). In this case, the researcher will observe the learning class situation and students' attitudes toward utilizing AI. After it observes, the researcher conducts in-depth interviews with all participants to collect data related to utilizing AI in Writing English. The documentation is used as a secondary data resource.

Table 2 List of Questions.

No	Question
1.	How do the EFL Madrasah's researcher's perspectives relate to using artificial intelligence in writing English?
2.	Is there any hesitation toward paper credibility after utilizing intelligence in writing English?
3.	What challenges and alternatives among EFL Madrasah's researchers relate to utilizing artificial intelligence in writing English?
4.	Could you mention the several AI tools that may use in writing English?

Several incidental questions will be explored in in-depth interviews related to the participant's perspective (Braun, Clarke, Boulton, Davey, & McEvoy, 2021). Meanwhile, the data analysis follows (Creswell, 2014) which starts with collecting data. The data was collected through three techniques that have been explained above. Further, the researcher reduces and interprets data related to the topic. After it finished, the researcher tries to code the data following several themes that related to the topic such as (1) the researcher's perspectives on artificial intelligence in writing English, (2) paper credibility, and (3) challenges and alternatives. The last phase of this analysis is concluding.

FINDINGS AND DISCUSSION

After its analysis, the data was released by several themes which are stated as follows (1) the researcher's perspectives on artificial intelligence in writing English, (2) paper credibility, and (3) challenges and alternatives. In this phase, the researcher will focus on the revealed themes and explore the result combined with discussion.

3.1 The EFL Madrasah's Researchers' Perspectives on Artificial Intelligence in Writing English

Based on the collected data, there are two perspectives of the EFL Madrasah's researcher on utilizing AI in writing English that is the good and bad impact of utilizing AI. Here, the good impact of utilizing AI for research;

1. Facilitating research projects automatically
2. Virtual guidance besides the teacher or supervisor
3. Interesting tools for research

Meanwhile, some bad impacts are revealed due to the utilization of AI for research which is stated as follows;

1. Researcher integrity
2. Dishonesty in discovering research items such as introduction, research question, novelties, and gaps.
3. Reducing the EFL madrasah's researchers' skills and roles.



Figure.1 Interviewing the EFL Madrasah's Researchers' Perspectives

Salvagno et al., (2023) have stated that Artificial intelligence such as ChatGPT is already able to help researchers and scientists to write articles and abstracts, in the literature research(Haryanto et al., 2019), to summarize data(Nurhasan et al., 2022) or information(Purwanto et al., 2020), provide suggestions for structure, references, and titles(Toar et al., 2022), in language reviews to make the text more readable, or even to generate a full draft of a paper(Chen et al., 2022). This is in line with (Yusriadi et al., 2023) who asserted that utilizing AI specifically in Indonesia is massive. AI may contribute and ease the researcher in finishing the articles.

Meanwhile, regarding the changes in teachers' roles in the EFL classroom, all participants agreed that AI might affect teachers' roles, but they viewed the changes positively. They place AI as virtual assistants of virtual teachers when they are away from Madrasah. Nazari et al. (2021) have stated that artificial intelligence powered writing skills specifically in higher education. AI might be a friend for madrasah researchers to accompany them in finishing the project(Toar et al., 2022). Somehow, AI is stated as an interesting tool for research(Gayed et al., 2022).

Muhammad et al. (2020) have stated that the presence of artificial intelligence may lose the integrity of researchers. Some issues happened in utilizing AI such as dishonesty (Haristiani, 2019) addiction in utilizing AI(Nasution et al., 2019), unnatural research(Muslih et al., 2018), and reducing the EFL madrasah researchers' skills(Toar et al., 2022). Moreover,(Salvagno et al., 2023) stated several bad impacts of utilizing AI such as ethical consideration which means utilizing AI should follow academic writing rules. For example, plagiarism. If we define "plagiarism" as a mere act to copy someone else work, just rephrasing what it was written, regardless of the method used, and without adding anything personal, it is a violation of academic integrity. For this reason, journal editors should use programs to detect written content using AI to detect plagiarism.

Based on the overview above, the researcher highlighted the perspectives of the EFL Madrasah's researcher on utilizing AI in writing English depends on personal. The researcher should utilize AI for facilitating research not replace them as researchers. Journal editors or plagiarism checkers should develop tools to identify the wrong utilization of AI.

3.2 Paper Credibility

The research participants have stated several perspectives related to the paper's credibility in utilizing AI as a tool for research. Here, the various perspectives of them that interpreted by the researcher;

1. The manuscript is still credible as long as following the academic writing rules such as a tight scientific method.
2. The researcher or editor should examine or investigates the paper's credibility as a form of responsibility in utilizing AI as a tool for research.
3. Paper is credible because some journals or publishers allow AI as a co-author and accept articles that are using AI to finish the paper.



Figure.2 Overviewing the EFL Madrasah's Researchers' Perspectives on Paper Credibility

Nowadays, many research tools can identify the utilization of AI such as Turnitin (Aisyah & Sugihartati, 2019; Hapsari, Ghali, & Ammar, 2020). This may contribute to keeping the paper's credibility. According to (Haristiani & Rifai, 2021), AI also has a good impact in researching or learning. This is in line with (Sarosa, Kusumawardani, Suyono, & Wijaya, 2020) who asserted that AI might contribute to English writing and English learning as long as following the academic rules.

Salvagno et al. (2023) have stated incredible development of AI tools can lead to a significant increase in publication numbers from some researchers but is not accompanied by a real increase in their experience in that field. Surprisingly, the researcher found several AI tools that are frequently used by EFL madrasah researchers in finishing projects such as Grammarly for grammar checker, Quillbot for paraphrasing, Power Thesaurus for similar word checker, Otter AI for voice typing, Hemingway for perfecting sentence, Evernote for references, and MyBib Free: Citation Generator for helping in citing the articles. This is incredible when the student in the research madrasah is familiar with utilizing AI because this is the basic level of research education.

Based on the explanation above, the researcher stated that the paper's credibility depends on the researcher itself. The researcher asserted that journal editors should maximize the role of AI in detecting the wrong utilization of AI for research.

3.3 Challenges and Alternatives

Based on the interview, the EFL Madrasah's researchers appeared in several cases that happened in utilizing AI in the madrasah. Here, the systematic findings of challenges in utilizing AI;

1. Researcher integrity
2. Madrasah Curriculum
3. Technology accessibility
4. Human resources

Meanwhile, several researchers also stated the alternatives to overcome the challenges in utilizing AI in Madrasah which is stated as follows;

1. Fostering the researcher's integrity through workshops or seminars that focused on the utilization of AI for research
2. Strengthening the values of Islam in research such as *Adl* honesty, *Tawazun* balance, *Tawassuth* moderate, and *Amr Ma'ruf Nahi Munkar* and integrating with Artificial Intelligence to provide various learning models or media.
3. Promoting facilities for research in madrasahs such as the digital library in MA Al-Ittihad and MAN 1 Malang
4. Classifying the student based on their skills, interest, and motivation in research class.

Related to this, Hudriati et al., (2019) have asserted that the teacher and students specifically in higher education can overcome every challenge in research independently. Many opportunities find out when the researcher is aware with it looks like searching the gap or novelties in research. Other challenges faced by researchers in writing English such as writing anxiety (Salikin, 2019), misconception (Anggarini et al., 2022), demotivating (Octaberlina & Muslimin, 2022), and lack of writing competency (Nurkamto et al., 2022).

Meanwhile, Djatmika et al. (2022) have stated that students' problems in writing can be overcome by a growth mindset, self-efficacy, and metacognition. This is linked to (Al-Hamzi et al., 2023) who stated that frequent writing errors are caused by interlingual transfer and learning context which difficult for the researcher to understand the text. Salvagno et al., (2023) have asserted the presence of AI is undeniable. There are challenges and opportunities faced by learners or researchers in utilizing AI.

According to Toar et al. (2022), artificial intelligence is software potentially able to assist in the writing process of a scientific article and help in the literature review, identify research questions, provide an overview of the current state of the field, and assist with tasks, such as formatting and language review. In addition, there is the fact that AI technologies could help learners learn English skills (reading, listening, writing, and speaking) (Nazari et al., 2021).

Based on the data above, this study successfully overviewed the perspectives of the EFL Madrasah's researchers on utilizing AI in writing English followed by paper credibility, challenges, and alternatives. The researcher highlighted the utilization of AI in the borderless era depends on the researcher himself. It might be as opportunity and can improve the quality of research or threats that decrease the research skills and reduce integrity in academic writing.

CONCLUSION

The borderless era can't be denied. This gives ethical issues for the researcher to provide real research related to the research focus. This study is important due to the several cases that happened in exploring AI for research. This study is focused on EFL Madrasah's

researchers' perspective related to the utilization of AI in writing English (academic or scientific writing) which revealed the researcher's integrity in utilizing AI. This case study just happened in specific places. Further study is needed to reach the largest area on utilization of AI in writing English.

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