USING AI APPLICATIONS TO HELP WRITING JOURNALS

Dio Manik[1], Reva Angelina[2], Nabila Shaini Putri[3], Cristy Aulia Dunov Simanjuntak[4], Rebecha Rosevin Margaretha Silalahi[5]

dioman3030@gmail.com[1], revaangelina38@gmail.com[2], nabilashaini2214@gmail.com[3], chrstalia22@gmail.com[4], rebechasilalahi80@gmail.com[5]

Universitas Negeri Medan

ABSTRACT

In daily life, the use of AI applications is like daily food for humans, especially students. The lives of students are made easier by the existence of AI applications that can help them in doing assignments from teachers. One example of an assignment is journal writing. Usually, journal writing assignments are assigned to university students, very little journal writing by school students. Students are required to be able to write journals in order to get used to writing journals in the future. Students who are writing a journal for the first time ask the Ai application to help them, with the aim of getting knowledge about how to write a journal properly and correctly. The purpose of this study is to find out how often students use the Ai application to help them in journal writing.
Keywords: *AI applications, Writing Journal.*

INTRODUCTION

Artificial Intelligence (AI) first appeared in 1956 at the Dartmouth Conference. However, the concept of artificial intelligence had been inculcated long before that. Experts from time to time have conducted research to continue developing this artificial intelligence.

In the world of education, AI applications are able to create journals with clear and directed topics. Just by typing a few relevant keywords, AI can display directly and quickly what students want. Now more and more AI applications are emerging and are used by students to help them with their assignments. An assignment that is often done by students is journal writing. Students who do not know how to write journals properly and correctly use AI applications to help them. The results of the journals they completed using AI applications became an interesting conversation about their authenticity and quality.

The integration of AI in education can enhance the development of students' digital skills, especially in the industrial era of 4.0 to 5.0. Coupled with good responsibility, AI actually offers great potential to improve student learning outcomes for future career utilization, and helps students to stay well-informed in real time. AI can be utilized as a powerful tool to revolutionize education to thrive in this digital age (Muhammad Yahya et al., 2023).

METHOD

Population and sample:
- Population in this study were students from English literature from class A, B, C and D which have implemented AI in the process of writing journals
- Sample selected randomly and simply with 12 respondents
• Research Instruments:
Questionnaires are made to find out the benefits of AI in the journal writing process consisting of 8 questions
• Tools:
Tools in collecting data are by using Quisioner through Google Form
• The environment:
Unimed, Falcuty of Language and Art

- Research Design:

This research uses a qualitative survey approach. Data collection was carried out using a questionnaire that surveyed students from several classes who had implemented AI in the journal writing process

- Procedure:
  1. Questionnaires are distributed online through the Google Form platform to selected students.
  2. Respondent was asked to fill out a questionnaire within one week
- Data analysis:

Data were analyzed using SPSS software to find out the benefits of AI in the journal writing process

RESULTS AND DISCUSSION
Research Result

Based on the research that has been done. The following is a summary of the research results :

1. Views on the Originality of AI-Assisted Writing:

Most respondents (83.3%) appreciate writing produced with the help of AI applications.

A small number of respondents (8.3% each) consider the writing to be less appreciated or not appreciated.

2. The Impact of AI on Writing Quality:

The majority of respondents (58.3%) feel that the use of AI can improve the quality of writing.

The rest (41.7%) only feel a slight improvement from the use of AI in their writing.

3. Dependence on AI Applications in Writing:

Most respondents (66.7%) feel that they do not depend on AI in the writing process.

A small number of respondents (16.7% each) feel that they sometimes or maybe depend on it.

4. Use of AI Applications for Writing Journals

This diagram shows how often the 12 respondents use AI applications to help write journals.

Most respondents, which is 58.3%, chose "Sometimes" to use AI.

25% of respondents use AI "Often" in writing journals.

Respondents who "Never" and "Very often" use AI applications are 8.3% each.

This shows that most respondents only use AI occasionally in writing journals.

5. Additional Features Expected in AI Applications

This diagram illustrates additional features expected by 12 respondents in AI applications to support the journal writing process.

The "Plagiarism" feature and "Full article creation feature (beginning-end)" each received 33.3%.

The "AI writing detection feature" and "Typo feature" each received 16.7%.

6. User Experience in Using AI Applications for Journal Writing:
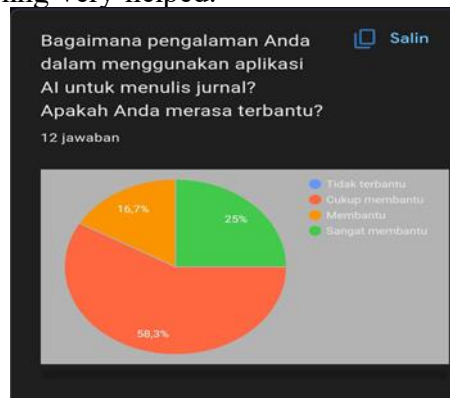
Results: As many as 58.3% of users felt quite helped.

25% felt very helped.

16.7% felt helped.

No users felt not helped at all (from the legend, there is no blue color filled).

Conclusion: Most respondents felt quite helped by the AI application in writing journals, with some others feeling very helped.

7. Most Frequently Used AI Applications in Journal Writing:
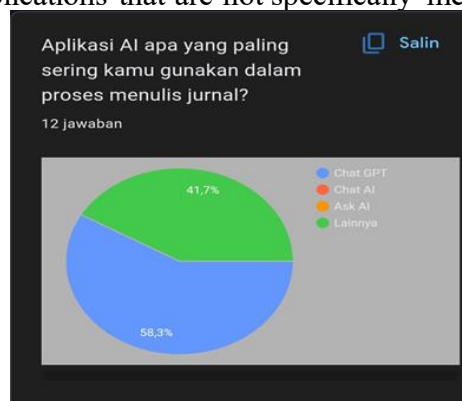
Results:

58.3% of respondents chose Chat GPT as the application they use most often.

Another 41.7% chose Others (a category that may include other applications besides those mentioned in the choices).

Options such as Chat AI and Ask AI were not selected by respondents (from the legend, there is no section with orange or red colors).

Conclusion: The Chat GPT application is the main choice to help write journals, followed by several other applications that are not specifically mentioned in the choices.

Final Result of Overall Presentation

This diagram shows the distribution of 12 respondents based on their status.

The "Other" status has the largest percentage of 41.7%.

While for the status as a "student" who has participated in the research, it has a percentage of 58.3%

of the total respondents, while the "Other" category remains at 41.7%. This shows that the majority of respondents come from "student" status compared to the "Other" category.

Discussion

The integration of Artificial Intelligence (AI) applications in the journal writing process has emerged as a significant development in educational practices, particularly among university students. This study aimed to explore the frequency of AI usage in journal writing and the perceptions of students regarding the originality and quality of AI-assisted writing.

Perceptions of AI-Assisted Writing

The findings indicate that a substantial majority of respondents (83.3%) appreciate the writing produced with the help of AI applications. This positive reception suggests that students recognize the potential of AI to enhance their writing capabilities. However, a small minority (8.3%) expressed skepticism about the value of AI-generated content. This divergence in opinion raises important questions about the perceived authenticity and quality of AI-assisted writing. As AI continues to evolve, it is crucial for educators to address these concerns and guide students in understanding the appropriate use of AI tools to maintain academic integrity.

Frequency of AI Usage

The data revealed that 58.3% of respondents use AI applications "sometimes," while 25% use them "often." This indicates that while AI is a valuable resource, it is not yet fully integrated into the writing habits of all students. The occasional use of AI may reflect a cautious approach, where students are still developing their writing skills and may rely on AI as a supplementary tool rather than a primary resource. This trend highlights the need for further education on the effective and responsible use of AI in academic writing.

Expected Features in AI Applications

Respondents expressed a desire for additional features in AI applications, such as plagiarism detection and full article creation capabilities. The demand for these features underscores the importance of ensuring that AI tools not only assist in writing but also promote ethical practices in academic work. As AI technology advances, developers should prioritize these features to enhance the utility of AI applications for students.

Implications for Education

The findings of this study have significant implications for educators and curriculum developers. As AI applications become more prevalent, it is essential to incorporate training on their effective use into academic programs. Educators should foster an environment where students can explore AI tools while also emphasizing the importance of originality and critical thinking in their writing. By doing so, students can harness the benefits of AI while developing their writing skills and maintaining academic integrity.

CONCLUSION

In conclusion, the integration of AI applications in journal writing presents both opportunities and challenges for students. While the majority of respondents appreciate AI-assisted writing, there is a need for ongoing education about its ethical use. As AI technology

continues to evolve, it is imperative for educational institutions to adapt and provide students with the necessary skills to navigate this new landscape effectively. Future research should explore the long-term impacts of AI on writing skills and academic performance, as well as the evolving perceptions of students regarding AI-generated content.

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