

**THE USE OF AI-BASED CHATBOTS TO DEVELOP
ENGLISH WRITING SKILLS: A SELF-
DETERMINATION THEORY**

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining
the Bachelor Degree in English Language Education



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Wassalamu'alaikum Wr. Wb.

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ABSTRACT

Title : **The Use of Chatbots to Develop English Writing Skills:
A Self Determination Theory**
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This research explains the use of a chatbot to improve English writing skills, guided by Self-Determination Theory (SDT), focusing on three psychological needs: competence, autonomy, and relatedness. This research uses a qualitative case study method to explore in depth the learning process and student experiences. The participants in this study were 17 students from the English Education study programme at Walisongo State Islamic University. Data collection included reflective essays and semi-structured interviews. The findings reveal that chatbots significantly improve students' competence by providing instant feedback on grammar, vocabulary, and sentence structure, boosting their confidence and understanding. Autonomy is enhanced as chatbots allow students to learn at their own pace and schedule, promoting self-regulated learning. Regarding relatedness, although chatbots lack human interaction, they provide a sense of companionship and facilitate discussions when students share chatbot outputs with peers. This study demonstrates that integrating chatbots into English learning can create a dynamic, personalized, and effective environment, addressing motivational needs as outlined in SDT. The findings are expected to provide valuable implications for educators and students who want to integrate technology into language teaching.

Keywords: Chatbots, EFL Students, English Writing Skills, Self-Determination Theory

DEDICATION

All praise and thanksgiving to Allah the Almighty, who has providing convenience for researchers to complete this thesis.

This thesis is dedicated to my parents, family, friends, and good people around me who always support and motivate me to complete this final project.

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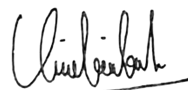
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Finally, the researcher realizes that this thesis is still far from the perfect arrangement. The researcher will happily accept constructive criticism in order to make this thesis better and the researcher hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, 16 December 2024

The Researcher



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LIST OF ABBREVIATIONS

ELLs	English Language Learners
ELL	English Language Learning
CLT	Communicative Language Teaching
TALL	Technology-Assisted Language Learning
ESSA	Every Student Succeeds Act
AI	Artificial Intelligence
SDT	Self-Determination Theory
ELT	English Language Teaching
CRLE	Critical Reflection on Learning Experiences
LLMs	Large Language Models

CHAPTER I

INTRODUCTION

In this chapter the researcher will discuss the research background, research questions, research objectives, and research significance.

A. Background of the study

Globally, English is the language that is most often spoken. After Mandarin and Spanish, it is the third most popular mother tongue in the world and an official language in about 105 sovereign states (Dr. B. B. Dash, 2022). English is used as the language of business, education, and international diplomacy (Rao, 2019a). English language proficiency is importantly emphasized to enhance employment, communication around the world, and intercultural understanding and cooperation within it (Cheng & Lee, 2018; Ngoc, 2021). Students with good English proficiency can improve cross-cultural communication, remove barriers, and foster beneficial bonds, thus enabling access to international education and global resources (Noorman Haryadi & Aminuddin, 2023). Consequently, there is an increasing need for English language instruction.

Opportunities to provide English learning services to

multiple parties are created by the increasing demand for ELLs. In an effort to provide creative and captivating ELL programs, educational establishments, internet platforms, and educational apps are in competition. Technology advancements have also made studying English more convenient and adaptable, anywhere and anytime. A more dynamic and interesting learning environment has been produced by technology, including language learning apps and internet resource (Mosa, 2022; Rao, 2019b).

English language learning has traditionally been taught in classrooms, with a teacher in charge of a group of students. However, this method can be time-consuming and inflexible. Finding instructors that are available to their pupils at a time and location that works for them is often a challenge. The educational landscape has changed dramatically in an age of rapid technology growth, adopting cutting-edge solutions to improve the learning process. Federal policy has required that technology be used to improve educational opportunities for English language learners since ESSA was passed in 2016 (Kappan, 2020).

Some effective ELL approaches include Communicative Language Teaching (CLT), which places great emphasis on learner participation and real-world communication, Technology-Assisted Language Learning (TALL), and online platforms, which adapt to new trends and demands (Trofymenko et al., 2022; Zheltukhina et al., 2023). Technology integration has

revolutionized the way languages are taught, providing fresh ideas to enhance the student experience. Technology has been investigated as a means of raising Global English awareness (Altavilla, 2020). Chatbots have garnered attention as a technical innovation in English language instruction in recent years (Rose et al., 2021).

Chatbots offer a potential solution to this problem. Chatbots are computer programs that can simulate conversations with humans. They were created to be able to communicate with others through voice recognition, recognize the emotions of others, and handle social situations or interactions (Labadze et al., 2023a). Chatbots are able to understand user queries and provide relevant responses in response (Jamiluddin et al., 2022; Labadze et al., 2023b). Therefore, they have great potential to influence education in the future. Chatbots become dynamic agents that aid language learning, especially when it comes to learning English. Chatbots can be used to provide personalized instruction and feedback to ELL students around the clock, 24 hours a day, 7 days a week.

The high intention of users to use this tool according to their goals is related to the ease of use of chatbots. Chatbots can help work become more efficient, but this task requires mental effort as it is part of the job (Labadze et al., 2023a). Research by Sari et al. (2022a) and Annamalai et al. (2023a) show how

chatbots can improve English learning ability, increase accuracy, confidence, and competence. New technologies should be considered by teachers and learners in their language learning curriculum. Furthermore, studies demonstrate that while autonomy has a detrimental effect on learning, virtual agents greatly enhance learning results.

The application of chatbots in language acquisition is seen differently by some experts. Anggraini (2022) found that 75% of participants thought that digital learning allowed them to access course materials at any time and from any location. This means that chatbots are flexible as they provide students with materials that can be accessed anywhere and anytime. The adaptable qualities of AI enable new avenues for teaching and learning while satisfying the ever-changing demands of the educational system. Chatbots can help students in traditional and virtual classrooms become more proficient in English, particularly in speaking and grammar (Arbi & Kunci, 2024). Engaging with chatbots can enhance students' English language proficiency in a useful and dynamic manner, making their learning experience more effective and captivating (Anggraini, 2022).

Chatbots have been shown to have an effect on students' learning performance with respect to cognitive outcomes, in specific knowledge domains, including writing, grammar, vocabulary and reading. According to Hwang and Chien (Hwang

& Chien, 2022), students can benefit from chatbot applications because they perceive the AI as an instructor who actively helps them improve their writingskills. Chatbots are viewed by students as an interesting, convenient, and fun method to improve writing skills and engagement in communication activities (Hill et al., 2015; Yin et al., 2021a). Chatbots have shown promising results in helping students correct writing and suggesting appropriate vocabulary improvements in better situations. Second language written communication skills may be simultaneously improved by using sophisticated ChatGPT-like models (Zadorozhnyy & Lai, 2024). By creating short, customized dialogs or texts, chatbots offer a rich and engaging environment to practice writing.

The application of chatbots in the context of ELL has been widely researched before, but the use of chatbots in a Self-Determination Theory approach that contributes to the development of students' English writing skills has not been empirically researched. This research will explore how chatbots can be used to support the process of developing students' English writing. This research examines the diverse uses of chatbots in ELL contexts, guided by the theoretical framework of Self-Determination Theory (SDT). Self-Determination Theory (SDT) is a motivational theory developed by Edward L. Deci and Richard M. Ryan that has been widely applied in education. Self-

Determination Theory (SDT) can be used to understand how motivation, which is influenced by the fulfillment of three basic psychological needs, contributes to students' writing ability: autonomy, competence, and relatedness. By fulfilling these three needs, students' intrinsic motivation to write can be enhanced, which in turn will support the effective development of their writing skills.

B. Research Question

The problem discussed in this research can be stated: How does the use of a chatbot support the development of students' writing skills in English through three key psychological needs from Self-Determination Theory (SDT): competence, autonomy, and relatedness?

C. Objective of the Research

The purpose of this research is to explain the use of a chatbot contributes to the development of students' English writing skills by addressing three key psychological needs from Self-Determination Theory (SDT): competence, autonomy, and relatedness.

D. Significance of the Study

This research will provide deeper insights into how chatbots can be used as effective learning tools in the context of

English language learning. It can help educators and developers in designing more interactive and enjoyable learning experiences. This research is expected to contribute to the field of English language learning theoretically and practically. This research has the potential to have a significant positive impact on students, educational institutions, chatbot developers and the wider community.

1. Theoretically

- a. Future researchers can use the findings of this study as a reference.
- b. The findings of this study can help the English language teaching process.

2. Practically

a. For the students

It is hoped that this research will encourage students' motivation to learn English by offering a more dynamic, individualized and engaging learning environment. In addition, this research will help them become more confident communicators by providing a safe and stress-free platform to learn English.

b. For the teachers

The findings from this study can provide useful suggestions for educators to integrate chatbots into their English language learning. This includes the selection of

the right chatbot platform, efficient interface design, and curriculum integration.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher will discuss theoretical review, previous research, and a framework of the research.

A. Literature Review

1. AI Chatbot

Chatbots have revolutionized human-computer interaction and have become indispensable tools in various sectors, including education, healthcare, and customer service. For students in particular, chatbots provide significant benefits through their accessibility and real-time assistance, supporting learning and task management. With their 24/7 availability, chatbots enhance operational efficiency and deliver personalized learning experiences. In the education sector, chatbots function as virtual teaching assistants, reducing educators' workloads and promoting adaptive learning (Gokçearsan et al., 2024). Additionally, in corporate contexts, chatbots help reduce cognitive load and improve task efficiency, resulting in higher productivity and greater user satisfaction (Schmidhuber et al., 2021).

However, chatbots also present several challenges. Their use of user data raises concerns about privacy and the potential misuse of sensitive information (Ischen et al., 2020).

Furthermore, despite advancements in technology, chatbots still struggle to replicate human-like emotional responses, which can affect user satisfaction in interactions requiring empathy (Folk et al., 2024). Other technical challenges include limited contextual understanding, language constraints, and difficulties in generating accurate responses in complex scenarios (Chandel et al., 2019). Thus, while chatbots offer remarkable benefits in terms of accessibility and efficiency, addressing their limitations in privacy, emotional intelligence, and technical capabilities is essential to unlock their full potential.

ChatGPT, Gemini, and Perplexity are three artificial intelligence models that have brought significant advances in natural language processing (NLP). ChatGPT, developed by OpenAI, is a transformer-based generative model optimized for interactive conversations. The model is renowned for its ability to generate human-like responses, with applications in content creation, customer service and language learning. However, ChatGPT has limitations, such as a tendency to provide biased responses and difficulty handling complex or nuanced tasks (Hariri, 2023).

On the other hand, Gemini, developed by Google DeepMind, combines the capabilities of Large Language Models (LLMs) with multimodal data, such as text and images, making it suitable for tasks that require visual understanding

and interaction of complex data. Gemini excels in educational and professional environments, although its success depends heavily on the availability of multimodal content. Meanwhile, Perplexity AI is designed as a conversation-based search assistant that emphasises structured and clear answers. It excels at providing concise explanations with source attribution, making it ideal for academic or professional environments, but less effective in generative or creative tasks. Three AI models, ChatGPT, Gemini, and Perplexity, offer diverse solutions to NLP challenges, each with unique characteristics and limitations.

Chatbots have revolutionized the world of English language learning, offering a learning experience that is personalized, interactive, and supported with the latest technology. Students gain greatly from chatbot integration in English Language Teaching (ELT), which boosts their desire and drive to learn the language (Eisenring et al., 2024). The capacity of chatbots to offer individualized vocabulary exercises, flashcards, and quizzes to increase students' vocabulary is one of their main advantages (Misischia et al., 2022). Gaining proficiency in a large vocabulary is a crucial first step towards enhancing pupils' writing abilities. Chatbots can determine user's specific vocabulary deficiencies and offer tailored workouts to improve their ability to learn new terms.

Moreover, chatbots offer innovative solutions to address the challenges ELLs face and provide a more efficient and customized learning environment. ELLs can focus on the areas they need to improve, learn at their own pace, and receive the help they need for learning success due to the chatbot's capacity to adapt to individual learning styles and needs (Trofyomenko et al., 2022). Constructive and encouraging chatbot feedback can also help ELLs feel more motivated and confident, which will motivate them to continue learning to achieve their goals (Smutny & Schreiberova, 2020). This creates new opportunities to improve teaching standards for ELL students.

Chatbots are becoming an effective tool to improve English fluency for all students, especially for students with special needs, by combining individualized vocabulary practice with flexibility and useful feedback. Chatbots help students learn English to the best of their ability by allowing them to do so in an engaging and interactive way.

2. English Writing Skill

Higher education in the global era requires academic writing skills in English, yet this is often a major challenge for students, especially non-native speakers. Fadda (2020) identified a number of challenges faced by international

students, including issues of grammar, vocabulary, and organization of ideas. Shah (2017) added that a lack of understanding of academic writing conventions is a major barrier. Most respondents in the study by Annury et al. (2023) also expressed concerns about the time-consuming nature of written feedback, while the teachers believed that providing multiple projects could improve students' writing ability. However, they recognized the need for additional instruction beyond practice to achieve better results. In fact, many senior college students remain unsure of their ability to write academically despite having attended various English writing courses (Yu et al., 2019).

Various effective techniques have been developed to overcome these difficulties. Reading is the most effective way to become a better writer, as reading immerses students in the language and gives them a deeper understanding of how language works. Encouraging students to try writing in the writing style of a particular book or author can also improve their writing ability (Annury, 2014). Wijayaka (2020) emphasized the effectiveness of formative assessment in increasing students' metacognitive awareness of their writing strategies. The use of critical reviews has also proven effective in improving English writing skills. In addition, the use of technology, such as blogging, can increase motivation and

provide writing practice in an authentic context. A meta-analysis shows that technology improves writing learning in second and foreign languages, with higher impacts observed in high school and university learners compared to language institutes and postgraduate learners (Al-Wasy, 2020). The use of AI-based writing aids also shows promising results. Teachers agree that these tools can improve the clarity and logical development of students' writing (Marzuki et al., 2023a). Besides technology, pedagogical strategies also play an important role. Therefore, it is crucial to combine these tools with students' native writing ability to utilize these resources effectively (Vita Losi et al., 2024). Moreover, intrinsic motivation is essential for the growth of writing abilities. It has been demonstrated that allowing EFL students to choose their own writing themes increases both their intrinsic motivation and writing proficiency (Alzubi & Nazim, 2024). Additionally, a collaborative blended learning environment helps college students write more and become more motivated to write in EFL classes (Ramadan, 2020).

However, there were still problems. Despite their lack of experience outside the classroom, many students showed a good attitude and a desire to develop their English writing skills. Although some students have high self-confidence, it does not always guarantee good performance so they rely on

copy-and-paste techniques from the internet (Fitriani et al., 2021). This suggests the need to focus more on maladaptive characteristics in students' writing motivation, such as the tendency to procrastinate and the inability to manage time well (Yu et al., 2019).

In summary, developing academic writing abilities in English calls for a multimodal strategy that incorporates technology, successful teaching techniques, and the cultivation of intrinsic drive. Students may overcome difficulties with word choice, grammar, or spelling while continuing to improve their academic writing abilities in a setting that is becoming more and more competitive on a worldwide scale by using this all-encompassing strategy.

3. Self-Determination Theory (SDT)

Self-Determination Theory (SDT) has been widely applied in the context of language learning. Self-Determination Theory (SDT) is a framework developed by Edward Deci and Richard (2000) to understand human behavior and motivation, especially in language learning, particularly English as a Second Language (ESL) education. SDT emphasizes the importance of basic psychological needs such as autonomy, competence, and relatedness in driving behavior. In language learning, intrinsic motivation, driven by genuine

interest, is more effective than extrinsic motivation, driven by external factors (Darwin & Chaeruman, 2022; Rahayu et al., 2022; Sari et al., 2024). According to SDT, relatedness, competence and autonomy are three psychological demands that fulfill intrinsic motivation (Ryan & Deci, 2000).

a. Competence

Competence is a key factor in supporting the development of students' English language skills. Competence is a person's belief that he is able to complete tasks confidently and successfully (Ryan & Deci, 2000). As one of the basic needs in Self-Determination Theory (SDT), competence helps students feel confident in their ability to master complex linguistic tasks. According to Orynbayeva et al. (2024), competence affects students' readiness to learn languages independently, strengthens their involvement in the learning process, and improves their English learning outcomes. In the context of English language teaching, providing opportunities for students to practice writing, speaking, and reading skills with targeted feedback can increase their sense of competence. Shelton-Strong (2022) highlights that constructive feedback not only improves competence, but also makes students more confident in using English effectively.

Al-Hoorie et al. (2022) states that competence can

encourage students to survive in learning English despite facing academic challenges. Competencies allow students to respond to these challenges in a productive way, thereby strengthening their language skills over time. Ryan and Deci study (2020) underline that competence contributes to the development of more in-depth skills in language learning, such as writing essays, drafting arguments in presentations, or comprehending complex readings. They found that competencies support students' long-term engagement in English language learning, especially when combined with autonomy and connectedness in the learning environment (Ryan & Deci, 2020).

In the context of language learning using chatbots, competencies can be improved through individualized guidance designed to help students develop and demonstrate their language skills. The chatbot provides personalized and direct feedback that allows students to understand their strengths and weaknesses in writing or speaking in English.

b. Autonomy

Autonomy in learning plays an important role in the development of English writing skills. Autonomy refers to the ability of individuals to take actions that are seen as self-directed and selective initiatives (Ryan & Deci, 2000).

When students are given control over their learning process, such as choosing topics, schedules, and the intensity of writing exercises, they feel more responsible and motivated to improve their skills. This support for autonomy not only boosts students' confidence but also helps them develop a personal approach to improving their writing skills.

According to Alrabai (2021), a learning environment that supports autonomy, such as providing freedom to choose writing topics and providing control over the learning process, increases students' intrinsic motivation. This results in greater involvement in writing practice, which is important for English language mastery (Alrabai, 2021). Kinesthetic learners learn by utilising movement and emotions, tending to favour practical activities such as experimenting and hands-on practice. They rarely rely on instructions from instructors, but excel at learning by doing, showing high autonomy and strong self-direction skills (Annury et al., 2019). When the need for autonomy is met, students become more independent in managing their writing practice. This process not only improves their writing skills but also supports the internalization of deeper learning motivation (Hu & Zhang, 2017). This support for autonomy not only increases students' motivation but also builds their confidence in learning English. Research shows

that autonomy plays an important role in supporting student motivation and success, as revealed by Siregar et al. (2022) in their study on autonomy support in language learning.

c. Relatedness

The aspect of connectedness is an important element in creating an effective learning environment, especially in language learning. This connectedness refers to the sense of social and emotional support that students feel through interactions with teachers, peers, or learning communities. Based on the theory of Self-Determination, relatedness is one of the three basic psychological needs that motivate individuals to be intrinsically involved in learning (Ryan & Deci, 2000). Connectedness is a sense of emotional support that a person gains or is given in interactions with others (Ryan & Deci, 2000). Research shows that an environment that supports relatedness is able to increase student motivation, engagement, and academic performance.

A sense of connection to learning resources increases students' emotional engagement and motivation in academic learning (Furrer & Skinner, 2003). In the use of chatbots, *relatedness* emerges through personalized responses, direct feedback, and interactive experiences that create a sense of emotional support even though the interaction is technology-

based. Printer's research also shows that a learning environment that supports relatedness increases student motivation and learning outcomes (Printer, 2024).

Self-Determination Theory examines the ways in which biological, social, and cultural elements impact human development, engagement, and psychological well-being by looking at those elements that support vitality, motivation, and social integration or deplete and make people unhappy (Pham et al., 2018). Teaching strategies that encourage self-directed drive, initiative, engagement and adaptation can support students' learning needs. However, these strategies present challenges due to curriculum, time and resource constraints. Both teachers and students need psychological support-including autonomy, competence, and relatedness-to be able to actively assist. SDT states that before teachers can effectively meet the needs of their students, they must first recognize their own need for help (Ryan & Deci, 2020).

B. Previous Related Research

This study aimed to explore the role of chatbots in increasing English learning motivation in adult learners. Unlike previous studies that dominated quantitative methods, this study uses a qualitative approach to gain a deeper understanding of

learners' experiences and perspectives directly.

There are seven previous related studies that can support this research:

1. Research by Nazari et al. (2021) entitled “Application of Artificial Intelligence powered digital writing assistant in higher education: randomized controlled trial” using quantitative research methods shows that the use of AI-powered writing tools can improve self-efficacy, engagement, and emotions in EFL environments. The findings imply that Grammarly can impact cognitive, non-cognitive, and emotional learning domains. The findings suggest that the use of AI can be a useful tool for academic writing assistance in English for non-native postgraduate students.
2. Research by Vreede et al. (2021) entitled “Design Foundations for AI Assisted Decision-Making: A Self Determination Theory Approach” that used quantitative research methods, investigated the impact of the three SDT needs (competence, autonomy, relatedness) on user satisfaction, engagement, decision-making accuracy, and efficiency when chatbots assist users. The results of his research show that virtual agents that meet these needs significantly increase user engagement and satisfaction, while autonomy negatively impacts accuracy and efficiency.
3. Research by Yin et al. (2021b) entitled “Conversation

Technology with Micro-Learning: The Impact of Chatbot-Based Learning on Students' Learning Motivation and Performance” using quantitative methods revealed that chatbot-based micro-learning strategies consist of promising and effective technologies in supporting the learning of basic computer knowledge among college students. The Self Determination Theory (SDT) approach in this study is the right theoretical lens to measure student motivation in chatbot-based learning.

4. Research by Marzuki et al. (2023b) entitled “The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective” using qualitative research methods shows that various AI writing aids can be useful in improving the quality of EFL students' writing and used in EFL teaching to address students' writing challenges. The positive role of AI writing aids in improving the logical flow and clarity of students' writing is universally recognized by educators. These tools, such as Quillbot, Jenni, Chat-GPT, WordTune, Copy.ai, Paperpal, and Essay writer, improve academic performance and can foster a comprehensive learning environment.
5. Research by Losi et al. (2024b) entitled “Using Artificial Intelligence (Ai) To Improve EFL Students' Writing Skill” using the library research design shows that AI and technology

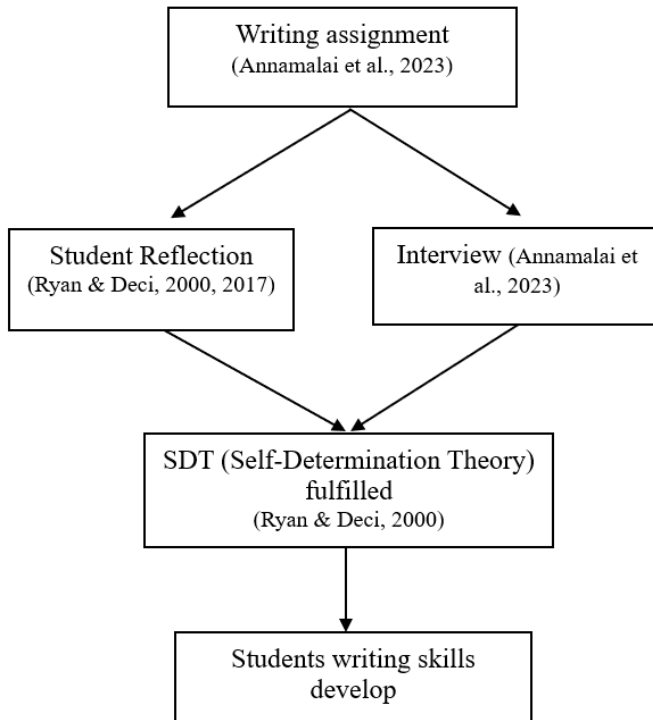
tools can improve students' English academic writing. However, combining these tools with students' writing skills is essential. These tools such as ChatGPT, QuillBot, and Grammarly can help students improve their writing, especially those who struggle with word choice, grammar, and spelling. By practicing and using these tools, students can produce respectable academic writing in English.

6. Research by Wahyuni et al. (2022b) entitled “Integrated Classroom-Chatbot Experience: An Alternative Solution For English As Foreign Language Learners” using qualitative research method found that in both traditional and virtual classrooms, chatbots can improve students' mastery of English, especially their speaking and grammar competencies. Researchers revealed that it is crucial to integrate them for specific learning purposes. A well-designed bot can do more than traditional teaching techniques by giving students enough time, boosting their confidence, increasing learning points, providing immediate feedback, and achieving more.
7. Research by Annamalai et al. (2023b) entitled “Exploring English language learning via Chatbot: A case study from a self-determination theory perspective” using qualitative research methods shows that chatbots such as Duolingo, Mondly, and Andy can increase the relatedness, competence, and autonomy of English language learners. The research highlights how

important a supportive atmosphere is for language practice. The results imply that chatbots increase confidence, skills, and a closer bond with the language. Teachers and lawmakers should think about incorporating new technologies into the language learning curriculum as they evolve.

This research differs from previous studies that still use a lot of quantitative methods, this research uses qualitative methods to gain a deeper understanding of learners' experiences and perspectives directly. This research also uses the latest AI tools compared to the AI tools used by previous research. This allows for a richer and more nuanced exploration of how chatbots develop motivation for language learning, especially in writing skills.

C. Conceptual Framework



The purpose of this framework is to provide a step-by-step overview of the research that will be conducted to investigate students' English learning experiences using a chatbot, while keeping in mind the autonomy, competence and immediacy that are central to SDT (Self-Determination Theory). Students' reflections are needed to explore students' English learning experience in using the chatbot after the writing task. Data on students' learning

experiences will be collected and analyzed for this study using theme analysis and semi-structured interview techniques to deepen the data. The information collected will be used to determine the elements that influence how well students learn and to make suggestions for improving chatbot English instruction.

CHAPTER III

RESEARCH METHOD

This chapter discussed research design, research setting, participant, source of data, technique of collecting data, and data analysis used in the present study.

A. Research Design

This research delves into the unexplored territory of how students experience specific educational interventions using a qualitative approach with case study design. The research approach used in this study is a qualitative approach. Research using qualitative methods is descriptive. In this study, qualitative methodology was used because the researcher sought to describe the results obtained. When collecting and analyzing data, qualitative research usually prioritizes words over quantification. According Alasuutari et al. (2008) qualitative research refers to a wide variety of perspectives and methods for studying how people perceive, experience, interpret, and produce the social world. Ethnography, grounded theory, case studies, phenomenological research, and narrative research are five techniques classified as qualitative research (Campbell, 2014).

A case study research design was used in this study. Research with this design intends to look at and understand students' engagement in real-world settings outside the classroom, hence the

case study was chosen. This approach offers a comprehensive insight into individual experiences, which is necessary given the exploratory nature of this research. Case studies are particularly suited to the theoretical claims of a theory, according to (Yamagata-Lynch, 2010), as they allow for a complete explanation of the natural processes under study. Case study design allows for an in-depth examination of specific educational interventions in specific learning environments. Case studies look in depth at one relatively limited unit, where the aim is to explain the characteristics of a broader class of related phenomena (Gerring, 2004). Creswell (2013) offers guidelines for conducting case study research, including observations and a suggested sample size of no more than four to five cases. With all its complexities and nuances, this research is able to provide a comprehensive and detailed picture of how the intervention functions in the real world by focusing on a single case (a particular school or classroom using the intervention). This detailed information is invaluable for understanding the potential benefits and limitations of interventions, informing future development and implementation strategies.

Based on the research method above, this study uses a qualitative approach with a case study design to explore students' experiences in following certain educational interventions. The qualitative approach was chosen because it allows researchers to

describe in depth the individual experiences of students in a real-world context. The case study design was chosen because it allows researchers to focus on a single case and study the intervention in detail. This research is expected to provide valuable information about the potential benefits and limitations of the intervention, as well as inform future development and implementation strategies.

B. Research Setting

The focus of this study is how adult English language learners interact with chatbots in the real world. The research will be conducted in a research location of the participants' choosing, which may include home, a library, or a café. This is to ensure that the chatbot users feel comfortable and relaxed, leading to a natural interaction between them. By conducting participant interviews after having an experience in their usual learning environment, researchers can gain a better understanding of how the chatbot integrates into their learning routine and how the chatbot affects their overall learning experience.

C. Participant

This research focuses on the English learning experience of students using chatbots, involving 17 students from the English Study Program of Walisongo State Islamic University Semarang semester 7. Confidentiality and anonymity were assured, and participants were briefed on the nature of the study. Every pupil

was given a pseudonym in order to protect their anonymity. P1, P2, P3, P4, ..., P10 are the participant labels. Purposive sampling, is a research sample selection technique based on researcher considerations. These participants are carefully selected based on specific criteria to ensure the richness and depth of information obtained. The main criteria used are:

- 1) Minimum experience: Participants must have at least 1 month of experience learning English using a chatbot. This aims to ensure that they have enough understanding of how chatbots can help the process of learning English.
- 2) Willingness to Participate: Participants must be willing to write learning reflections and be interviewed during the English learning process using chatbots. These interviews and observations will be the main data sources for this study.
- 3) Depth of Information: Participants should be able to provide in-depth information about their experience learning English using a chatbot. This includes both positive and negative experiences, as well as obstacles and solutions they encounter during the learning process.

By selecting participants based on these criteria, it is hoped that this study can produce rich and meaningful findings about the role of chatbots in supporting students' motivation and autonomy to learn English.

D. Data Source

Primary data is data that is collected directly by the researcher as a research implementation process. Primary data is also called original data. Primary data is obtained from participant or individual sources. In this study, researchers obtained primary data through learning reflection and interviews with students majoring in English education at UIN Walisongo semester 7. Interviews with participants directly and using Google Meet. All data collection will be used to all data collection will be used to find out the participants' experience in using chatbots to learn English writing.

E. Technique of Data Collection

Data collection techniques for studies are called data collection methods. To collect valid and reliable data, the data collection methodology must follow a series of directed and methodical stages. Some of the data collection methods that can be used are surveys, interviews, testing, observation, documentation, reflection and so on. Open-ended questions, field notes, participatory observation, and in-depth interviews are some of the methods used in qualitative research to obtain data.

In this study, researchers used two main data collection methods: student reflection and semi-structured interviews. Documentation is carried out for the reinforcement of the data obtained.

1. Student reflection

The participants were briefed on the purpose of the study and given access to several chatbot programs, including ChatGPT, Gemini, and Perplexity. They were guided through language learning exercises in writing. To complete the given activity, the participants were allowed to choose a chatbot related to English language learning. Writing assignments for assessment adapted from (Annamalai et al., 2023c) were given to them.

You planned to give a surprise party to your best friend. Explain how you will plan a virtual birthday party using various Google apps (hangouts, google mail, google drive, google maps, etc.). Your essay should include the following:

- a. Explains what makes a good party (invitation, venue, food).
- b. Explains the use of various Google apps for communication and dissemination of information.
- c. Explains the strengths and weaknesses of having a virtual birthday party.

For one month, they used chatbots integrated into web pages and mobile apps. After completing their task, they were instructed to write reflections. Critical Reflection on Learning Experiences (CRLE) is a reflection technique that students use to examine their learning experiences critically and introspectively (Fook & Gardner, 2017). With an emphasis on

the interaction and application of theoretical knowledge, students critically reflect on their experiences studying in higher education. Students who reflect in this way have a better understanding of both themselves and their learning process. Participants were asked to write a reflection on their learning experiences while using the chatbot, the research instruments were sourced from Ryan and Deci (2000; 2017):

- a. How does the use of chatbots in writing English affect your sense of autonomy? Are you in control of your choices, confessions of feelings, and opportunities to direct yourself as you learn to write English?
- b. Can you recount an experience when you felt truly masterful and effective in your learning process while using a chatbot for writing? Explain what made you feel competent at the time and how did that feeling affect your motivation to study?
- c. What was your experience in building relationships and social connections while using chatbots to learn English writing?

2. Interview

By giving students a forum to express their experiences in their own way, interviews can complement participant observation (Yin, 2018). Semi-structured interviews, guided by a predetermined set of themes related to student interventions and

experiences, allow researchers to explore key areas of interest while remaining open to unexpected insights. Semi-structured interviews are often used to gather methodical data on a limited number of important themes, with the flexibility to go further into the conversation when new issues or subjects arise (Wilson, 2014). The purpose of the questions was to gather data about the three psychological demands of SDT: relatedness, competence, and autonomy in relation to students' writing abilities and their learning of the English language. Interviews will last between 15 minutes to 20 minutes for each participant either in person or via Google Meet to 17 students. The researcher will record and then selectively transcribe participants' responses during the interview. The interview questions adapted from (Annamalai et al., 2023d):

- a. What is your experience with chatbots in improving your English competence? Explain with examples.
- b. How do chatbots improve your ability to complete language learning tasks?
- c. How comfortable do you feel in control of your interactions with chatbots to learn English? Explain your answer with examples.
- d. Does your interaction with a chatbot to learn English make you feel more socially connected? Why/ Why not

3. Documentation

Documents accompanying an object can be used to trace its history. As long as the information is useful for research, documents and photos can be used as research data. Primary documentation technique data is used to collect information and data from students who participate in learning, collected by participants in the form of screenshots of the use of chatbots when working on essay writing assignments.

F. Data Analysis

Data analysis is carried out by researchers after data collection. The data generated by qualitative research cannot be categorized using statistics, but by using interpretations of the data phenomena that occur and then providing systematic conclusions so that research results are found with valid data and systematic processing and processing. The data generated from this thematic analysis will take the form of topics that emerge transparently, quickly, and thoroughly (Taroreh, 2021).

A scholarly report of the analysis will be produced after the selection of vivid, engaging extract examples, final analysis of a subset of extracts, and a connection between the analysis and the literature and research topic. Data analysis was performed using a theoretical framework by (Braun & Clarke, 2006):

Table 3.1 Steps of Thematic Analysis (Braun & Clarke, 2006)

Phase	Description of the Process
1. Familiarization:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic ‘map’ of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Three topics are the emphasis of the coding in this study: relatedness, competence, and autonomy. Codes were repeated to determine consistency and discrepancies in order to further elucidate the contrasts between topics. Since this coding was theoretical in nature (Braun & Clarke, 2013), it was done with consideration for the study topics. The nine codes include: enhancement of English language; repetition of idea; time and space flexibility; self-regulated learning; confidence; interaction with content; absence of interaction with instructors; and an emotional environment. The thought map approach was then used to link the fifteen codes to themes (Braun & Clarke, 2006). This code will be used to analyze the results of interviews and reflections of students as participants, but if there are new codes that appear, they will be added. This coding was adapted from Annamalai (2023e):

Table 3.2 SDT (Self-Determination Theory) Categories

Theme	Categories
Competence	Enhancement of English language
	Self Confidence
	Repetition of Ideas
Autonomy	Time flexibility
	Space flexibility
	Self-Regulated Learning
Relatedness	Content Interaction

Lack of Interaction with instructors
Emotional environment

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and discussion, including learning reflections and the results of interviews conducted by the researcher with participants regarding the learning experience of English majors using chatbots to develop English writing skills.

A. Research Findings

In this research findings will discuss how the experience of using a chatbot supports the development of students' writing skills in English through three key psychological needs from Self-Determination Theory (SDT), namely competence, autonomy, and relatedness. Here are the key results:

1.1. Competence

The results showed that the use of chatbots contributed significantly to the improvement of students' competence in writing English. This competence develops through several key mechanisms, as described by the research participants. The frequency of answers can be seen in chart 1.

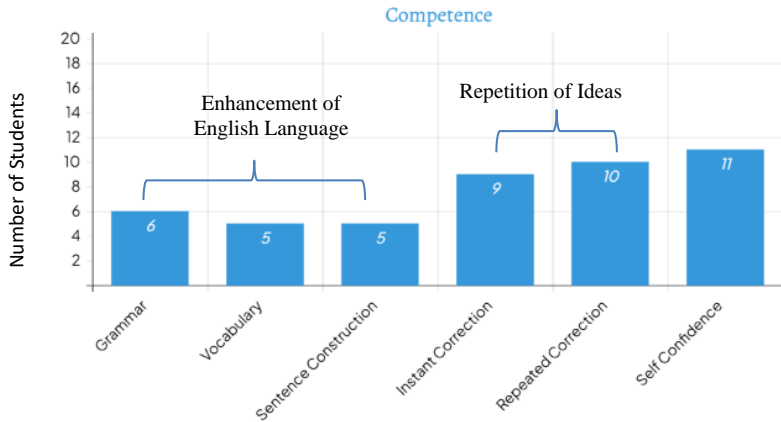


Figure 4.1 Bar Chart of Competency Needs

Students felt competent for their work with the chatbot. Students revealed that this tool has a lot of potential in helping them learn English. 9 students stated that the chatbot can provide repetition of ideas, 16 students felt there was an improvement in English, and 11 students felt more confident; this means their competency needs are met, which can be seen in diagram 1. From the reflections written, students consistently report that chatbots help them improve their writing skills. This improvement is supported by chatbots by providing grammar advice, vocabulary and input related to sentence construction, this helps students feel more capable. Not only that, the chatbot is also able to provide repeated and instant corrections. This not only helps them improve their writing directly, but also understands how to

improve the quality of their writing in the future. P16 and P5 explained directly that with instant corrections and suggestions, their experience using chatbots supports the improvement of English in writing. *"I feel like my writing skills have improved because the chatbot provides corrections and suggestions instantly."* (Reflection P16). A similar response was also given by P5 who highlighted the benefits of chatbot feedback in improving various technical aspects of its writing. *"Chatbots help provide immediate input, such as improving grammar, vocabulary, and writing flow. "* (Reflection P5).

The improvement was strengthened by statements from the results of the interviews, related to feedback on repeated corrections and his experience in understanding grammar improvements, vocabulary, and sentence preparation. P8 explained, *"My experience with chatbots in improving English writing competence, in particular, has helped me in improving my grammar. Selection of appropriate vocabulary and sentence construction."* (P8 Interview).

With the ability to provide clear explanations, chatbots act as virtual mentors that help students not only complete tasks but also develop their abilities in a sustainable manner. Students also appreciated the way chatbots help them understand the reasons behind corrections, which reinforces

comprehension-based learning. In addition to providing corrections, chatbots also help students understand the reasons behind each improvement. P11 explains that in his way of understanding the improvement process *"This feeling of competence arises because I really understand the improvement process in my writing, not just blindly following corrections. The chatbot provides explanations that help me understand grammar rules better, not just provide answers."* (Reflection P11) Students found chatbots transformative in improving their writing process, providing guidance and creative assistance. They felt like guides, guiding them and offering ideas that might be difficult to articulate. These experiences highlight chatbots' value as guides and collaborators.

With corrections, feedback, and suggestions for improvement, and also supported by explanations that help understand improvements, the majority of students feel competent in writing English so that they are confident in their writing obtained from the data from student reflections and interviews. For example, P8 states *"When I review my final essay, I feel confident because my essay is cohesive, clear, and error-free. This experience made me realize that consistent practice and chatbot assistance significantly improved my writing skills."* (Reflection P8) *"Because we have been*

corrected by chatbot and there is a definite reference. So, I'm more confident in the results than in my own pure." (P3 Interview)

The iterative correction feature of the chatbot was also mentioned by some participants as an important element in their learning process. With constant writing practice accompanied by automatic correction, students feel more comfortable exploring new ideas in their writing without fear of making mistakes. Thus, chatbots not only act as a correction tool, but also as a learning facilitator that strengthens students' competence in writing English.

1.2. Autonomy

The use of chatbots gives students the freedom to learn independently, without relying on class schedules or direct guidance from lecturers. This opens up opportunities for students to control the learning process on their own, which is an important element in increasing independence. As can be seen in (diagram 2), student autonomy is supported by the flexibility of time, place, and learning obtained from chatbots.

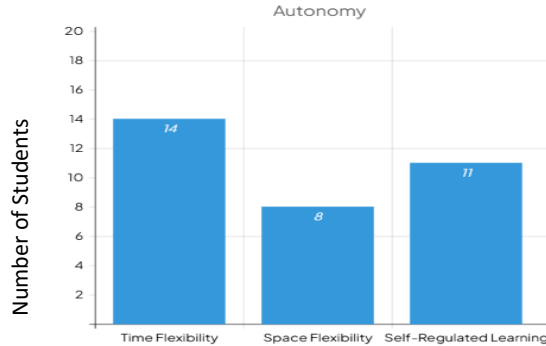


Figure 4.2 Bar Chart of Autonomy Needs

A total of 11 students revealed that chatbots allow students to organize their own learning process, 14 students stated that chatbots provide flexibility in determining when they will use it, and 8 students stated chatbots can also provide space flexibility. With this freedom, students feel they have full control over their learning process, which ultimately strengthens intrinsic motivation. The ability to choose when and where they study not only increases efficiency but also creates a more comfortable learning environment that suits each individual's learning style. This helps students to focus more, increases engagement, and encourages sustainability in learning. As P9 writes in his reflection, *"The use of chatbots in learning to write English has greatly supported my sense of autonomy. I feel like I have the freedom to choose when and where I want to study, which allows me to fit my study time into my personal schedule."* (Reflection P9)

P15 added that for homework, chatbot will be very helpful in completing it. He explained this by making a comparison with online classroom teaching. *"Maybe for homework, chatbots are more interesting because they are more efficient and also more helpful and can be used at any time, if online classes are usually scheduled and not always all the time, we can."* (Interview P15).

Chatbot can customize their learning needs according to their own self-regulating desires. They can also choose a topic according to what they want. With chatbot, students have the opportunity to experiment with different writing styles and word choices without worrying about making fatal mistakes. This creates a learning environment that supports creativity and initiative. Some participants noted that this freedom encouraged them to be more active in finding solutions to challenges in writing. *"When I write an essay, I can choose my own topic and style, and the chatbot helps me perfect my grammar and vocabulary without imposing my own preferences. It makes me feel in control of my choices."* (P4 reflection) another student also added that *"In addition, I can choose a topic that interests me, the appropriate level of difficulty, and the writing style I want to explore."*

The sense of autonomy that they have creates a sense of responsibility for the progress they feel afterwards, because

they can control themselves. *"This makes me feel more responsible for my learning progress, because I can control when and how I learn. For example, I can try new ideas, write in my own style, and receive the corrections I need."* (Reflection P8). This autonomy encourages exploration, creativity, and self-expression. By experimenting with new ideas and developing their personal voice, students not only enhance their skills but also build confidence in their abilities. Additionally, receiving targeted feedback reinforces this cycle of self-improvement, as it provides clear guidance while still allowing students to maintain their sense of ownership over their learning journey.

Ultimately, this balance between independence and constructive feedback helps cultivate intrinsic motivation, which is a key driver of long-term academic and personal growth. Chatbots allow students to independently practice the writing theory that has been learned in class. By providing unlimited access to assistive devices, students have resources to support the learning process whenever they need it. This flexibility not only helps students better manage their time, but also strengthens their sense of responsibility for their own learning progress.

1.3. Relatedness

Although chatbots are technology-based AI, some participants feel that their interactive features create a personalized learning experience. The chatbot gives the impression that there is a "learning partner" that is always available. However, some participants also stated that more meaningful connections are still easier to achieve through direct interaction with tutors or peers. This suggests that chatbots can complement, but not completely replace, social relationships in learning.

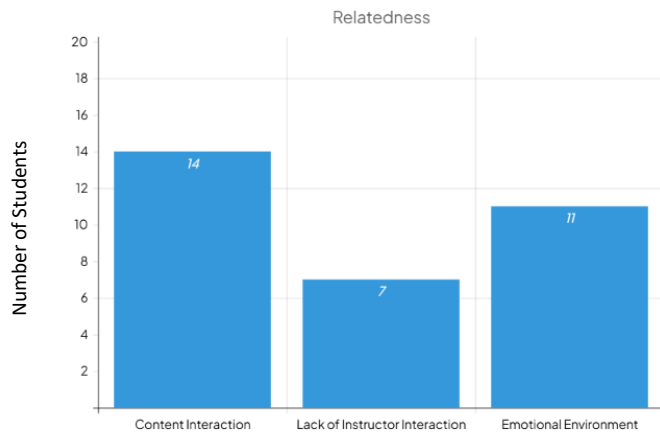


Figure 4.3 Bar Chart of Relatedness Needs

Chatbots offer easy access to information and flexibility in learning, even so, the interviewed students emphasized the importance of human interaction in the learning process. It can be seen from (chart 3) as many as 7 students noted and said that chatbots lack direct interaction with instructors, chatbots do not completely replace direct social relationships that can be provided by lecturers or friends. As P14 writes in its reflection, *"Chatbots can provide helpful feedback and guidance, but they don't have the social and emotional connection that comes from interacting with real people."* *"Compared to traditional classes, it is more socially connected in traditional classes. Because we are directly dealing with other people."* (P3 interview).

Those reflections underline a critical limitation of chatbots: their inability to replicate the nuanced, empathetic, and dynamic exchanges that occur in face-to-face learning environments. Human interaction not only facilitates emotional engagement but also nurtures collaboration, motivation, and a sense of community—elements that are integral to a holistic educational experience. Thus, while chatbots serve as effective supplementary tools, they are not a substitute for the relational and interpersonal dimensions of learning provided by human educators and peers.

A total of 14 students were of the opinion that

although chatbots do not provide emotional interactions like humans, their use facilitates social relationships indirectly by providing diverse content interactions as desired. Students often share chatbot results to discuss with friends or teachers, thus enriching their learning experience. *"I realized that while chatbots don't directly build relationships, they can facilitate interactions with others. When I share the advice given by chatbot with my friends or teachers, it often results in meaningful conversations about writing techniques, ways to improve language skills, and different writing styles."* (Reflection P8).

Although chatbot is a technology-based tool, many college students feel that it creates a sense of connectedness that supports their learning. This shows that chatbots are able to meet certain emotional needs that are important in the learning process. Some college students described their experience with chatbots as "friendly" and supportive interactions. They feel that chatbots are like learning partners who are always ready to help them. For example, " Chatbots itself is an AI like a human who can talk to it" (Interview P15) so that *chatbot* seems to be a personal learning partner who is likened to his own friend (P17, P9) *"Sometimes I think chatbot is my friend. Usually, I ask for help with non-formal language instructions, for example, please make this bro, there is this*

wrong bro" (P9 Interview)

Some participants mentioned that their experience with chatbot reinforced their positive perception of the use of technology in education. They feel more open to taking advantage of other technologies that can support their learning process in the future. This connectedness shows that chatbot not only functions as a technical tool, but also plays a role in creating a more personalized and enjoyable learning experience.

B. Discussion

This study confirms how the use of chatbots supports the development of students' writing skills through the key psychological needs of Self-Determination Theory (SDT): competence, independence, and connectedness. These findings not only explain the practical benefits of using chatbots, but also provide empirical evidence of how technology can be effectively integrated in theory-based language learning.

1. Competence: Increases Understanding and Self-Confidence

Artificial Intelligence (AI)-based chatbots, such as ChatGPT, Gemini, and Perplexity, have shown a significant

role in improving students' writing skills in English. This technology is able to provide instant feedback that is very effective in correcting grammatical, vocabulary, and writing structure errors. This feedback process not only helps students correct their mistakes, but also provides an in-depth explanation of the reasons behind each correction. With this approach, students can learn in real-time, which accelerates the mastery of their writing skills. It also supports more responsive learning, where students can avoid repeating the same mistakes and develop a better understanding of the basics of good grammar and writing. Research shows that students who receive instant feedback from chatbots feel more confident in writing, because they have concrete guidelines to improve the quality of their writing (Hawanti & Zubayduloevna, 2023).

In addition, the integration of chatbots in writing learning also helps improve student feedback literacy. Feedback literacy includes the ability to understand, analyze, and use feedback effectively. In a study by Oktarin et al. (2024), students who use chatbots in the writing learning process show a significant improvement in this ability. They become more skilled in understanding the suggestions for improvement given and are able to integrate them into their writing. Chatbots also allow for personalized learning, where

college students can learn according to their own needs and pace. This approach creates a learning environment that supports creative exploration, allowing students to delve into writing concepts better, without the time pressure often encountered in traditional classroom settings (M. Pitychoutis, 2024).

Furthermore, chatbots designed to provide synchronous feedback with metalinguistic explanations have proven to be more effective compared to traditional feedback methods. Research shows that when students are given the opportunity to correct their own mistakes with guidance from chatbots, they are able to internalize learning better. This is especially beneficial for improving their understanding of complex grammar rules, which is often a major challenge in learning English as a second language (Liang et al., 2023). On the other hand, chatbots also play an important role in increasing student motivation and confidence in writing. With high accessibility and relevant feedback, students feel more motivated to continue practicing writing and exploring new ideas in their writing (Prasetya & Syarif, 2023).

Overall, AI-based chatbots such as ChatGPT, Gemini, and Perplexity, have made a remarkable contribution to English language learning, particularly in the development of writing skills. By providing instant feedback, supporting

personalized learning, and increasing student motivation, the technology opens up new opportunities in language education that is more adaptive, effective, and individual-based. Chatbots are not only a tool, but also a valuable learning partner in the student-centered learning process.

2. Autonomy: Learning in Self-Control

The use of chatbots to develop English writing skills shows great potential in supporting students' learning independence. In the framework of Self-Determination Theory (SDT) theory, autonomy is an important element that reflects the need for individuals to have control over their learning process (Ryan & Deci, 2000). In the context of learning to write English, chatbots provide flexibility to students to learn anytime and anywhere. This allows them to explore their writing skills independently, identify mistakes, and correct them without having to rely on teachers or peers.

In a study related to the use of chatbots to develop writing skills, students reported that this tool helped them take responsibility for their learning process. For example, chatbots provide instant feedback on sentence structure, grammar, and vocabulary, so students can learn from their mistakes in real-time. One study revealed that college students feel more confident and independent when writing because they have

tools that can be accessed at any time to help them improve their writing (M. Pitychoutis, 2024). Chatbots create a learning environment that supports language exploration in a way that is safe and responsive to the needs of each individual.

Furthermore, research by Agustini (2023) found that the use of chatbots, such as ChatGPT, in English learning encourages students to set their own learning goals and monitor progress independently. This is especially relevant in writing learning, where students need space to practice without external pressure, but still receive relevant guidance through personalized feedback (Agustini, 2023). Chatbots provide a unique balance by offering personalized feedback tailored to individual needs, enabling learners to receive guidance without the rigidity of traditional classroom settings.

In addition, research by Haristiani and Rifai (2021) on the Gengobot chatbot shows that chatbot-based tools are more effective than traditional media because they give users full control to determine their learning rhythm and focus (Haristiani & Rifai, 2021). This level of control allows students to engage with the material at their own pace, revisiting challenging concepts or advancing to new topics as they see fit. Such flexibility not only enhances the learning experience but also fosters a sense of empowerment and

accountability, as students take ownership of their educational journey.

In the context of developing English writing skills, the use of chatbots helps students learn the structure of writing with a responsive and adaptive approach. Sahyon et al. (2023) noted that chatbots enable personalized learning paths and provide authentic interactions in the target language, which is crucial for the development of written communication skills (Sahyon et al., 2023). In addition, chatbots not only support students' independence in writing, but also increase their motivation to continue learning because of the flexibility and ease of access offered.

The use of chatbots in developing English writing skills goes beyond providing technical tools; it fosters independence-driven learning by encouraging students to set goals, monitor progress, and practice self-regulation. By offering personalized feedback and adaptive pacing, chatbots help students build responsible and sustainable learning habits that promote long-term growth. These tools serve as consistent, accessible learning partners, bridging the gap between guided instruction and independent practice. In the long run, students can develop more responsible and sustainable learning habits, making chatbots a valuable learning partner in modern learning.

3. Relatedness: Interactions with Technology that Build Emotional Support

Relatedness is an important element in learning that supports the development of English writing skills. Chatbots, even though they are technology-based, are able to create an emotionally supportive and effective learning experience for students. In the context of developing writing skills, chatbots act as responsive "learning partners," provide instant feedback, and provide consistent support. Students in this study reported that chatbots create supportive learning experiences, such as having a study buddy who accompanies them all the time. For example, P5's statement shows that chatbots can provide a sense of security and comfort in learning, so that students feel motivated to continue improving their writing skills.

Those findings are in line with the study of (Cao et al., 2023), which showed that chatbots not only provide technical corrections but also meet psychological needs such as connectedness through personalized responses. Students feel valued and supported emotionally, which in turn increases their productivity in writing. In this study, a sense of connectedness was proven to increase students' confidence to write and explore new ideas, strengthening the role of chatbots

as learning companions that support the development of English writing skills effectively.

Recent studies support these findings, suggesting that chatbots can create supportive emotional connections in the process of developing writing skills. Phapale and Senapati (2023) explained that chatbots based on emotion recognition can provide responses tailored to the user's emotional state. This creates a welcoming learning environment, which is important for reducing anxiety and increasing confidence when practicing English writing (Phapale & Senapati, 2023). Chiu et al. (2023) found that chatbots not only increase students' intrinsic motivation but also create a sense of connectedness that encourages students to be more engaged in writing tasks. This sense of connectedness reinforces the belief that they are not alone in facing the challenges of learning to write English, even though the interactions are digital (Chiu et al., 2023). This responsiveness and personal support make students feel not only technically trained but also emotionally supported in every step of their learning.

In the development of English writing skills, the sense of connectedness created by chatbots proves to be an important catalyst. With the ability to provide emotional support, chatbots create meaningful learning relationships and support the development of English writing skills. Students

feel that this technology not only serves as a learning tool but also as a partner that helps them feel more connected and motivated to improve their abilities. This consistent and personalized interaction strengthens the effectiveness of chatbots as a medium to develop writing skills independently and sustainably.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research and the researcher's suggestions for teachers, students, and other researchers who will conduct similar research.

A. Conclusion

The results of this study show that the use of chatbots can support the development of students' English writing skills through the three main psychological needs of SDT. The chatbot not only improves technical competence, but also provides opportunities for self-learning and creates a positive relationship with technology. The chatbot provides instant feedback that helps students understand their errors in grammar, vocabulary and writing structure, thus strengthening their competence. This not only helps students understand their mistakes but also strengthens their confidence in writing through an in-depth explanation of the corrections provided. In addition, the chatbot allows students to learn independently according to their time and needs, creating flexibility and responsibility that supports intrinsic motivation. Students can explore new ideas, adjust writing styles, and learn from mistakes without external pressure, further strengthening their sense of autonomy. This is in line with the theory of Ryan and Deci (2020), which emphasizes the importance of a sense of

control and mastery in motivation-based learning.

Furthermore, despite being technology-based, chatbots manage to create a sense of connectedness that supports the social and emotional aspects of learning. The personalized and consistent response from the chatbot gives the impression of a ‘learning partner’ who is always ready to help. In fact, the use of chatbots facilitates discussions with friends or teachers, enriching the learning experience through greater interaction. By fulfilling these basic psychological needs, chatbots serve not only as technical tools but also as holistic learning facilitators. Its integration creates an adaptive, personalized and sustainable learning environment, providing new opportunities in the development of effective English writing skills. These results underline the importance of technology utilization in modern language learning, and provide practical recommendations for teachers and developers to further utilize the potential of chatbots.

B. Suggestion

Although this study was conducted in a short and short time and limited with a small number of participants. The researchers sought to provide useful details about a student from an English major who was learning to develop their writing using a chatbot tool. The researcher hopes that this research can provide valuable information, both for teachers, students, and future research. Here are some suggestions that researchers can give:

1. Advice for Teachers:

Teachers are advised to integrate chatbot technology in the English learning process, especially in the development of writing skills. Chatbots can be used as a tool to provide instant personalized feedback, so students can immediately understand their mistakes and correct them. In addition, training for teachers related to the use of this technology is very necessary to ensure strategic use and relevant to learning needs. The use of chatbots can also be combined with classroom discussion activities that involve direct interaction, so that students can still meet their social connection needs while taking advantage of the benefits of learning technology.

2. Advice for College Students:

Students are advised to take advantage of chatbots as a flexible and accessible self-learning tool at any time. With consistency in use, students can strengthen their writing skills, explore new writing styles, and increase confidence in writing. Chatbots allow students to learn according to their personal needs without time pressure, which ultimately supports more effective and sustainable learning. Therefore, students need to be proactive in using this technology as a companion for their learning.

3. Suggestions for Further Research:

Further research may explore the use of chatbots in other

aspects of language learning, such as speaking and listening skills, to provide a more comprehensive understanding of the potential of these technologies in language learning. In addition, it is recommended to conduct a long-term study to evaluate the impact of chatbot use on student motivation and learning outcomes in various educational contexts. Researchers can also examine the development of more advanced chatbot features, such as deeper emotional responses and personalization, that can support the student learning experience more optimally.

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APPENDICES

APPENDIX 1. Advisor Appointment Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 25 April 2024

Nomor : 0633/Un.10.3/J4/DA.04.09/04/2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Muhammad Nafi Annury, M.Pd.

Assalamu 'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Umi Khabibah Aini
NIM : 2103046002
Judul : The Role of Chatbots in English Language Learning: A Self Determination Theory

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.


a.n. Dekan
Kerda Jurusan Pendidikan Bahasa Inggris
Dr. Nuni Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

APPENDIX 2. Research Permit Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor : 4686/Un.10.3/K/KM.00.11/10/2024

Semarang, 28 Oktober 2024

Lamp : -

Hal : Izin Penelitian/Riset

Kepada Yth.

**Mahasiswa Pendidikan Bahasa Inggris
di Universitas Islam Negeri Walisongo Semarang**

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Umi Khabibah Aini

NIM : 2103046002

Judul Skripsi: The Use of Chatbots to Develop English Writing Skills: A Self
Determination Theory

Dosen Pembimbing: Dr. Muhammad Nafi Annury M.Pd.

untuk melakukan penelitian/riset di UIN Walisongo Semarang, sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas selama kurang lebih 30 hari, mulai tanggal 28 Oktober sampai dengan tanggal 28 November 2024

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikum Wr.Wb.

a.n. Dekan,

Dekan Bidang Akademik



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

APPENDIX 3. Participant Agreement

Name (Pseudonym)	Major	College/ Agency	I am willing to participate in a series of activities as a participant or related research object	I allow researchers to screenshot our discussion as a way of capturing data in the research process
P1	English Language Education	UIN Walisongo	Yes	Yes
P2	English Language Education	UIN Walisongo	Yes	Yes
P3	English Language Education	UIN Walisongo	Yes	Yes
P4	English Language Education	UIN Walisongo	Yes	Yes
P5	English Language Education	UIN Walisongo	Yes	Yes
P6	English Language Education	UIN Walisongo	Yes	Yes
P7	English Language Education	UIN Walisongo	Yes	Yes
P8	English Language Education	UIN Walisongo	Yes	Yes
P9	English Language Education	UIN Walisongo	Yes	Yes
P10	English Language Education	UIN Walisongo	Yes	Yes

P11	English Language Education	UIN Walisongo	Yes	Yes
P12	English Language Education	UIN Walisongo	Yes	Yes
P13	English Language Education	UIN Walisongo	Yes	Yes
P14	English Language Education	UIN Walisongo	Yes	Yes
P15	English Language Education	UIN Walisongo	Yes	Yes
P16	English Language Education	UIN Walisongo	Yes	Yes
P17	English Language Education	UIN Walisongo	Yes	Yes

APPENDIX 4. Example of Students' Writing Assignment Results

Essay Writing Assignment Result: P1

Digital Birthday Party Planning

A birthday party is a gathering of loved ones to celebrate a special day. It's a time for laughter, joy, and cherished memories. While physical presence is ideal, the digital age offers innovative ways to connect, even across distances. In planning a surprise virtual birthday party for my best friend, I've leveraged the power of Google's suite of tools to create a memorable experience.

A successful party hinges on three key elements: invitation, venue, and food. For the invitation, I'll craft a visually appealing digital invite using Google Docs or Canva, ensuring it's both informative and exciting. To establish a virtual venue, I'll utilize Google Meet or Zoom, platforms that offer stable video conferencing capabilities. To replicate the "food" element, I'll encourage guests to prepare their favorite dishes and share their culinary creations during the virtual gathering.

Google's suite of tools is invaluable for planning and executing a virtual event. Google Calendar will help me schedule the event and send reminders to guests. Google Mail will be used to send personalized invitations. Google Drive will store shared documents, such as the guest list and party plans. Google Maps can be used to help guests find virtual locations or online games to play together. While virtual parties offer convenience and inclusivity, they do have limitations. The lack of physical presence can diminish the intimacy of the celebration. Technical difficulties, such as poor internet connection or software glitches, can disrupt the flow of the event. However, the benefits of a virtual party outweigh these drawbacks. It allows people from different geographical locations to come together, making it a truly global celebration. Additionally, it's a cost-effective and environmentally friendly option.

In conclusion, a well-planned virtual birthday party can be a delightful experience. By leveraging the power of Google's tools, we can create a memorable celebration that transcends physical boundaries. While it

may not be a perfect substitute for an in-person gathering, it offers a unique and innovative way to connect with loved ones and celebrate special occasions.

Essay Writing Assignment Result: P2

Organizing a Virtual Surprise Birthday Party Using Google Apps

In the age of technology, celebrating special occasions has taken on new forms. While traditional birthday parties are cherished, virtual celebrations have gained popularity, especially in recent times. As I set out to plan a surprise virtual birthday party for my best friend, I realize that meticulous planning and the effective use of digital tools, particularly Google's suite of applications, are essential. This celebration, although different from conventional gatherings, can still encompass all the key elements that make birthdays memorable while utilizing technology to connect us across distances.

A successful party, whether virtual or in-person, relies on three core components: invitations, venue, and food. The invitation sets the tone for the event, conveying essential details while building excitement among guests. For this virtual gathering, I plan to design digital invitations that communicate the necessary information clearly, including how to access the online platform. Although our "venue" will be digital, choosing the right platform is just as important as selecting a physical location. As for food, while guests may be in different places, I intend to coordinate food deliveries to my friend's home and suggest that other participants prepare similar dishes to foster a shared experience.

Google's suite of applications offers valuable tools that streamline the organization of this virtual birthday celebration. Using Google Calendar and Gmail, I can send out digital invitations with RSVP tracking, set reminders for guests, and update them on any changes. Google Drive will be essential for storing and sharing documents related to the party, including collaborative playlists and ideas for virtual games. An exciting feature I plan to implement is a virtual memory wall where guests can upload photos and

share messages for the birthday celebrant. To ensure everyone can enjoy a meal together, I'll use Google Maps to coordinate food delivery from local restaurants to each guest's home. Our main gathering will take place on Google Hangouts or Google Meet, which provide features such as breakout rooms for smaller discussions, screen sharing for presentations, and real-time chat to enhance interaction. Additionally, Google Forms will allow me to collect information such as dietary restrictions, song requests for our playlist, and preferences for virtual party games.

Virtual birthday parties come with unique advantages that make them appealing. One of the most significant benefits is accessibility—friends and family can join from anywhere in the world without travel costs or scheduling conflicts. This format is particularly inclusive for those who might otherwise be unable to attend. Moreover, virtual parties are often more budget-friendly, as they eliminate expenses related to venue rental and physical decorations. The digital nature also allows for easy recording of the event for future enjoyment.

However, there are challenges associated with virtual celebrations. Technical issues, such as poor internet connections or unfamiliarity with technology, can hinder the experience. The lack of physical interaction may also affect the emotional connection of the gathering. Coordinating across different time zones and managing food arrangements for all participants requires careful planning and consideration.

In conclusion, organizing a virtual surprise birthday party using Google apps is a creative way to celebrate while overcoming the barriers of distance. By focusing on essential elements like invitations, venue, and food, and utilizing tools such as Google Calendar, Hangouts, Drive, and Maps, I can create an engaging and memorable experience. While there are challenges to navigate, the potential for connection and joy in a virtual format makes it a worthwhile alternative to traditional parties. This approach highlights that, regardless of the physical distance, meaningful connections can still flourish through thoughtful use of technology, allowing us to celebrate life's special moments together.

Planning a Virtual Birthday Party Using Google Apps

Birthdays are special occasions that provide opportunities to show our love and appreciation for those closest to us. Throwing a surprise party for a best friend, even virtually, is a thoughtful way to celebrate their day and make them feel cherished. A good party—virtual or otherwise—relies on three key elements: a well-prepared invitation, an engaging venue or platform, and delicious food to enjoy together. In this essay, I will explain how to organize a virtual birthday party using Google Apps like Hangouts, Gmail, Drive, and Maps, while discussing the benefits and challenges of hosting a celebration online.

A successful party starts with well-organized invitations. To create excitement for the virtual celebration, I would design an attractive e-invitation using Google Docs or Google Slides. These tools allow me to craft colourful and visually appealing invites. Once complete, I can share the invitations via Gmail, ensuring that all guests receive the details promptly. Using Google Calendar, I can schedule the party and send reminders to the attendees to keep them informed and excited about the event.

The virtual venue is crucial for a lively party atmosphere, and Google Meet provides an excellent platform for this. I would set up a Google Meet link and customize the settings to create a festive atmosphere, using features like changing backgrounds or adding fun effects. Google Meet supports screen sharing, so I could organize activities such as a virtual slideshow of memorable moments or play a collaborative game to keep everyone engaged. Food is another essential element, even in a virtual setting. I would collaborate with guests using Google Sheets to plan a menu that accommodates everyone's preferences. Each attendee could prepare their food and drinks, and we could enjoy them together during the party. If we wanted to send a surprise birthday cake to my friend, I could use Google Maps to locate a bakery near their home and arrange delivery. This way, the birthday celebrant still gets the joy of a special treat despite the virtual nature of the event. Google Drive plays a significant role in communication and collaboration. I would use Drive to upload a shared playlist of my friend's

favorite songs, a folder for photos, and even pre-recorded video messages from those who cannot attend live. Guests can easily access this shared folder and contribute their own surprises, enhancing the celebratory spirit.

However, hosting a virtual birthday party has both strengths and weaknesses. One major advantage is convenience—no need for guests to travel or dress formally. Everyone can join from the comfort of their home, making it easier for more people to participate. Additionally, Google Apps make planning and execution seamless, with tools for communication, collaboration, and creativity. On the downside, a virtual party cannot replicate the physical presence and warmth of in-person gatherings. Connectivity issues and the potential for technical difficulties can also disrupt the flow of the event, making careful preparation essential.

Planning a virtual surprise birthday party for my best friend using Google Apps combines thoughtfulness with technological efficiency. By leveraging tools like Gmail, Google Meet, Drive, and Maps, I can create a memorable celebration filled with laughter, good food, and meaningful moments. While virtual parties may lack the personal touch of face-to-face events, their flexibility and inclusivity make them a great option for bringing people together to honor someone special. With a little creativity and preparation, this virtual celebration would undoubtedly leave my friend smiling and feeling love.

Essay Writing Assignment Result: P11

Use Google Apps to Plan a Virtual Birthday Party

In today's digital age, the way we celebrate special occasions has evolved dramatically. While traditional birthday parties remain popular, virtual celebrations have become increasingly common, especially given recent global circumstances. As I plan a surprise virtual birthday party for my best friend, I realize that success lies in careful preparation and the strategic use of various digital tools, particularly Google's suite of applications. This celebration, though different from conventional parties, can still incorporate all the essential elements that make birthdays memorable while leveraging technology to bridge physical distances.

Any successful party, whether virtual or physical, relies on three fundamental components: invitations, venue, and refreshments. The invitation sets the tone for the celebration, providing crucial information about the event while building anticipation among guests. For this virtual party, I plan to create digital invitations that clearly communicate the technical requirements and provide easy-to-follow instructions for joining the celebration. While the "venue" in our case will be digital, selecting the right platform is just as crucial as choosing a physical location. Regarding food, although guests cannot share the same physical space, I intend to coordinate food delivery or encourage participants to prepare similar refreshments to create a sense of shared experience. Google's suite of applications offers comprehensive tools that make organizing this virtual birthday celebration both efficient and engaging. Through Google Calendar and Gmail, I can create and send digital invitations with automatic RSVP tracking, set up reminders for guests, maintain an organized guest list, and communicate any updates or last-minute changes efficiently. Google Drive proves invaluable for storing and sharing party-related documents, creating collaborative playlists, and organizing digital party games and activities. One particularly exciting feature is the ability to create a virtual memory wall where guests can share photos and memories of the birthday celebrant.

The strategic use of Google Maps enables seamless coordination of food delivery from local restaurants to guests' locations, ensuring everyone can enjoy their meals together despite being physically apart. Google Hangouts or Meet will serve as our main gathering space, offering features like breakout rooms for smaller group interactions, screen sharing for presentations or slideshows, and real-time chat features for enhanced interaction. To make the planning process more organized, Google Forms allows me to collect important information such as dietary preferences, song requests for the playlist, and even responses for virtual party games and quizzes.

Virtual birthday parties offer several unique advantages that make them an attractive option. Perhaps the most significant benefit is accessibility – guests can join from anywhere in the world without incurring travel expenses or dealing with time constraints. This format proves particularly inclusive for those who might otherwise be unable to attend due to distance

or other commitments. Additionally, virtual celebrations tend to be more cost-effective, eliminating expenses for venue rental and physical decorations. The digital format also offers flexibility in recording the celebration for future viewing and easily accommodating participants from different time zones. However, it's important to acknowledge the challenges that come with virtual celebrations. Technical constraints such as dependence on stable internet connections and potential difficulties for less tech-savvy guests can impact the experience. The absence of physical interaction, including hugs and personal contact, may affect the emotional atmosphere of the celebration. Coordinating across different time zones and managing food and beverage arrangements for all participants also presents unique challenges that require careful planning and creativity to address.

Despite these limitations, I believe that planning a virtual birthday party using Google apps represents an innovative approach to celebration that can create meaningful connections despite physical distances. Through thoughtful preparation and the strategic use of digital tools, we can craft an experience that captures the joy and warmth of traditional birthday celebrations while embracing the possibilities of modern technology. While virtual parties may not fully replicate the experience of in-person gatherings, they offer unique opportunities for inclusion and creativity that make them valuable alternatives for bringing people together in our increasingly connected world. The success of this virtual birthday celebration will ultimately depend on how well we leverage these digital platforms while maintaining the personal touches that make birthday celebrations special.

This modern approach to celebration demonstrates that meaningful connections can transcend physical boundaries when we embrace the tools available to us. Though different from traditional parties, virtual celebrations remind us that the essence of a birthday party lies not in the physical proximity of its participants but in the shared joy and celebration of life's special moments.

A Virtual Surprise: Planning a Digital Birthday Bash

Birthdays, traditionally celebrated with physical gatherings, have evolved with the advent of technology. Virtual parties, while lacking the tangible experience, offer a unique way to connect with loved ones across distances. This essay will explore the planning of a virtual birthday surprise using Google's suite of tools, highlighting the strengths and weaknesses of such a digital celebration.

A successful party, regardless of its format, hinges on three key elements: invitation, venue, and entertainment. For a virtual party, the invitation serves as the digital gateway, drawing guests into the celebration. Google Docs or Canva can be used to create visually appealing e-invitations, which can be sent via Gmail to ensure timely delivery. The virtual venue, in this case, is a digital space facilitated by platforms like Google Meet or Zoom. These platforms allow guests to connect in real-time, sharing smiles and stories. While the physical aspect of food is absent, virtual "food" can be incorporated through shared recipes, cooking challenges, or even a virtual toast to the birthday celebrant. To coordinate this virtual extravaganza, Google's suite of tools is invaluable. Gmail serves as the primary communication tool, used to send invitations, reminders, and updates. Google Calendar can be used to schedule the event, ensuring everyone is aware of the time and date. Google Drive, a cloud-based storage service, can be utilized to share party plans, decorations, and games. Google Maps can even be employed to coordinate the delivery of a surprise gift to the birthday friend's doorstep, adding a touch of physical surprise to the virtual celebration.

While virtual parties offer the convenience of overcoming geographical barriers and accommodating diverse schedules, they also have inherent limitations. The lack of physical presence can diminish the intimacy of the celebration. Technical difficulties, such as poor internet connection or platform glitches, can disrupt the flow of the party. However, with careful planning and reliable technology, these challenges can be minimized. By thoughtfully planning and utilizing Google's suite of tools, a memorable virtual birthday party can be created. While it may not fully replicate the

experience of a traditional gathering, it offers a unique and meaningful way to celebrate special occasions. As technology continues to evolve, the possibilities for virtual celebrations are endless, promising innovative and engaging experiences for the future.

APPENDIX 5. Example of Students Reflection

Learning Reflection Questions

1. How does the use of chatbots in writing English affect your sense of autonomy? Are you in control of your choices, confessions of feelings, and opportunities to direct yourself as you learn to write English?
2. Can you recount an experience when you felt truly masterful and effective in your learning process while using a chatbot for writing? Explain what made you feel competent at the time and how did that feeling affect your motivation to study?
3. What was your experience in building relationships and social connections while using chatbots to learn English writing?

Participant	Reflection
P8	<ol style="list-style-type: none">1. The use of chatbots in learning to write English can provide a varying sense of autonomy. On one hand, chatbots offer freedom because I can learn anytime, choose relevant material, and get instant feedback. This makes me feel more responsible for my learning progress, as I can control when and how I learn. For example, I can try new ideas, write in my own style, and receive the corrections I need. However, there are times when chatbots make me feel restricted. Sometimes, the chatbot follows a specific pattern or only provides limited options, which makes me feel less free to express my ideas or feelings fully. In some situations, it feels like following a rigid guide, and I feel less able to be creative or learn in a way that I would prefer. Overall, while I find the chatbot helpful for learning to write, there are moments when I feel like I don't have complete control, especially when the chatbot is more directive than allowing space for personal exploration.2. I have had a moment when I truly felt competent and effective in my learning process using chatbots to

improve my writing skills. This happened when I successfully crafted a well-structured essay after practicing extensively with a writing-focused chatbot. Initially, I struggled with organizing my ideas and ensuring grammatical accuracy. However, I utilized the chatbot consistently to refine my drafts, seek feedback, and explore various sentence structures and vocabulary suggestions. The chatbot provided instant corrections and explanations for my mistakes, which helped me understand and apply the feedback effectively. When I reviewed my final essay, I felt confident because it was cohesive, clear, and error-free. This experience made me realize that my consistent practice and the chatbot's assistance significantly enhanced my writing skills. That sense of accomplishment motivated me to keep using chatbots as a learning tool, knowing they could help me identify and improve my weaknesses. Moving forward, I became more enthusiastic about challenging myself to write more complex pieces, as I understood that with focus and persistence, tangible progress was achievable.

3. My experience in building relationships and social connections while using chatbots to develop my English writing skills has been quite interesting. At first, I thought that chatbots, being automated, wouldn't help in building social connections since there was no direct interaction with others. However, I realized that while chatbots don't directly build relationships, they can facilitate interactions with others. For example, I used the chatbot for writing practice and receiving feedback. As my writing skills improved, I felt more confident sharing my work with friends or teachers. When I shared the suggestions provided by the chatbot with my friends or teachers, it often led to meaningful conversations about writing techniques, ways to improve language skills, and different

	<p>writing styles. So, although the chatbot wasn't directly involved in the conversations, it helped me initiate deeper interactions. Additionally, the chatbot encouraged me to practice writing regularly, which increased my opportunities to discuss with others. The chatbot also helped me identify areas where I was struggling, so when interacting with others, I could ask more specific questions and receive more useful feedback. This strengthened my relationships with friends or instructors. Overall, while chatbots don't directly build social connections, they open opportunities for me to interact and discuss with others by boosting my confidence in writing and starting more meaningful conversations.</p>
P 10	<ol style="list-style-type: none"> 1. Using a chatbot when I learned to write English was not bad in practicing my independence, when I was given an order to write an essay, I not only immediately copied, but I made the prompt in ChatGPT according to what I wanted, then the sentences or answers provided by the ChatGPT chatbot would be corrected again and how to use the sentences, Whether it is according to what I want or not, the chatbot helps me in stringing sentences and can save time. 2. With this chatbot, I can ask what I don't know, sometimes we are shy and lazy to ask other people, but with this chatbot, we can ask these things without hesitation. With quick feedback from the chatbot, we feel comfortable and curiosity can be revealed. So, that's what made me learn a lot of things and know a lot of things from ChatGPT. Being able to find ideas and be able to discuss anything with quick feedback makes me feel satisfied and want to continue learning. 3. Although I can ask any direction in this chatbot, the

	<p>chatbot has no effect on my social relationships, because here I can ask technical and direct things and it makes me very helpful, I only ask what I may not understand, while with other people it asks how their experience is which can only be explained by people who have done certain things. And the context provided by the chatbot is not much different from people in general, sometimes we are more comfortable asking questions with chatbots.</p>
P11	<ol style="list-style-type: none"> 1. In the journey of learning to write English using chatbots, I felt many meaningful developments. When using chatbots, I feel more confident in exploring my writing skills. I can ask whenever I feel doubtful, try different writing styles, and correct mistakes without feeling overwhelmed. Interestingly, the chatbot gives me the freedom to set my own learning rhythm – sometimes in the evening when inspiration is flowing, or in the morning when the mind is fresh. This makes the learning process more flexible and in accordance with my personal needs. 2. Talking about the experience of mastering the material, I remembered when I successfully completed an important essay. At that time, I used chatbots to help develop ideas and check sentence structure. It feels very satisfying to be able to understand not only the 'what' that needs to be improved, but also the 'why'. The chatbot provides explanations that help me understand grammar rules better, not just provide answers. This understanding makes me even more motivated to continue writing and learning. This feeling of competence arises because I really understand the process of improvement in my writing, not just blindly following corrections. 3. The social aspect of learning with chatbots brings a unique and rewarding experience. Even though learning with AI, interaction with classmates actually becomes

	<p>more interesting. We often share our experiences using chatbots and discuss the different perspectives we get. Class discussions become more lively because everyone brings different insights from their interactions with chatbots. More importantly, chatbots have become like a practice tool that helps prepare before discussing with lecturers or friends. This experience shows that technology can complement, not replace, social interaction in learning.</p>
P12	<ol style="list-style-type: none"> 1. The use of chatbots can help me feel more autonomous when learning because I can freely when and how. I can determine the topic that I am interested in, when I want to learn grammar, which is what I will study, as well as if I want to learn about writing scientific papers. But there are times when the chatbot's response is not what I want, so I have to try harder to change [rompt, peritah, and so on] so that he can understand what I am doing. 2. When what I ask the chatbot can be made according to my wishes. For example, when I asked to make some sentences and with the conditions I asked for and a simple explanation, so that I felt more able to make the right sentences. Which with this success makes me more motivated to learn more. 3. Honestly, chatbots have many benefits, but to build a relationship with someone is irrelevant to what I feel. It's just that at least my friend and I may have something to discuss when discussing scientific paper writing, we can agree that chatbots can help create writing frameworks with the right instruction prompts.
P16	<ol style="list-style-type: none"> 1. The use of chatbots in learning to write English gives me a considerable sense of autonomy. I feel like I can control

	<p>my choices in practice, such as choosing a topic to write about or determining the pace of learning according to my needs. The chatbot provides an opportunity to make mistakes and correct them on my own, which helps me feel more responsible for my learning process. I can also express my feelings regarding the difficulties I face, even though the chatbot only provides automatic responses, it still gives me room to try to direct my learning.</p> <ol style="list-style-type: none"><li data-bbox="380 511 1082 893">2. One of the experiences that made me feel very masterful and effective in my learning process was when I managed to write an essay in English without much help. I feel competent because the chatbot gives me immediate feedback that is very helpful, for example by correcting the sentences I make or suggesting more appropriate words. At that time, I felt that my writing skills were improving, and I could see the results of the exercises I had done. This feeling really motivates me to keep learning, because I feel more confident in my abilities and feel that I can be more independent in learning English.<li data-bbox="380 933 1082 1282">3. In using chatbots to develop English writing skills, I feel that the experience of building relationships and social connections is somewhat limited. Chatbots don't allow for direct interaction with others, so I focus more on personal development rather than building social relationships. However, I feel that chatbots help me feel more independent in learning, even though I don't get the opportunity to discuss or exchange ideas with peers. Even so, chatbots still provide a fairly immersive learning experience, even though the social aspect is lacking.
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APPENDIX 6. Example of Transcript of Interview

P1

Date : November, 2024
 Time : 10.00 – 10.15 WIB
 Activity : Interview with the participant
 Interviewee : English Department Student
 Location : Boarding house

Role	Interview
Umi	Assalamu‘alaikum warahmatullahi wabarakatuh. Good Amorning, I am Umi Khabibah Aini, the student who conducted this research. Thank you for taking the time for me to do this interview?
P1	Wa‘alaikumsalam warahmatullahi wabarakatuh. Good morning too.
Umi	Alhamdulillah. Are you ready to be interviewed?
P1	Insyallah, I am ready
Umi	First, can you introduce yourself first? Please.
P1	Of course. My name is P1. I am a student of the English Education Department UIN Walisongo.
Umi	I started the interview. What is your experience with chatbots in improving English competence? Especially good at writing skills.
P1	Permission answered my experience when using the catbot that the catbot was very helpful and beneficial for me as a student. So it is very useful for students because the chatbot provides a lot of offers in the form of applications and features that we can use for learning. And for example, when I get an assignment, now we can collaborate my ideas related to the essay that I will make with the chatbot in correcting sentences or adding vocabs. In order to look better and in accordance with writing a good and correct essay. Now from there I feel that I have developed, for example, some may be vocabulary or language order, what is the right and wrong sentence writing. Previously, I didn't know how

	to know through that chatbot.
Umi	How can chatbot improve your ability to complete language learning tasks, especially writing tasks.?
P1	Of course, as a student who uses chatbots for learning, I feel that this chatbot has a positive impact on improving my language skills, especially in writing skills. Yes, because chatbot can provide instant feedback, which when we ask through a prompt the chatbot will respond quickly and can help me to correct a mistake. And also has the flexibility of time and place where I can use the chatbot anywhere and anytime.
Umi	Third, how comfortable do you feel about controlling your interaction with a chatbot to learn English?
P1	I feel very comfortable using chatbots, because I feel like I have a tutor or personal teacher in language learning, especially writing. For example, when I'm having trouble with a question, for example in grammar or in writing an essay, I can directly ask the chatbot. Then, the chatbot will provide a clear and complete explanation as soon as possible according to the question I asked.
Umi	Does your interaction with the chatbot to learn English make you feel more socially connected?
P1	As for the chat bot itself, it's not. But sometimes I combine chatbots and traditional techniques where every time I finish using a chatbot, I will try to validate or ask a friend or lecturer again.
Umi	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
P1	My pleasure.
Umi	Alright. May you have a wonderful day.
P1	You too.

P2

Date : November, 2024
 Time : 18.30 – 18.45 WIB
 Activity : Interview with the participant
 Interviewee : English Department Student
 Location : Google Meet

Role	Interview
Umi	Assalamu‘alaikum warahmatullahi wabarakatuh. Good Amorning, I am Umi Khabibah Aini, the student who conducted this research. Thank you for taking the time for me to do this interview?
P2	Wa‘alaikumsalam warahmatullahi wabarakatuh. Good morning too.
Umi	Alhamdulillah. Are you ready to be interviewed?
P2	Insyallah, I am ready
Umi	First, can you introduce yourself first? Please.
P2	Of course. My name is P2. I am a student of the English Education Department UIN Walisongo.
Umi	I started the interview. What is your experience with chatbots in improving English competence? You are especially good at writing skills.
P2	So, at first I was a bit hesitant about using chatbots to learn English. I thought, "I can help with my tasks, are you sure it's true?" For example, I often ask about grammar which makes me confused. The chatbot can immediately give explanations in simple language, complete with example sentences so every time I ask he can explain as if he has a personal teacher who is always ready to help and ready to access at any time.
Umi	How has the chatbot improved your ability to complete language learning tasks?
P2	The chatbot became a lifesaver when working on English tasks. Usually, I like to have a hard time writing an essay or report. Well, when I get stuck, I can immediately ask the chatbot. For

	example, if I'm confused about how to phrase a sentence or find the right vocabulary, he's always ready to help. He can give you better sentence examples or alternative vocabulary that fits better. With his help, tasks that usually make me dizzy become easier and faster to complete.
Umi	How comfortable do you feel controlling your interactions with chatbot for learning English? Explain your answer with examples.
P2	I feel comfortable using a chatbot, especially since it can also be accessed whenever I want. Also, if I say something wrong or write, the chatbot is still friendly and tells me my mistakes in a relaxed way.
Umi	Did your interaction with the chatbot for learning English make you feel more socially connected? Why/Why not. In an indirect social sense, because the chatbot can act like a human so that the chatbot can be used as a chat partner.
P2	The interaction with the chatbot makes me feel more connected, even though he is not a human wkwk. Sometimes, I can tell you about things that are happening in my life, and the chatbot is always responsive. For example, after a long day of studying, I like to confide in me about the difficulties I face, and he always motivates me. Sometimes when I'm confused about replying to people's chats, he can help me answer. So, even though he's a robot, I still feel connected.
Umi	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
P2	My pleasure.
Umi	Alright. May you have a wonderful day.
P2	You too.

P6

Date : November, 2024
 Time : 09.40 – 09.55 WIB
 Activity : Interview with the participant
 Interviewee : English Department Student
 Location : Google Meet

Role	Interview
Umi	Assalamu‘alaikum warahmatullahi wabarakatuh. Good Amorning, I am Umi Khabibah Aini, the student who conducted this research. Thank you for taking the time for me to do this interview?
P6	Wa‘alaikumsalam warahmatullahi wabarakatuh. Good morning too.
Umi	Alhamdulillah. Are you ready to be interviewed?
P6	Insyallah, I am ready
Umi	First, can you introduce yourself first? Please.
P6	Of course. My name is P6. I am a student of the English Education Department UIN Walisongo.
Umi	So, there are four questions about the chatbot. Because of the semi structure, there may be additional questions later. First, what is your experience with chatbot in improving your English competence, especially in terms of writing?
P6	At that time I was given the task to write in English. Well, at that time there was no idea for me to pour into my writing. I asked the chatbot as I wanted. From the chatbot immediately giving the answer, we can immediately proceed to write it, so there are many ideas from the chatbot.
Umi	Can it improve your writing skills or not?
P6	Maybe yes. I feel that there is an improvement in language, for example, before I finish my writing, I check the grammar first using the chatbot.
Umi	Then the second question is, how does catbot improve your ability to complete language learning tasks, especially

	writing tasks?
P6	If to complete it, for example, I already have an idea, I already have a picture, then later we can get help from the chatbot to be further developed. So it's easier to complete tasks, especially in writing and also the time is more efficient because I can do it whenever I want.
Umi	How comfortable do you feel controlling your interactions with chatboards to learn English?
P6	It's quite convenient. For example, if the chatbot gives an idea that is a bit lacking for us. Well, we can then write more specifically. That way the chatbot will give us what we want or describe in our minds.
Umi	Okay then the fourth one, does your interaction with the chatbot to learn English make you feel more socially connected? Social means that the chatbot acts like a human, so we can have conversations. So, how did you interact with this chatbot? Do you feel more connected?
P6	You can't really say yes. So it's like we're chatting with someone. For example, if I want another answer then I ask the chatbot. For example, "give me another answer, not this one" so it's like chatting with a human. But it's better if you give feedback. Feedback is probably better from a direct person.
Umi	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
P6	My pleasure.
Umi	Alright. May you have a wonderful day.
P6	You too.

P8

Date : November, 2024
 Time : 10.00 – 10.15 WIB
 Activity : Interview with the participant
 Interviewee : English Department Student
 Location : Boarding house

Role	Interview
Umi	Assalamu‘alaikum warahmatullahi wabarakatuh. Good Amorning, I am Umi Khabibah Aini, the student who conducted this research. Thank you for taking the time for me to do this interview. How do you feel today?
P8	Wa‘alaikumsalam warahmatullahi wabarakatuh. Good morning too. Alhamdulillah, Today I feel good.
Umi	Alhamdulillah. Are you ready to be interviewed?
P8	InsyaAllah, I am ready
Umi	First, can you introduce yourself first? Please.
P8	Of course. My name is P8. I am a student of the English Education Department UIN Walisongo.
Umi	Oke, thank you. So, the interview was semi-structural, and there were four questions. But if there is something that has not been answered, I will give you questions outside of the four. So, first, what is your experience with chatbots in improving your English competence? Especially in terms of writing skills.
P8	My experience related to chatbot in improving English writing competence in particular has helped me in improving my grammar. The right selection of Kosaka in and in the preparation of sentences. For example, when creating the content of this chatbot, it provides suggestions for improvement so that my writing is better. Revision of sentence deficiencies may be less connected between one sentence and another. Continue to use vocabulary that may be less formal or less good.
Umi	When you use the chatbot, do you feel confident in what

	you have done with this chatbot?
P8	For now, I am quite confident, because this chatbot is more or less valid for the answers or information conveyed.
Umi	Okay. The second question is, how can chatbots improve your ability to complete language learning tasks? Especially writing tasks.
P8	This chatbot can make it easier to find material and understand material, grammar examples, then idioms or vocabulary by providing simple explanations. For example, when I am struggling, I can ask questions directly and automatically get an answer that matches my criteria.
Umi	And third, how comfortable you feel to controlling your interaction with the chatbot Buat to learn to write English?
P8	It's convenient because I can ask questions to the chatbot as needed and can also learn. I can get information or material with the chatbot at any time, easily accessible both where and when.
Umi	So, you can control the chatbot. Lastly, does your interaction with the chatbot to learn English make you feel more socially connected?
P8	No, because chatbots are just tools. It may help us to provide answers related to information, but it does not help us in social relationships. However, I can use the chatbot's answers for discussions with friends.
Umi	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
P8	My pleasure.
Umi	Alright. May you have a wonderful day.
P8	You too.

P9

Date : November, 2024
 Time : 20.00 – 20.15 WIB
 Activity : Interview with the participant
 Interviewee : English Department Student
 Location : Google Meet

Role	Interview
Umi	Assalamu‘alaikum warahmatullahi wabarakatuh. Good Amorning, I am Umi Khabibah Aini, the student who conducted this research. Thank you for taking the time for me to do this interview?
P9	Wa‘alaikumsalam warahmatullahi wabarakatuh. Good morning too.
Umi	Alhamdulillah. Are you ready to be interviewed?
P9	Insyallah, I am ready
Umi	First, can you introduce yourself first? Please.
P9	Of course. My name is P9. I am a student of the English Education Department UIN Walisongo.
Umi	Now, because it's semi-structured, there will be additional questions if something is missing. First, what is your experience with catbot in improving your English competency?
P9	I don't think it really affects my English skills. It can only correct the language. I think the corrections from the chatbot are correct but I haven't felt a significant impact. So, I use the chatbot for discussion in terms of developing ideas or sentences. I feel confident in my work with the chatbot. But it's not purely from the chatbot's work that we have to double-check that it's what we want.
Umi	Then the second question is, how does catbot improve your ability to complete language learning tasks, especially writing tasks?
P9	It's very helpful when writing. Because usually we create our

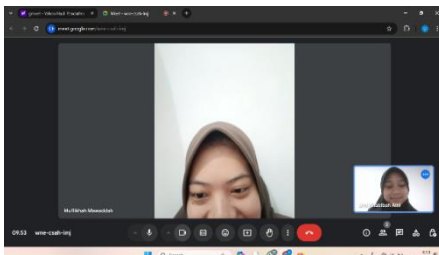
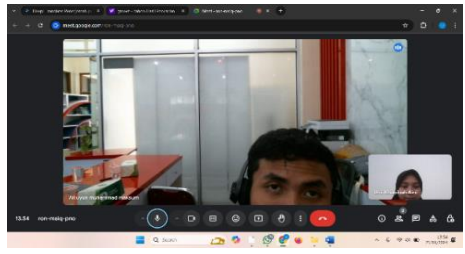
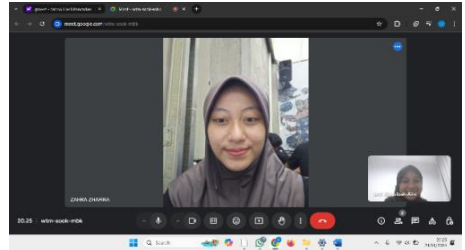
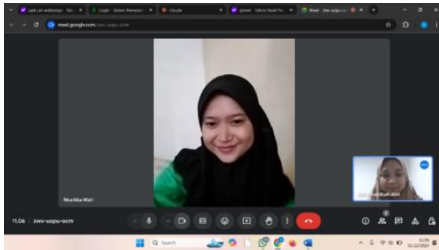
	own writing assignments first, then I enter it into the chatbot to add ideas, make revisions, and connect using correct language. And it's definitely faster to finish because from the chatbot we are immediately given ideas at that time.
Umi	Then the third question, how comfortable do you feel in controlling the interaction with the chatbot to learn English?
P9	Comfortable, from one to ten, eight anyway. Because I am facilitated a lot by chatbots and time efficiency. But the drawback is that there is a limit to asking questions, and in ChatGPT the sources are not immediately available, so more oh yes.
Umi	Finally, did your interaction with the chatbot for learning English make you feel more socially connected? A social chatbot is defined as acting like a human that we can chat with. So, do you feel socially connected with the chatbot?
P9	Oh yes, I sometimes like to ask questions in non-formal language. He can initiate discussion. I usually instruct him with "please make this bro, something is wrong bro."
Umi	Yeah okay, that is the last question in this interview and you have answered all the question clearly. Thank you very much for your participation.
P9	My pleasure.
Umi	Alright. May you have a wonderful day.
P9	You too.

APPENDIX 7. Interview Documentation

In the boarding house



Via GoogleMeet





APPENDIX 8. Example of Data Analysis Documentation

Reflection

Theme	Categories	Reflection	Freq
Competence	English language improvement	<ol style="list-style-type: none"> 1. My experience with chatbox is that I can see my mistakes when using grammar then I can explore my new vocabulary then they give me a lot of examples so I can modify it. For all of that, I am happy to write in English. (P4) 2. I once experienced a moment when I really felt competent and effective in my learning process using chatbots to improve writing skills. This happened when I managed to create a well-structured essay after practicing extensively with a writing-focused chatbot. (P8) 	6
	Idea Repetition	<ol style="list-style-type: none"> 1. The chatbot can immediately provide an assessment or correction. This allows me to quickly identify errors and fix them. (P1) 2. When I feel that I am not satisfied with the answers provided, I often ask for revisions or additional feedback from the chatbot. This process has helped me a lot to deepen my understanding. (P2) 3. Chatbots help provide immediate input, such as improving grammar, vocabulary, and writing flow. (P5) 	7

	Confidence	<ol style="list-style-type: none"> 1. When I reviewed my end, I felt confident because my essay was cohesive, clear, and error-free. This experience made me realize that consistent practice and chatbot assistance significantly improved my writing skills. (P8) 2. I feel more confident because I can get instant feedback without having to wait for a long time like when I depend on teachers or friends. (P9) 3. When using chatbots, I feel more confident in exploring my writing skills. (P11) 	7
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Autonomy	Time flexibility	<ol style="list-style-type: none"> 1. With the chatbot, I can ask questions at any time when I'm confused, and correct any mistakes I make whenever I want. (P2) 2. With chatbots, I have the flexibility to learn at my own pace, choosing when and where to learn. (P3) 3. I can choose flexible study times according to my schedule. (P5) 4. The use of chatbots in learning to write English can provide a varied sense of autonomy. On the one hand, chatbots offer freedom because I can learn at any time (P8) 	10
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	Space flexibility	<ol style="list-style-type: none"> 1. With chatbots, I have the flexibility to learn at my own pace, choosing when and where to learn. (P3) 2. The use of chatbots in learning to write English has greatly supported my sense of autonomy. I feel like I have the freedom to choose when and where I want to study, which allows me to fit my study time into my personal schedule. (P9) 3. This chatbot is very easy, because it can be done anywhere. (P15) 	5
	Self-Regulated Learning	<ol style="list-style-type: none"> 1. The balance between structured learning and personal expression is essential to developing my writing skills and maintaining a sense of ownership over my work. (P1) 2. This flexibility really helps me to learn according to my own needs and pace. (P2) 3. With chatbots, I have the flexibility to learn at my own pace, choosing when and where to learn. (P3) 4. When I write an essay, I can choose my own topic and style, and the chatbot helps me perfect my grammar and vocabulary without imposing my own preferences. This makes me feel in control of my choices. (P4: english) 	12

Relatedness	Content Interaction	<ol style="list-style-type: none"> 1. The chatbot also helps me in drafting the script of the presentation I will do, so I feel more prepared. (P2) 2. When I tried to deepen the English project, but after I used the chatbox, it really helped me to create scaffolding which affected me a lot. (P4 english) 3. To build relationships, this chatbot feature is quite easy, because I can freely ask questions about common questions to details, it also makes it easier to complete tasks. (P6) 	8
	Lack of Interaction with Instructors	<ol style="list-style-type: none"> 1. While interaction with chatbots is helpful in improving grammar and sentence structure, the most effective way is with more real social interactions. (P1) 2. Honestly, chatbots have many benefits, but to build a relationship with someone is irrelevant to what I feel. It's just that at least my friend and I might have something to discuss when discussing scientific writing. (P12) 3. Chatbots can provide helpful feedback and guidance, but they don't have the social and emotional connection that comes from interacting with real people. While chatbots can be a valuable tool for 	4

	Emotional environment	<ol style="list-style-type: none"> 1. When it comes to expressing feelings, I feel free to share my ideas and emotions in my writing, as chatbots provide a non-judgmental space. (P4) 2. I was a bit hesitant to interact with the machine at first, but the chatbot's ability to provide immediate feedback and constructive criticism made me feel like I was having an actual conversation. It feels like having a dedicated writing tutor available 24/7. (P17) 	2
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Interview



Theme	Categories	Reflection	Freq
Competence	English language improvement	<ol style="list-style-type: none"> 1. Improving language to check grammar, knowing more vocabulary. (P6) 2. My experience related to ChatBot in improving English writing competence in particular has helped me in improving grammar. The right selection of Kosaka in and in the preparation of sentences. For example, when creating a retractable content, it provides suggestions for improvement so that my writing is better. 	8

Idea Repetition	<ol style="list-style-type: none"> 1. Now we can collaborate my ideas related to the essay that I will make with the chatbox in improving sentences or adding vocabs. In order to look better and in accordance with writing a good and correct essay. (P1) 2. For writing assignments, maybe we can use the auto-correct grammar feature. So we can see the reference, maybe we have the wrong writer. Maybe we write it wrong, we can correct it through the features in ChatBot. So it makes it easier for us to write. We put in a grammar correction or correction of our sentences, we could be auto-correct immediately. (P3) 	12
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Confidence	<ol style="list-style-type: none"> 1. Yes, trust yourself. I feel confident in the results of my discussions with the chatbot. (P1) 2. It's more confident if you use up ChatBot. Because if we are automated, we have been corrected from it ourselves, there is a definite reference. So it's more confident to use than the yure itself. (P3) 3. Quite confident because, more or less, the answers or information conveyed are quite valid. (P8) 4. Actually, this Zatbo will help clean up the skeleton that already exists in my brain. So when I feel that the framework is right between the results of the chatboard and my desires, automatically I think it is enough and it is 	8
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Autonomy	Time flexibility	<ol style="list-style-type: none"> 1. The chatbot has the flexibility of time and place where I can use the ChatBot anywhere and anytime. (P1) 2. Regarding information or materials with the catwa, it is easy to access both anywhere and at any time. (P8) 3. Setbutt is very practical to help me complete tasks because it can save time. Then it is easier as well. So I don't have to work twice between searching and formulating. So jatu can do it at one time. (P11) 4. Maybe for homework or homework, chatbots are more popular because they are more efficient and also more helpful and can be used at any time, if the class is normal, the online class is usually scheduled and not always at the same time, we can do classes like that. (P15) 	7
	Space flexibility	<ol style="list-style-type: none"> 1. And it also has the flexibility of time and place where I can use the ChatBot anywhere and anytime. (P1) 2. Regarding information or materials with the catwa, it is easy to access both anywhere and at any time. (P8) 3. Chatbots make it easier for us to use them wherever and whenever we want (P16) 4. Because E can be used anytime and anywhere according to which is very accountable. We want to ask anything at any time, it's okay. (P17) 	4

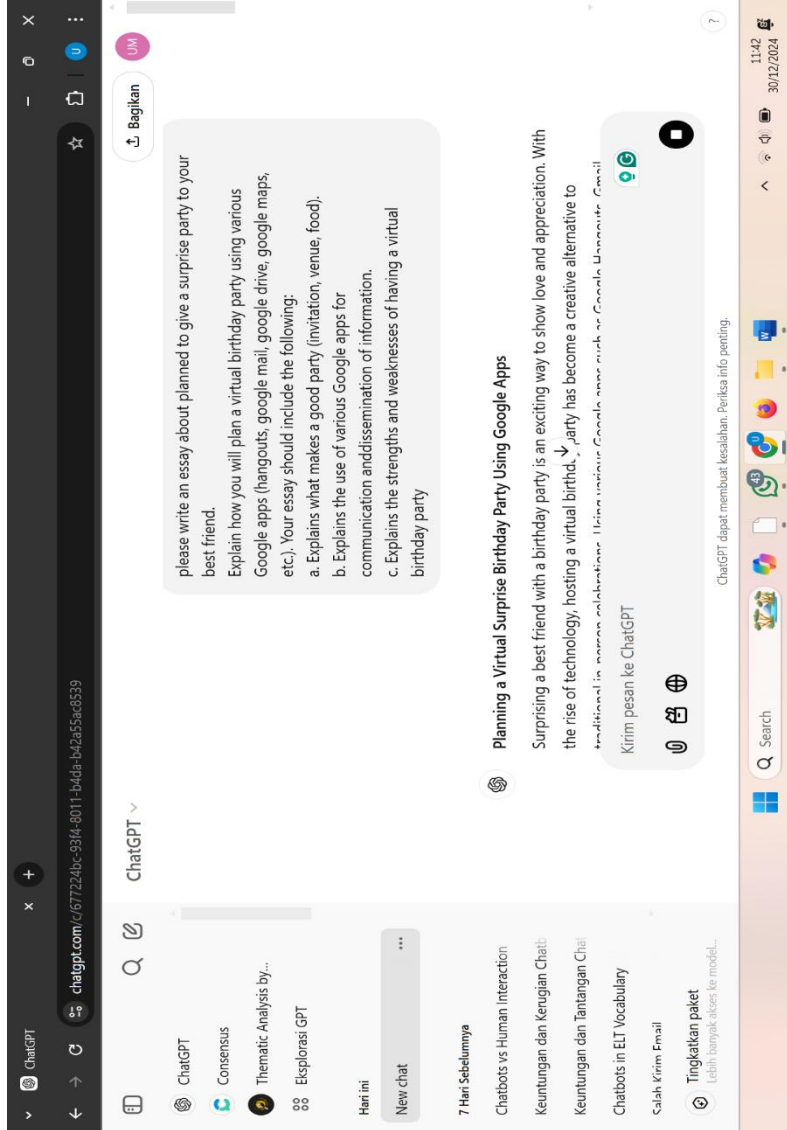
	<p>Self-Regulated Learning</p>	<ol style="list-style-type: none"> 1. quite comfortable. For example, if. ChatBot gives us a rather lacking idea. Well, we can write more specifically. Well, and so it will give us what we want or or picture in our minds. (P6) 2. This catbot can make it easier to search for materials, for example, when I have difficulties, I can ask questions directly and automatically get answers that match my criteria. It's comfortable because I can ask questions to the cabin as needed and can also learn. (P8) 	<p>9</p>
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<p>Relatedness</p>	<p>Content Interaction</p>	<ol style="list-style-type: none"> 1. Sometimes I can also use the results of the answers from chatboard as a subject for discussion with my friends so that we can both get more different knowledge. (P1) 2. That feedback may be better than that person. Yes, it's even more delicious so it's an immediate entry point. (P6) 3. I was in such a difficult situation to talk to and someone I was confused, so I asked him. So I can interact with that person with advice from CE. (P12) 4. After working on something using a chatbot, I usually ask someone if the answer from this chatbot is correct or not. 	<p>6</p>
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Lack of Interaction with Instructors	<ol style="list-style-type: none"> 1. Compared to traditional classes, it is more socially connected in traditional classes. Because we are directly dealing with other people without being there at the moment. (P3) 2. No, no, because the retraction is just a tool. It is not possible that it can only help us to provide answers related to information, but it does not help us in social relationships. (P8) 3. I don't think it has anything to do with social. If one of my interactions with the computer, the answer is formulated for questions, it has nothing to do with social. (P11) 	6
Emotional environment	<ol style="list-style-type: none"> 1. I feel very comfortable using ChatBot, because I feel like I have a tutor or personal teacher in language learning, especially in writing. For example, when I am having difficulty in a question, for example in the tense grammar or in writing an essay, I can directly ask the ChatBot and the ChatBot will give a clear and complete explanation as soon as possible according to the question I am asking. (P1) 2. It's very convenient because ChatBots are mostly free, that's one of the factors that makes it comfortable. Oh yes, the interface is also quite good. (P3) 	10

APPENDIX 8. Chatbot Usage Documentation

ChatGPT



Bagikan UM

adjust to the structure of the essay text, namely: introduction, body, dan conclusion

Planning a Virtual Surprise Birthday Party Using Google Apps

Introduction

Surprising a best friend with a birthday celebration is a heartwarming way to show appreciation and strengthen bonds. With the increasing reliance on technology, virtual birthday parties have become a creative alternative to traditional gatherings. Using Google apps such as Gmail, Google Drive, Google Hangouts, and Google Maps, planning a surprise party becomes seamless and interactive.

This essay will explore what makes a good party, how Google apps can be effectively used for planning, and the strengths and weaknesses of hosting a virtual birthday celebration.

Body

A good party is characterized by three key elements: invitations, venue, and food. Invitations set the

Kirim pesan ke ChatGPT

ChatGPT dapat membuat kesalahan. Periksa info penting.

ChatGPT

- ChatGPT
- Consensus
- Thematic Analysis by...
- Eksplorasi GPT

- Hari ini
 - Virtual Birthday Party Planni...
- 7 Hari Sebelumnya
 - Chatbots vs Human Interaction
 - Keuntungan dan Kerugian Chatb...
 - Keuntungan dan Tantangan Chat...
 - Chatbots in ELT Vocabulary
- Salah Kirim Email
- Tingkatkan paket
 - Lebih banyak akses ke model...

Perplexity

The screenshot displays the Perplexity AI web interface. At the top, the search bar contains the query: "I want to write an essay about a surprise party". The AI's response is as follows:

umikhabibahini Now + Space / I want to write an essay about a surprise party

I want to write an essay about a surprise party for my best friend, please make it.

The essay should include the following:

- a. Explains what makes a good party (invitation, venue, food)
- b. Explains the use of various Google apps for communication and dissemination of information.
- c. Explains the strengths and weaknesses of having a virtual birthday party.

Sources

- Planning the Perfect Surprise Birthday Party: Tips and Tricks + islandgardens
- An invitation to a party - Writing - LearnEnglish Teens - British Council learningenglish teens...
- How to Plan a Surprise Party: The Ultimate Guide - Social Tables socialtables

Answer

Planning a surprise party for a best friend can be an exciting yet challenging endeavor. It requires careful consideration of various elements to ensure the event is memorable and enjoyable. This essay will explore the key components that make a

At the bottom of the page, there is a "What Makes a Good Party?" section with a "Pro" toggle and a "Ask follow-up" button. A "Share" button is also visible in the top right corner.

perplexity

umikhabibahai • 2d

Utilizing Google apps can streamline communication among organizers and participants alike. try developing this sentence

+ Space / I want to write an essay about a surprise p...

Search Images +

Search Videos +

Generate Image +

Sources

- Event Planners: Use Google Workspace for Your Event Planning - exabytes
- The 9 Best Event Planning & Management Apps For... - eventify
- Week 2: Communicate effectively with teams - Google Help - support.google

Show all

Answer

Utilizing Google apps can significantly streamline communication among organizers and participants, enhancing the overall efficiency and effectiveness of event planning. Google Workspace, a suite of cloud-based productivity tools, provides a

Ask follow-up

Pro

communication. Tools such as Gmail, Google Meet, and Google Chat allow team

perplexity

New Thread Ctrl+I

Home

Discover

Spaces

Library

I want to write an essay ab...

Try Pro

Upgrade for image upload, smarter AI, and more Pro Search.

7 Learn More

umikhabibah...

Download

2153 10/12/2024

Gemini

I want to check my grammar on my essay introduction, this is the text: Planning a surprise party for a best friend can be exciting yet challenging endeavor. It required careful consideration of various elements to ensure the event are memorable and enjoyable. This essay will be explore the key components that make a good party, th...

Show drafts

Revised Introduction:

Planning a surprise party for a best friend can be an exciting yet challenging endeavor. It requires careful consideration of various elements to ensure the event is memorable and enjoyable. This essay will explore the key components that make a good party.

Enter a prompt for Gemini

Your Universitas Islam Negeri Walisongo Semarang chats aren't used to train our models. Gemini may display inaccurate info, including about people, so double-check its responses.

Revised Introduction:

Planning a surprise party for a best friend can be an exciting yet challenging endeavor. It requires careful consideration of various elements to ensure the event is memorable and enjoyable. This essay will explore the key components that make a good party, the use of Google Apps for communication, and the pros and cons of hosting a virtual birthday party.

Specific Corrections:

- "event are memorable" - This should be "event is memorable."
- "will be explore" - This should be "will explore."

I hope this helps! Let me know if you have any other questions.

Enter a prompt for Gemini

Your Universitas Islam Negeri Walisongo Semarang chats aren't used to train our models. Gemini may display inaccurate info, including about people, so double-check its responses.

CURRICULUM VITAE

A. Personal Identity

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Jepara, Prov. Jawa Tengah
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B. Education Background

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Elementary School : MI Miftahul Huda
Junior High School: MTs Negeri 1 Jepara
Senior High School: SMA Negeri 1 Tahunan