

**EFL LEARNERS' PERCEPTIONS TOWARDS GENERATIVE-AI  
ASSISTED FEEDBACK IN WRITING ACTIVITIES**

**THESIS**

Presented to

State Islamic University (UIN) Syekh Wasil Kediri

In Partial Fulfillment of the Requirement

For the Degree of *Sarjana* in English Language Education



**By:**

**Yofi Indrianti**

**22202006**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY (UIN) SYEKH WASIL KEDIRI**

**2026**

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**2026**

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I declare that this thesis is my own work, which I have completed based on my original study. All sources from other authors have been properly acknowledged through quotations and references. This thesis has not been submitted for any other degree or qualification at any university or institution. I am fully responsible for the content of this thesis if there are any claims or objections from other parties.

This thesis is submitted to fulfill one of the requirements for obtaining the Sarjana (S1) degree in the English Study Program at State Islamic University (UIN) Syekh Wasil Kediri.

Mojokerto, 13 April 2026



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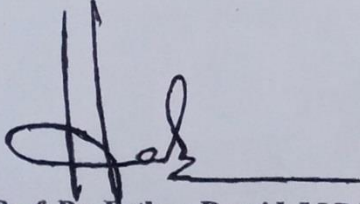
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### EFL LEARNERS' PERCEPTIONS TOWARDS GENERATIVE-AI ASSISTED FEEDBACK IN WRITING ACTIVITIES

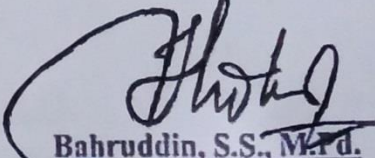
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ASSISTED FEEDBACK IN WRITING ACTIVITIES

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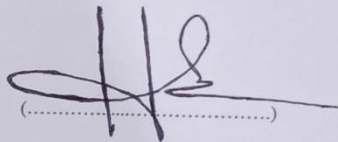
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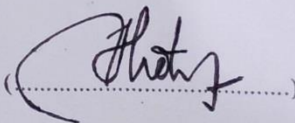
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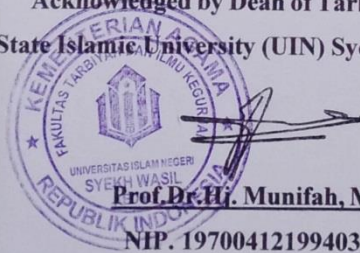
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## **MOTTO**

"Failure is the beginning of success, and criticism is the path to success. Keep trying, because no effort is ever wasted."

(Sumber: Chat Whatsapp 04/03/2026 "Ibuk")

## **DEDICATION**

1. My beloved parents, Bapak. Poniman and Ibu. Sumiati, for their endless love, prayers, unwavering support, and countless sacrifices throughout my life. Your strength and faith have been my greatest motivation.
2. My beloved late grandparents, whose love, prayers, and cherished memories continue to inspire and strengthen me in every step of my journey.
3. My beloved brother, Aqshal Imanul Firmansyah, for his constant support, encouragement, and presence in my life.
4. My respected advisors, Prof. Dr. Fathor Rasyid, M.Pd. and Pak Bahrudin, S. S., M.Pd. for their invaluable guidance, patience, and continuous support throughout the completion of this thesis.
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8. Myself Yofi Indrianti, for the strength, perseverance, and determination to keep moving forward despite all the challenges along the way.
9. All respondents who willingly participated in this research, for their valuable contributions in completing the questionnaire.
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Finally, I realize that this thesis is still far from being perfect. Therefore, any constructive suggestions and feedback are highly appreciated for the improvement of this work.

The Researcher

**Yofi Indrianti**

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## ABSTRACT

**Indrianti, Yofi. (2026)** *“EFL Learners’ Perceptions Toward Generative AI Assisted Feedback in Writing Activities”*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic University (UIN) Syekh Wasil Kediri. Advisors: (I) Prof. Dr. Fathor Rasyid, M.Pd. (II) Bahrudin, S. S., M.Pd.

**Keywords:** *EFL, Perception, Generative AI, AI-Assisted Feedback, Writing*

Generative Artificial Intelligence (AI) has increasingly been utilized to support English writing activities through automated feedback. However, learners’ perceptions toward its use, particularly in EFL contexts, remain underexplored. Therefore, this study aims to investigate EFL learners’ perceptions toward generative AI-assisted feedback in writing activities, focusing on perceived usefulness, perceived ease of use, and motivational impact, based on the Technology Acceptance Model (TAM).

This study employed a descriptive quantitative design using a survey approach. The data were collected through an online questionnaire distributed to EFL learners who have experience using generative AI-assisted feedback. From a total of 301 responses, 294 valid responses were analyzed using descriptive statistics, including percentage and mean scores.

The findings reveal that learners have predominantly positive perceptions toward generative AI-assisted feedback. Perceived usefulness obtained the highest mean score (4.32), followed by perceived ease of use (4.23) and motivational impact (4.23). These results indicate that generative AI not only improves writing quality but also provides accessible and user-friendly feedback that enhances learners’ confidence and engagement. Overall, generative AI-assisted feedback is considered an effective support tool in EFL writing, although its use should be accompanied by critical awareness to avoid overdependence. These findings suggest that generative AI has strong potential to be integrated into EFL writing instruction in a balanced and pedagogically guided manner.

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