Students' Perception of Using HumataAi in Improving Writing Ability

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Abstract

The purpose of this study was to found students' perceptions of the use of Humata Ai in writing. This study discusses student perceptions on using Humata Ai in improving writing ability. This study used a qualitative method with a phenomenological approach, involving 15 students from the 8th semester majoring in English education department, collecting data using questioners and interviews, the questioner used was 10 questions and Likert Scale (strongly agree, agree, doubt, disagree, strongly disagree). The data were analyzed using thematic analysis. The results showed that there were several main findings in this study: (1) Students feel that the use of HumataAi can improve their ability to write, with a percentage of 53.3% agreeing. (2) HumataAi can make it easier for students to write with a percentage of students agreeing 46.6%. (3) Students' concerns about dependence on HumataAi with a percentage of students agreeing to this as much as 53.3%.(4) Students feel that the writing produced by HumataAi will be detected plagiarism with a percentage of students agreeing 33.3%. an fast. The researcher highly recommends this Ai to be used by students as a tool for finding ideas in writing.

Keywords: *Humata Ai, Students Perception, Writing ability*

Introduction

In this era of digitalization, Artificial Intelligence (AI) technology has transformed almost every aspect of human life, and education is no exception. The development of AI brings enormous transformative potential in revolutionizing the way we learn, teach and understand knowledge. The presence of artificial Intelligence (AI) in the education system is no longer just a technological trend, but has become an urgent need to prepare a competitive and adaptive future generation. Generative AI tool –ChatGPT is surprising the world with its advanced capacity to perform highly complex tasks. ChatGPT's incredible ability to perform complex tasks in the field of education has created mixed feelings among educators as this advancement in AI seems to revolutionize the existing educational practices (Baidoo-Anu & Owusu Ansah, 2023).

The development of artificial intelligence (AI) technology has brought about significant transformations in various fields, including education. One area that has undergone fundamental changes is student writing skills, where artificial intelligence (AI) can now provide more sophisticated support than ever before. According to a recent study by Hockly (2023), the integration of artificial intelligence (AI) in writing learning has great potential to improve the quality and effectiveness of the language teaching process. Artificial intelligence (AI) has been widely used in all countries, one of which is China, where they argue that artificial intelligence (AI) can improve students' foreign language writing, improve academic mood, and improve foreign language writing skills

(Zhao, 2024). The same event also happened in Indonesia, using artificial intelligence (AI) students can write academically in English more quickly and accurately by using various artificial intelligence (AI) tools and technology (Losi, et.all 2024).

The development of artificial intelligence (AI) has opened up new opportunities in education, providing innovative and adaptive learning tools. Here are some of the leading AI tools that can be utilized to support the learning process including ChatGPT, HumataAi, Perplexity, Connected Papers, Claude and many others. The use of artificial intelligence (AI) in the writing process has undergone significant development, bringing about a fundamental transformation in academic and professional writing practices. AI is able to assist writers in various stages of the writing process, from idea generation, outlining, to editing the manuscript (Khalifah & Albadawy, 2024). However, the use of AI in writing raises complex ethical challenges, especially related to issues of originality, plagiarism, and intellectual validity. Research Bibi et all, (2024) emphasizes the need for a clear ethical framework in integrating AI into the academic process, taking into account that AI tools should be viewed as instruments supporting human creativity, not replacing the intellectual capacity of writers.

According to the findings of interviews with some of eighth-semester students at one of the universities in Medan, students continue to primarily use manual writing, textbook use, and direct peer or lecture consultation as pedagogical approaches in the writing learning process. The use of artificial intelligence (AI) to enhance writing abilities is one of the numerous educational advances brought about by the digital age, although student adoption of this technology is still quite low. Students' ignorance of the different types and uses of AI that can be used to enhance academic activities particularly the development of writing skills is one of the factors contributing to the poor use of AI. According to the results of the interviews, most students only know ChatGPT as an AI writing tool. However, there are numerous other AI platforms, like HumataAi, that have the potential to greatly enhance academic writing quality, speed up the writing process, and support idea development. This circumstance prompts the author to carry out additional research on how students view the application of HumataAi to enhance writing abilities. An overview of the difficulties, possibilities, and barriers to integrating AI into university-level writing instruction is intended to be achieved by understanding students' perspectives.

HumataAI is an innovative artificial intelligence (AI) technology designed to comprehensively support scientific research and data analysis. The platform has the unique ability to process research documents, scientific articles, and academic papers using advanced algorithms capable of extracting information, identifying patterns, and providing deep insights from various data sources. HumataAI's main advantage lies in its ability to use natural language processing (NLP) technology that enables researchers to quickly understand complex content and obtain accurate summaries.

Some previous research on the use of artificial intelligence (AI), the first. Nguyen et all., (2024) conducted a study of 100 students taking a reading-writing course, finding that students gave a positive attitude towards the use of ChatGPT to improve students' ability to write English essays. The second study conducted by Aineh and Ngui (2024) in one of the public schools in Malaysia as many as 20 respondents consisting of teachers and students, showed that ChatGPT is an effective tool to improve students' English writing skills while also showing their concerns about dependence on ChatGPT. The third study conducted by Lee et all., (2024) to 80 Korean students showed that artificial intelligence (AI) can improve English writing skills. The fourth study conducted by Zhao (2024) showed that artificial intelligence (AI), especially ChatGPT, has a positive impact

on improving students' ability to write in a foreign language and a negative impact on damaging students' critical thinking. The fifth study by Suci and Syafryadin (2024) at the University of Bengkulu with 23 English education students showed that 79.7% of students felt helped in using Grammarly, but students also felt dissatisfied with Grammarly because it costs a premium to access all of its features. Based on the results of research by Habibah (2024) at one of the universities in Surabaya, it states that students feel helped by the role of Al, including ChatGPT, Humata, Perplexity, Quillbot. However, some students say that Al has positive and negative impacts.

Based on previous studies, researchers found gaps in this study, although many studies have examined artificial intelligence (AI) and ChatGPT which is the most dominant, there are still few studies that discuss specifically about the perceptions of students in using HumataAI as a tool in writing. Analyzing students' perceptions is important because it can provide insight into how they understand and respond to the learning process, which in turn can influence their academic outcomes. Perception is a process that organizes and interprets stimulus patterns. This shows that perception comes from the mind. This does not happen by chance, but it takes a long time to understand certain events and experiences Sarkol (2016). By understanding these perceptions, educators can adjust teaching methods and create more effective learning environments. Analysis of students' perceptions is very important because it can provide deep insight into their learning experiences, which directly influences motivation and academic performance. By understanding how students perceive the educational environment, educators can identify areas that need improvement and develop more effective strategies to enhance the learning experience. So formulate the purpose of this research on. What are the students' perspectives on using Humata AI to improve writing ability in English, and what are the advantages and disadvantages in using Humata AI to improve students' writing ability in English.

Method

This study uses qualitative research methods to find out students' perspectives on Humata AI to improve students' writing ability. According to Sugiyono (2013) qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions. The purpose of qualitative research is to deeply understand aspects of human life, and explore the perceptions, meanings, and experiences of research subjects, with phenomenologycal design because this study is based on a person's conscious experience (Gill, 2020). The sample used in this study was 15 students from the 8th semester of the English education department. he sampling method is purposive sampling. The instrument used in this study was a questionnaire with 10 questions.

The data collection techniques in this study are first, distributing questionnaires, to find complete information about a problem from respondents without worrying if the respondent provides answers that are not in accordance with reality in filling out the list of questions. The second interview, the researcher took 6 students to be interviewed to get in-depth information about a problem or theme raised in the study. The third data collection technique in the study used a Likert scale to measure respondents' perceptions in this study. According to Sugiyono (2018) the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The following is an explanation of the five-point Likert scale: 1. strongly disagree (STS) 2. disagree (TS) 3. undecided (R) 4. agree (S) 5. strongly agree (SS). The analysis technique using thematic analysis aims to explore what really happens

in a phenomenon. In particular, thematic analysis is used to identify patterns in an event that becomes the object of research (Hariyanto, 2018)

Results

The results of the responses from the questioner given to 15 students who have used HumataAi in writing, the questioner used in this study is in the form of a Likert Scale, there are 10 questioners about student perceptions of the use of HumataAi in improving writing skills. Students are only asked to answer questions according to the choices in the Google Form given according to their perceptions.

Effectiveness in writing process

The table below shows the results of students' perceptions of HumataAi can improve students' writing ability, improve writing quality, confidence in writing results, and provide feedback.

Table 1. Student perceptions of the effectiveness of HumataAi in the writing process.

Statement	Response	Count	Percent
"I feel that the use of HumataAi helps me in developing my writing ability."	Stongly Agree	5	33,3%
	Agree	9	60%
	Undecided	0	0%
	Disagree	1	6,6%
	Strongly Disagree	0	0%
"I feel that the use of HumataAi have significantly improved the quality of my writing."	Strongly Agree	4	26,6%
	Agree	8	53,3%
	Undecided	0	0%
	Disagree	3	20%
	Strongly Disagree	0	0%
"I feel more confident in writing after using HumataAi."	Strongly Agree	8	53,3%
	Agree	4	26,6&
	Undecided	0	0%
	Disagree	3	20%
	Strongly Disagree	0	0%
"I felt that HumataAi provided useful feedback on my writing."	Strongly Agree	4	26,6%
	Agree	6	40%
	Undecided	2	13,3%
	Disagree	3	20%
	Strongly Disagree	0	0%

Based on the first statement "I feel that the use of HumataAi helps me in developing my writing ablity." A total of 33.3% responded strongly agree, 60% responded agree, 0% responded undecided, 6.6% responded disagree, and 0% responded strongly disagree. From the responses given by students, most students gave a positive perceptions to HumataAi being able to improve students' writing ability. The results of the questionnaire responses were the same as the results of interviews conducted by

researchers to 6 students. The interview results were obtained through voice notes, telephone calls, and video calls with students.

> *"I feel that using HumataAi really helps me in developing my writing skills. With the suggestion feature provided, I feel very helpful in writing."(S1)*

The interview results from S1 showed that the use of Humata AI had a positive impact on the development of his writing skills. The student stated that he felt helped by the suggestion feature provided by Humata AI and that it served as a useful tool in improving students' writing skills.

The second statement "I feel that using HumataAi has significantly improved the quality of my writing." A total of 26.6% responses strongly agreed, 53.3% responses agreed, 0% responses were undecided, 20% responses disagreed, and 0% responses strongly disagreed. Based on the second statement response, it is similar to the results of the first response that students gave more positive perceprions to HumataAi in writing. And the following are the results of interviews conducted with students.

> *"I agree that HumataAi has improved the quality of my writing. With the help of this tool, I learned to write more clearly and concisely. This is very helpful, especially when I need to convey information quickly and effectively."(S2)*

(S2) interviewees believed that HumataAi's support enhanced their capacity to communicate ideas more rapidly and clearly, which is a crucial sign of academic writing proficiency. According to the perception theory of learning (Sarkol, 2016), technology like HumataAi helps people internalize effective writing techniques. This is supported by the idea that positive tool perceptions will boost motivation and confidence in the learning process.

For the third statement "I feel more confident in writing after using HumataAi." A total of 53.3% of students responded strongly agree, 26.6% responded agree, 0% responded undecided, 20% responded disagree, and 0% of students responded strongly disagree. In the third statement, it can be concluded that students give a positive perseption to HumataAi, because students feel confident in using HumataAi in writing. In line with the interview results that students also gave a positive peception to HumataAi.

> *"I think HumataAi is very useful in writing activities. I feel more confident in writing after using this Ai. I can now get clear and direct advice, although before I was often in doubt about the words I chose and how my sentence structure was organized."(S3)*

Based to the interviews, writing confidence increased when HumataAi was used. Students receive straightforward guidance, which allays their fears and boosts their confidence in their ability to write. Increasing confidence in a skill will increase actual performance in that skill, according to the self-efficacy theory (Bandura, 1997). HumataAi is a psychological aid that boosts students' confidence in academic writing in addition to being a technical tool.

The results of the fourth statement "I felt that HumataAi provided useful feedback on my writing." A total of 26.6% responded strongly agree, 40% responded agree, 13.3% responded undecided, 20% responded disagree, and 0% responded strongly disagree. It can be concluded that students give more positive perception to HumataAi because students feel that HumataAi provides feedback that is in accordance with what they ask for and is also stated in the interview.

> *"HumataAi gave feedback according to the contents of the file I provided when I wrote the English critical journal review assignment. I believe that this feedback really helped me improve my work."(S4)*

Interviewees' statements demonstrated that HumataAi's feedback was relevant and appropriate to the writing's subject matter in this example, the English critical journal review assignment. The fact that students believed HumataAi's input directly improved the quality of their writing suggests that AI can serve as a useful writing improvement coach. The perception theory of learning (Sarkol, 2016) states that receiving positive feedback would increase one's intrinsic motivation to get better.

Efficiency and accessibility

The second table results efficiency and accessibility, students feel that using HumataAi can write faster, can access more than one language and can be accessed anywhere.

Table 2. Students' perceptions of HumataAi on efficiency and accessibility.

"With the use of HumtaAi, I feel that I can write quickly"	Strongly Agree	7	46,6%
	Agree	4	26,6%
	Undecided	0	0%
	Disagree	4	26,6%
	Strongly Disagree	0	0%
"I am satisfied with HumtaAi because it can access multiple languages."	Strongly Agree	5	33,3%
	Agree	6	40%
	Undecided	0	0%
	Disagree	4	26,6%
	Strongly Disagree	0	0%
"I feel that HumataAi is easily accessible and can be used anytime to help them with their writing."	Strongly Agree	6	40%
	Agree	4	26,6%
	Undecided	0	0%
	Disagree	2	13,3%
	Strongly Disagree	2	13,3%

The first statement is "With the use of HumtaAi, I feel that I can write quickly." The response results on this statement are no different from the previous statement because students gave positive responses to HumataAi. 46.6% responded strongly agree, 26.6% responded agree, 0% responded undecided, 26.6% responded disagree, and 0% responded strongly disagree. And in line with the results of the interview, students gave a positive response to the use of HumataAi.

> *"I feel very helped by HumataAi. For example, I can get ideas and suggestions from HumataAi when I have to complete an assignment in a short time, which speeds up my writing process."(S3)*

According to interviewees, using HumataAi accelerated the writing process, particularly in critical circumstances where work needed to be finished quickly. Students said that HumataAi was a source of ideas and suggestions in addition to being a

technical tool, which helped them think more smoothly when they were writing. This is consistent with the theory of cognitive assistance in learning, which holds that technology helps speed up the process of coming up with ideas and developing writing (Hockly, 2023).

The second statement is "I am satisfied with HumtaAi because it can access multiple languages." A total of 33.3% responded strongly agree, 40% responded agree, 0% responded undecided, 26.6% responded disagree, and 40% responded strongly disagree. It can be concluded that in this statement more students gave an agreed response to HumataAi being able to access more than one language in line with the results of the interviews conducted.

> *"I have recommended it to my friends. For those who want to improve their writing skills in various languages, this multilingual feature is very helpful".(S6)*

According to the findings of the interviews, HumataAi's multilingual features are thought to be highly beneficial for enhancing writing abilities in a variety of languages. Students are so pleased with HumataAi that they even suggest it to their friends, demonstrating their high degree of happiness and faith in its efficacy. The practice of suggesting technology to others suggests that the technology is in the adoption and advocacy stages of its development, according to the diffusion of innovation theory (Rogers, 2003).

Furthermore, the results of the third statement "I feel that HumataAi is easily accessible and can be used anytime to help them with their writing." A total of 40% responded strongly agree, 26.6% responded agree, 0% responded undecided, 13.3% responded disagree, 13.3% responded strongly disagree. In this seventh statement, more students gave an agreeing response to HumataAi being accessible anywhere, making it easier for students to work on their writing supported by a good internet connection. In line with the results of the interview conducted.

> *"I like using HumataAi because it is easy to access. I can use it on my laptop or on my phone, so I can write anywhere. This makes me more flexible, especially when I'm out of the house."(S5)*

Based on student experiences, one of the main reasons why students were more flexible with their writing assignments was HumataAi's ease of use. Students' access to HumataAi via computers or smartphones enables them to write at any time and from any location, extending learning opportunities beyond traditional settings like homes or schools.

Dependency

The results of the third table in using HumataAi, there are still some students who are afraid of dependence.

Table 3. Students' perception of HumataAi on Dependency

"I was worried that I was becoming too dependent on HumataAi in my writing process."	Strongly Agree	8	53,3%
	Agree	6	40%
	Undecided	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%

First statement "I was worried that I was becoming too dependent on HumataAi in my writing process." A total of 53,3% responded strongly agree, 40% responded agree, 0% responded undercided, 0% responded disagree, and 0% responded strongly

disagree. In this statement more students gave an agreeing response to the use of HumataAi will make students become dependent on HumataAi so it can be concluded that there is also a positive impact in using HumataAi. The interview results also state the following.

> *"Actually, I feel helped by HumataAi. However, I am also worried if I become too dependent on this Ai because I often use it to get advice when writing. Therefore, I am afraid I will lose my ability to think independently and develop my own ideas."(S3)*

Interviews with students revealed mixed feelings regarding the usage of HumataAi; while they felt it aided them in their writing, there were also worries about becoming overly dependent on it. Students voiced concern that prolonged use of HumataAi would impair their capacity for independent thought and impede the growth of their own thoughts. Self-regulated learning theory states that long-term learning requires the capacity for independent thought and self-management of the learning process.

Creativity and plagiarism

The table results show that students are worried about reducing their creativity in writing and plagiarism.

Table 4. Students' perception of HumataAi on creativity and plagiarism.

"I feel that using HumataAi can reduce my creativity in writing."	Strongly Agree	3	20%
	Agree	5	33,3%
	Undecided	2	13,3%
	Disagree	5	33,3%
	Strongly Disagree	0	0%
"I feel that the writing results provided by HumataAi will be subject to plagiarism"	Strongly Agree	5	33,3%
	Agree	7	46,6%
	Undecided	0	0%
	Disagree	3	20%
	StronglyDisagree	0	0%

The first statement was "I feel that using HumataAi can reduce my creativity in writing." A total of 20% of responses strongly agree, 33.3% of responses agree. 13.3% responded undecided, 33.3% responded disagree, and 0% responded strongly disagree. The results of student responses mostly agree that HumtaAi can reduce student creativity when writing, and are in line with the results of the interview.

> *"The experience that I feel using HumataAi can help me in writing, but I am also worried that it can reduce my creativity because it is too dependent." (S2)*

Through investigation, problem-solving, and self-motivation, creativity grows. The natural desire to think creatively may be diminished by reliance on outside resources like artificial intelligence. According to student interview results, HumataAi really aided the writing process, but there were also worries about diminished creativity. Over-reliance on HumataAi can stifle creativity and diminish individual initiative while coming up with writing ideas. The second statement "I feel that the writing results provided by HumataAi will be subject to plagiarism." A total of 33.3% responded strongly agree, 46.6% responded agree, 0% responded undecided, 20% responded disagree, and 0% responded strongly disagree. The results of the response to the last

statement many students chose the response agreeing that the writing produced by HumataAi chose the response agreeing that the writing produced by HumataAi will be subject to plagiarism, and in line with the results of the interview.

> *"I'm also worried. Although HumataAi has the ability to help me with my writing, I feel there is a possibility of plagiarism. I always try to incorporate my own ideas after using this Ai because I don't want my writing to be considered plagiarized."*
> *(S4)*

The employment of HumataAi raised ethical questions in the student interview, particularly the possibility of plagiarism in the written product. Despite HumataAi's assistance with the writing process, he recognized that relying too heavily on AI output could make it difficult to distinguish between work that was created by AI and that which was not. This insight aligns with the idea of academic integrity in higher education, which calls for students to respect the origins of ideas and generate original work. The ethical theory of technology use in education (Bibi et al., 2024) states that in order to avoid breaking the rules of academic authenticity, the use of AI should be accompanied with the growth of critical consciousness.

Discussion

The result of this study was to determine students' perceptions of the use of Humata Ai in improving writing ability. The researcher obtained questionnaire data from 8th semester students of the English education department study program. The researcher collected data by using a Likert scale questioner consisting of 10 questions. Based on the results of the research that has been conducted, several research results were found, first, that many students gave a positive perceptions to the use of Humata Ai as a tool to help them in writing process. Secondly, this research shows that students feel that Ai is very efficient and easy to access, making it easier for students. The third study showed that students were afraid that there would be dependence on Humata Ai. Fourth, students are worried that the use of Ai will reduce creativity in writing and worry about plagiarism.

The study also showed that students felt helped and motivated in the writing learning process, and recognized that this technology can provide constructive and useful feedback in honing their writing skills. Thus, Humata Ai serves not only as a tool, but also as a source of inspiration that can encourage students to be more creative and confident in expressing their ideas through writing. In relation to the research of Hoa & Khoa (2024) said that students gave a positive response to Ai, especially ChatGPT and students also thought that this tool was useful when learning English. In line with Zhao's research (2024) above, it states that the use of Ai can improve students' writing skills.

The results of this study also investigated the advantages and disadvantages felt by students when using Hutama Ai when writing. The advantages felt by students when using Humata Ai can be accessed anywhere with just a good internet connection, making it easier for every student if they want to study or when they want to do assignments because they can be accessed via cellphone, laptop, PC. In line with the research results of Sultan, et.all (2025) stated that students admit that the use of Ai (ChatGPT) can save them in generating ideas for doing academic assignments. In addition, Humata Ai can also access other languages not just English. While on the other hand, there are several disadvantages experienced by students in using Humata Ai that need to be considered. One of the main concerns is the potential for dependence on this Ai. Many students tend to use Humata Ai not as a tool to find new ideas in writing, but rather to copy directly the writing produced by Ai. This practice not only risks producing plagiarized work, but

can also hinder the learning process that should involve the development of critical thinking and individual creativity. When students prefer to rely on the work produced by Ai, they risk losing the ability to think originally and develop their own writing style. As a result, the process of learning to write which should be a means to express ideas and feelings authentically can be reduced to simply copying and pasting, which can ultimately reduce the quality of writing and the overall learning experience. Therefore, it is important for educators and students to be aware of and address these challenges so that the use of technology in learning can provide maximum benefits without sacrificing creativity and academic integrity. In a study by Anan, et.all (2025) it was stated that the use of Ai in academic writing is very helpful for students but must be careful not to become dependent and maintain student creativity in writing.

The researcher can conclude from the results of this study that most students feel the positive perception of using Humata Ai as a tool to help them improve their writing ability. In the study of Al-Raimi, et al. (2024) also mentioned that Omani EFL students have a positive perception towards the use of artificial intelligence writing aids. Humata Ai serves as a reliable source of inspiration, especially when students face difficulties in finding ideas for their writing. By utilizing this Ai, students can explore various perspectives and approaches that may not have been thought of before, thus broadening their horizons in writing.

Conclusion

Researchers analyzed the data using 10 questionnaire questions. After analyzing the data, researchers found data that most students gave a positive perception to the use of Humta Ai as a tool to improve writing ability. From the results of the questionnaire, most students considered that this Ai makes it very easy for students to write, saves time, can be accessed anywhere, the language features are more than one language. However, students must be able to control themselves so as not to become dependent on Humata Ai. Based on these results, researchers can conclude that Humata Ai is a good application as a tool to improve students' writing ability, and researchers also highly recommend this Ai as a tool for students to write.

Acknowledgment

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