

**PEER AND AUTOMATED WRITING EVALUATION (AWE): INDONESIAN  
EFL COLLEGE STUDENTS' PREFERENCE FOR ESSAY EVALUATION**

**THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training State Islamic  
University of North Sumatra Medan as a Partial Fulfillment of the Requirements  
for the Master's Degree in English Education (M.Pd)*



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN

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MASTER'S PROGRAM OF ENGLISH EDUCATION

**FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**MEDAN**

**2023**

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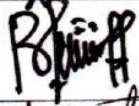
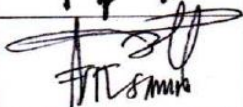

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declare that this thesis entitled "**ARTIFICIAL INTELLIGENCE-INTEGRATED LANGUAGE LEARNING: AN INVESTIGATION OF *QUILLBOT* UTILIZATION IN EFL STUDENTS' ACADEMIC WRITING**", is my original work, produced under the guidance and supervision of Dr. Sholihatul Hamidah Daulay, M.Hum, as advisor 1, and Ahmad Amin Dalimunthe, M.Hum., Ph.D, as advisor 2, in partial fulfilment of the requirements for the Master's degree in English Education at Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra Medan.

I confirm that:

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2. Any contributions made by others to this work, including ideas, data, images, or written materials, have been appropriately referenced and credited.
3. This thesis has not been submitted, in whole or in part, for any other degree or qualification at any university or institution.
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## ABSTRACT

Plenty of studies have examined how automated writing evaluation (AWE) and peer evaluation (PE) affect EFL students' writing outputs and views. Nevertheless, there are only few studies investigating students' preferences on using evaluation from AWE or PE to evaluate their essay as it will affect their learning attitudes and behaviors. Therefore, this study aims to discover which method EFL college students used to evaluate their English academic writing. In collecting the data, questionnaires were distributed to assess students' feedback utilization. Twenty English Education students completed the questionnaire. In addition, students' writing products were collected to see the transformation of students' writing. Finally, three students were asked to follow one-on-one interview to better understand their views on the two forms of evaluation. In analyzing the data, both frequency count and theme analysis were employed. This study found that students prefer peer feedback over *Grammarly*. This preference has two causes: first, they consider their peers as their genuine audience, and second, they value peer feedback more than *Grammarly* feedback. However, *Grammarly* is considered great since students love using it for checking their writing correctness. It is suggested to further researchers investigating the combination of these two to improve students' academic writing.

**Keyword: Academic Writing, Automated Writing Evaluation, College Students, English, *Grammarly*, Peer Evaluation**

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## ABSTRAK

Banyak penelitian yang telah meneliti bagaimana evaluasi menulis otomatis (AWE) dan evaluasi teman sebaya (PE) mempengaruhi hasil tulisan dan pandangan mahasiswa yang menggunakan Bahasa Inggris sebagai Bahasa asing (EFL). Namun demikian, hanya ada beberapa penelitian yang menyelidiki preferensi siswa dalam menggunakan evaluasi dari AWE atau PE untuk mengevaluasi esai mereka karena hal tersebut akan mempengaruhi sikap dan perilaku belajar mereka. Oleh karena itu, penelitian ini bertujuan untuk mengetahui metode mana yang digunakan mahasiswa EFL untuk mengevaluasi tulisan akademis Bahasa Inggris mereka. Dalam mengumpulkan data, kuesioner didistribusikan untuk menilai penggunaan umpan balik oleh mahasiswa. Dua puluh mahasiswa Pendidikan Bahasa Inggris mengisi kuesioner tersebut. Selain itu, produk tulisan siswa dikumpulkan untuk melihat transformasi tulisan siswa. Terakhir, tiga mahasiswa diminta untuk mengikuti wawancara tatap muka untuk lebih memahami pandangan mereka terhadap kedua bentuk evaluasi tersebut. Dalam menganalisis data, digunakan penghitungan frekuensi dan analisis tema. Penelitian ini menemukan bahwa siswa lebih menyukai umpan balik teman sebaya daripada Grammarly. Preferensi ini memiliki dua alasan: pertama, mereka menganggap teman sebaya mereka sebagai audiens asli mereka, dan kedua, mereka lebih menghargai umpan balik teman sebaya daripada umpan balik Grammarly. Namun, Grammarly dianggap bagus karena siswa suka menggunakannya untuk memeriksa tata bahasa tulisan mereka. Disarankan kepada peneliti selanjutnya untuk menyelidiki kombinasi keduanya untuk meningkatkan kemampuan menulis akademis siswa.

**Kata Kunci:** Bahasa Inggris, Evaluasi Penulisan Otomatis, Evaluasi Rekan Sejawat, Grammarly, Mahasiswa, Penulisan Akademik

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Medan, June 23 2023

Rita Seroja Br Ginting



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