

APPENDICES

Appendix 1. Supervisor's recommendation letter

SURAT REKOMENDASI PEMBIMBING UNTUK PENGUMPULAN DATA SKRIPSI/TA

Saya yang bertanda tangan di bawah ini:

Nama : Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP : 196202021988032001
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing I

Nama : I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
NIP : 198701172014041001
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Asing
Jabatan : Pembimbing II

Memberikan rekomendasi dan persetujuan kepada:

Nama Mahasiswa : I Dewa Gede Dimas Satria Udayana
NIM : 2212021117
Jurusan : Bahasa Asing
Program Studi : S1 Pendidikan Bahasa Inggris

Untuk melaksanakan pengumpulan data di Universitas Pendidikan Ganesha khususnya di lingkungan Fakultas Bahasa dan Seni dalam rangka penelitian untuk menyelesaikan skripsi/tugas akhir yang berjudul:

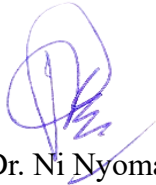
**"INVESTIGATING STUDENT SATISFACTION OF USING CHATBOT AI
TO FACILITATE WRITING SKILLS AMONG ENGLISH EDUCATION
STUDENTS AT UNDIKSHA "**

Kami menyatakan bahwa penelitian yang akan dilakukan oleh mahasiswa tersebut telah sesuai dengan bidang kajian yang relevan dan telah dinyatakan lulus proses seminar proposal. Instrumen yang digunakan untuk pengumpulan data sudah tervalidasi sehingga mahasiswa dapat melanjutkan proses tahap pengumpulan data.

Demikian surat rekomendasi ini saya buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

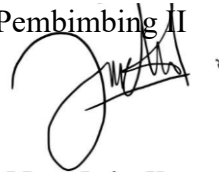
Singaraja, 7 Mei 2026

Pembimbing I



Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Pembimbing II



I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.
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Appendix 2. Interview Guide

SEMI STRUCTURED INTERVIEW GUIDE

NAME : I DEWA GEDE DIMAS SATRIA UDAYANA

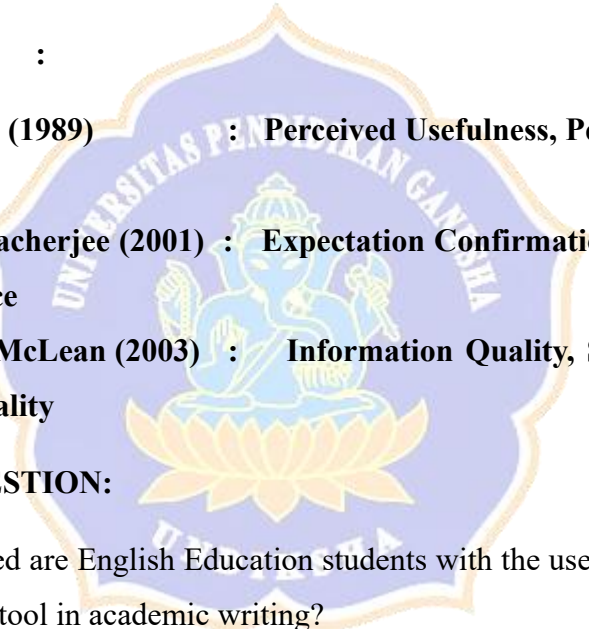
NIM : 221201117

TITLE : INVESTIGATING STUDENT SATISFACTION OF USING CHATBOT AI TO FACILITATE WRITING SKILLS AMONG ENGLISH EDUCATION STUDENTS AT UNDIKSHA

METHOD : Semi Structured in Depth Interview

ESTIMATION : 30-45 MINUTE

THEORY :

- 
- I. TAM Davis (1989) : Perceived Usefulness, Perceived Ease of Use
 - II. ECT Bhattacharjee (2001) : Expectation Confirmation, Satisfaction, Continuance
 - III. DeLone & McLean (2003) : Information Quality, System Quality, Service Quality

RESEARCH QUESTION:

1. How satisfied are English Education students with the use of chatbot AI as an assistive tool in academic writing?
2. How do specific aspects of chatbot-based writing support (grammar assistance, idea development, feedback quality, and ease of use) shape English Education students' satisfaction in academic writing?

PROTOCOL:

Thank you for agreeing to participate. My name is I DEWA GEDE DIMAS SATRIA UDAYANA, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30–45 minutes. There are no right or wrong answers. With your permission, this session

will be recorded for transcription purposes. You are free to withdraw at any time.
Shall we begin?

SECTION A: BACKGROUND

A1 Main question:

What was your initial expectation towards the AI and the use of AI?

A2 Main Question:

What Chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Purpose:

To ensure that participants are active users and to understand the context of their usage before exploring their satisfaction.

Probing Questions:

1. Which platform do you use most frequently? ChatGPT, Gemini, Perplexity, or others?
2. At which stage do you usually use it? brainstorming, drafting, revising, or proofreading?
3. How long have you been using Chatbot AI for academic writing?

A3 Main Question:

Before you started using Chatbot AI for writing, what did you expect it to be able to do?

Theory:

ECT – Pre-use Expectations (Bhattacharjee, 2001)

Purpose:

To capture participants' initial expectations, which serve as a fundamental construct in Expectation Confirmation Theory.

Probing Questions:

1. Where did those expectations come from? (e.g., friends, social media, lecturers)
2. Did you have any concerns or doubts before trying it for the first time?
Please elaborate!

SECTION B: OVERALL SATISFACTION

B1 Main Question:

Overall, how do you feel about using chatbot AI for academic writing?

Theory:

TAM + ECT Global Satisfaction

Purpose:

To address the main research question by inviting a holistic evaluation of participants' satisfaction.

Probing Questions:

1. If you had to describe your experience in a few words about the satisfaction towards the use of chatbot ai, how would that be?
2. Has your level of satisfaction changed over time, or has it remained consistent?
3. Are there specific moments when you felt particularly satisfied or dissatisfied?

B2 Main Question:

How do you think the AI chatbot's actual performance meet, exceed, or not meet your early expectations? How did that affect your satisfaction?

Theory:

ECT – Expectation Confirmation/Disconfirmation (Bhattacharjee, 2001)

Purpose:

To operationalize the core construct of ECT, namely expectation confirmation as a predictor of satisfaction.

Probing Questions:

1. In which aspects do the tool exceed your expectations?
2. How it does not meet your expectations, does it reduce your motivation to continue using it?

B3 Main Question:

How does using Chatbot AI affect your confidence and anxiety when working on academic writing tasks?

Theory:

TAM + ECT – Affective Dimensions of Satisfaction

Purpose:

To explore the affective dimension of satisfaction, including writing anxiety and psychological comfort.

Probing Questions:

1. How does the tool make you feel more confident, or how does it create dependency?
2. How you ever felt uncomfortable or worried when relying on Chatbot AI? Why?

SECTION C: SPECIFIC ASPECTS OF WRITING ASSISTANCE**C1 Main Question:**

How satisfied are you with the quality of grammar corrections and language suggestions provided by Chatbot AI?

Theory:

DeLone & McLean – Information Quality; TAM – Perceived Usefulness; Cognitive Load Theory

Purpose:

To evaluate grammar assistance as a core function, focusing on accuracy, relevance, and perceived usefulness.

Probing Questions:

1. Can you explain and give an example of a grammar correction that was particularly helpful or inaccurate?
2. How do these corrections help you learn grammar, or do you simply apply them without understanding?
3. How do these corrections influence your level of satisfaction?

C2 Main Question:

How satisfied are you with the way Chatbot AI helps you develop ideas and organize your writing?

Theory:

TAM – Perceived Usefulness; Self-Regulated Learning; DeLone & McLean – Information Quality

Purpose:

To examine idea development as a cognitively demanding task and its contribution to perceived usefulness.

Probing Questions:

1. Can you describe a situation where Chatbot AI helped you generate or refine ideas?
2. Are the ideas relevant to your academic context, or too general?
3. Have you experienced incorrect or misleading information? How did that affect your satisfaction?

C3 Main Question:

How do you evaluate the quality of feedback provided by Chatbot AI in terms of accuracy, clarity, relevance, and usefulness?

Theory:

DeLone & McLean – Information Quality & Service Quality; ECT; TAM

Purpose:

To assess feedback quality as a key determinant of satisfaction in AI-assisted writing.

Probing Questions:

1. Is the feedback specific and actionable, or too general?
2. How does Chatbot AI feedback compare to feedback from lecturers or peers?
3. To what extent does feedback quality influence your overall satisfaction?

C4 Main Question:

How easy or difficult is it to use Chatbot AI for academic writing in terms of interface, interaction, and accessibility?

Theory:

TAM – Perceived Ease of Use; DeLone & McLean – System Quality

Purpose:

To evaluate usability and system quality as predictors of satisfaction.

Probing Questions:

1. Do you find it easy to formulate prompts to get useful responses?
2. Have you experienced technical issues such as slow responses or irrelevant outputs? How did that affect your experience?
3. How much does ease of use contribute to your overall satisfaction?

SECTION D: REFLECTION**D1 Main Question:**

Among the aspects discussed for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Theory:

TAM + ECT + DeLone & McLean, Integrative Perspective

Purpose:

To identify the most influential dimension of satisfaction and understand the relative importance of each construct.

Probing Questions:

1. Is there any other aspect that also influences your satisfaction but was not discussed?
2. Do you intend to continue using Chatbot AI for academic writing in the future? Why?

D2 Main Question:

Is there anything else you would like to share about your experience using Chatbot AI for academic writing that we have not discussed?

Theory:

Open Reflection

Purpose:

To allow participants to introduce new themes and provide richer data.

Probing Questions:

1. Do you have any suggestions or criticisms for improving the use of Chatbot AI in academic settings?

CLOSING:

“Thank you very much for your time and these valuable answers. I will share the transcript of this interview with you for the review, please feel free to correct, add

to, or clarify any part of it. Once again, I greatly appreciate your participation in this study.”



Appendix 3. Interview Assessment Form Guide the use of Chatbot ai

No Item	Relevan	Tidak Relevan	Keterangan
A1. What was your initial expectation towards the AI and the use of AI?			Addition of a question to Section A1
A2. What was Chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them? Probing: 1.Which platform do you use most frequently? ChatGPT, Gemini, Perplexity, or others? 2. At which stage do you usually use it? brainstorming, drafting, revising, or proofreading? 3. How long have you been using Chatbot AI for academic writing?			Revise questions that are answerable with a simple “yes” or “no.”
A3. Before you started using Chatbot AI for writing, what did you expect it to be able to do? Probing: 1.Where did those expectations come from? (e.g., friends, social media, lecturers) please explain! 2. Did you have any concerns or doubts before trying it for the first time? Please explain!			Revise questions that are answerable with a simple “yes” or “no.”

B1. Overall, how do you feel about using chatbot AI for academic writing? Probing: 1. If you had to describe your experience in a few words about the satisfaction towards the use of chatbot ai, how would that be? 2. Has your level of satisfaction changed over time, or has it remained consistent? 3. Are there specific moments when you felt particularly satisfied or dissatisfied?			Revise questions that are answerable with a simple “yes” or “no.” Revise the probing questions to align with the topic, which is satisfaction.
B2. How do you think the AI chatbot’s actual performance meet, exceed, or not meet your early expectations? How did that affect your satisfaction? Probing: 1. Can you elaborate in which aspects do the tool exceed your expectations? And why is not meet your expectation? 2. How it does not meet your expectations, does it reduce your motivation to continue using it?			Revise questions that are answerable with a simple “yes” or “no.”
B3. How does using Chatbot AI affect your confidence and anxiety when working on academic writing tasks? Probing: 1. How does the tool make you feel more confident, or how does it create dependency?			Revise questions that are answerable with a simple “yes” or “no.”

2. How you ever felt uncomfortable or worried when relying on Chatbot AI? Why?			
C1. How satisfied are you with the quality of grammar corrections and language suggestions provided by Chatbot AI? Probing: 1. Can you explain and give an example of a grammar correction that was particularly helpful or inaccurate? 2. How do these corrections help you learn grammar, or do you simply apply them without understanding? 3. How do these corrections influence your level of satisfaction?			Revise questions that are answerable with a simple “yes” or “no.”
C2. How satisfied are you with the way Chatbot AI helps you develop ideas and organize your writing? Probing: 1. Can you describe a situation where Chatbot AI helped you generate or refine ideas? 2. Are the ideas relevant to your academic context, or too general? 3. Have you experienced incorrect or misleading information? How did that affect your satisfaction?			Revise questions that are answerable with a simple “yes” or “no.”
C3. How do you evaluate the quality of feedback provided by Chatbot AI in			-

terms of accuracy, clarity, relevance, and usefulness? Probing: 1. Is the feedback specific and actionable, or too general? 2. How does Chatbot AI feedback compare to feedback from lecturers or peers? 3. To what extent does feedback quality influence your overall satisfaction?			
C4. How easy or difficult is it to use Chatbot AI for academic writing in terms of interface, interaction, and accessibility? Probing: 1. Do you find it easy to formulate prompts to get useful responses? 2. Have you experienced technical issues such as slow responses or irrelevant outputs? How did that affect your experience? 3. How much does ease of use contribute to your overall satisfaction?			Revise questions that are answerable with a simple “yes” or “no.”

D1. Among the aspects discussed for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why? Probing; 1. Is there any other aspect that also influences your satisfaction but was not discussed? 2. Do you intend to continue using Chatbot AI for academic writing in the future? Why?			Revise questions that are answerable with a simple “yes” or “no.”
D2. Is there anything else you would like to share about your experience using Chatbot AI for academic writing that we have not discussed? Probing: 1. Do you have any suggestions or criticisms for improving the use of Chatbot AI in academic settings?			-

Singaraja, 12 Mei 2026

Judge I,



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP. 198701172014041001

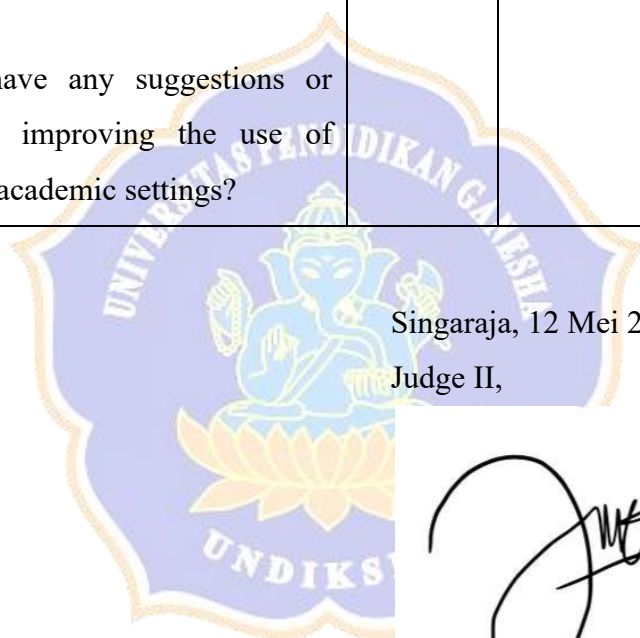
No Item	Relevan	Tidak Relevan	Keterangan
A1. What was your initial expectation towards the AI and the use of AI?			Addition of a question to Section A1
A2. What was Chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them? Probing: 1. Which platform do you use most frequently? ChatGPT, Gemini, Perplexity, or others? 2. At which stage do you usually use it? brainstorming, drafting, revising, or proofreading? 3. How long have you been using Chatbot AI for academic writing?			Revise questions that are answerable with a simple “yes” or “no.”
A3. Before you started using Chatbot AI for writing, what did you expect it to be able to do? Probing: 1. Where did those expectations come from? (e.g., friends, social media, lecturers) please explain! 2. Did you have any concerns or doubts before trying it for the first time? Please explain!			Revise questions that are answerable with a simple “yes” or “no.”

B1. Overall, how do you feel about using chatbot AI for academic writing? Probing: 1. If you had to describe your experience in a few words about the satisfaction towards the use of chatbot ai, how would that be? 2. Has your level of satisfaction changed over time, or has it remained consistent? 3. Are there specific moments when you felt particularly satisfied or dissatisfied?			Revise questions that are answerable with a simple “yes” or “no.” Revise the probing questions to align with the topic, which is satisfaction.
B2. How do you think the AI chatbot’s actual performance meet, exceed, or not meet your early expectations? How did that affect your satisfaction? Probing: 1. Can you elaborate in which aspects do the tool exceed your expectations? And why is not meet your expectation? 2. How it does not meet your expectations, does it reduce your motivation to continue using it?			Revise questions that are answerable with a simple “yes” or “no.”
B3. How does using Chatbot AI affect your confidence and anxiety when working on academic writing tasks? Probing: 1. How does the tool make you feel more confident, or how does it create dependency?			Revise questions that are answerable with a simple “yes” or “no.”

2. How you ever felt uncomfortable or worried when relying on Chatbot AI? Why?			
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C3. How do you evaluate the quality of feedback provided by Chatbot AI in			-

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D1. Among the aspects discussed for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why? Probing;			Revise questions that are answerable with a simple “yes” or “no.”

1. Is there any other aspect that also influences your satisfaction but was not discussed?			
2. Do you intend to continue using Chatbot AI for academic writing in the future? Why?			
D2. Is there anything else you would like to share about your experience using Chatbot AI for academic writing that we have not discussed?			-
Probing: 1. Do you have any suggestions or criticisms for improving the use of Chatbot AI in academic settings?			



Singaraja, 12 Mei 2026

Judge II,

I Putu Indra Kusuma, S.Pd., M.Pd. Ph.D.

NIP. 198701172014041001

Appendix 4. Audio Transcript

Interview (Student 1 / P1)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 1: Yes, of course.

Section A

Dimas: Okay, let's start with Section A, which is the background. For the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 1: Okay, thank you. As for my initial expectation of AI itself, in my mind AI was like a technology that could answer questions instantly, giving instant answers. As for its use, I initially expected it could only be text-based, that is, it could only answer questions through text, with no special features. So, it just provided information.

Dimas: Okay, thank you. Moving on to the A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 1: The types of AI chatbots I usually use are ChatGPT and Perplexity. As for the purposes, I use ChatGPT for brainstorming ideas and also for drafting my academic writing, and Perplexity for proofreading, because it can provide data-based information from what's available on the internet.

Dimas: Okay, which platform do you use most frequently?

Student 1: The one I use most often is ChatGPT, because I mostly do brainstorming.

Dimas: Okay, at which stage do you usually use it? Brainstorming, drafting, revising, or proofreading?

Student 1: As I explained earlier, I use ChatGPT for brainstorming and drafting, and then Perplexity for the proofreading part.

Dimas: Okay. How long have you been using AI chatbots for academic writing?

Student 1: Counting from now, it's probably been over a year.

Dimas: Okay, thank you for your answer. Next, for Section A3, the main question: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 1: My initial expectation was that this AI could be a companion to vent to, could answer simple questions instantly, and could help with writing, for example, writing in a formal context to a superior or someone in a higher position than me.

Dimas: Next, did you have any concerns or doubts before trying it for the first time? Please elaborate.

Student 1: At first, I did have doubts about using this AI chatbot. My first fear was doubting the validity of the data or information it provided, whether it matched what was actually on the internet, or whether it was just made up. Second, I was afraid the AI chatbot might intrude into my personal data as a user.

Section B

Dimas: Now let's move on to Section B, overall satisfaction. The first one, B1, the main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 1: For academic writing, I feel it's quite helpful because it can give writing ideas and also sentence ideas to start my paragraphs. But on the other hand, I'm a little doubtful about the validity of what it provides.

Dimas: If you had to describe your experience in a few words regarding your satisfaction with using AI chatbots, how would that be?

Student 1: My experience using AI chatbots has been quite satisfying so far. That's all.

Dimas: So, moving on, has your level of satisfaction changed over time, or has it remained consistent?

Student 1: My level of satisfaction changes over time. Sometimes I'm quite satisfied with the AI chatbot, but sometimes it decreases too. It depends on whether the answer the AI chatbot provides meets my expectations for my question.

Dimas: Are there specific moments when you felt particularly satisfied or dissatisfied?

Student 1: Yes, there are. As for satisfying moments, I think it's when the AI chatbot can give an answer that matches what I hoped for, without using convoluted language. And the moments that make me less satisfied with the answer or the performance of the AI chatbot are when there's an error or misleading information provided by the AI chatbot.

Dimas: Now the B2 main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? How did that affect your satisfaction?

Student 1: I feel the AI chatbot's performance meets or exceeds my initial expectations, where I only expected it to be a tool that could answer simple questions. But on the other hand, it turns out it has other features that can help do more complicated things, for example, it can generate images, and then there's deep search, so it can do things like analyze data from the information available, I mean the information available on the internet, and then we can access that data. So it's very influential.

Dimas: So, to get straight to it, if it doesn't meet your expectations, does that reduce your motivation to use it, or how?

Student 1: Yes, if the AI chatbot doesn't meet my expectations, then I'll switch to another AI chatbot. The reason is that it shows the AI chatbot that doesn't meet

expectations has many errors, and misleading information is likely to occur, which can make the information I get non-credible, it can't be proven, it can't be verified.

Dimas: Okay, thank you for your answer. So let's move on to B3, the main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 1: I can say this affects me at a 50-50 ratio, so 50% for confidence and 50% for anxiety. First, for confidence, I can be more aware of my mistakes when writing, so I can see the grammar corrections through the AI chatbot and I can learn to further improve my writing skills. But on the other hand, I also have doubts about the results it gives, because not all the answers it provides are truly trustworthy or verifiable.

Dimas: Thank you. Have you ever felt uncomfortable or worried when relying on AI chatbots, and why?

Student 1: Yes, I have felt discomfort, because after using AI chatbots for a long time, I feel I'm starting to become dependent on generating ideas that could actually come from myself. But I find it hard to bring out my creativity and push my imagination in thinking. So, yes, I think that's it for the discomfort, I'm afraid that dependence on AI chatbots could affect how my brain works.

Section C

Dimas: Okay, thank you for your answers, and for how this tool makes you feel, sorry, that's all for Section B. So now let's start Section C, and C1, the main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 1: I can say I'm quite satisfied, because this AI chatbot can provide grammar corrections instantly, and then I can, how do I put it, check them all at once, so all the information is available on one screen. But on the other hand, I also feel I have to double-check for accuracy, including for my answers.

Dimas: Okay, thank you. Next, can you give an example and explain which part of the grammar correction was helpful or, say, inaccurate?

Student 1: As an example, I once wrote a text describing a past experience, this was just casual chatting with a friend living in a different country, but I still wanted to make sure my grammar was good, so I checked it in an AI chatbot. The AI chatbot then gave an explanation that was simple, easy to understand, and from there I felt satisfaction and it was helpful. As for the inaccurate part, sometimes there's a part or several parts it might not explain in detail, doesn't give any information about, and I'm still confused or still have questions, so I dig deeper. So I think that's where the inaccuracy is, because sometimes it skips some parts of what I asked.

Dimas: Thank you for your answer. Now let's begin with C2, the main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 1: Okay, so far I think my satisfaction is at a good level, so it's very helpful for developing ideas. For example, when I started writing my thesis, in the background section I was initially a bit stuck finding the right words to use and to start the first paragraph, so I think that's the helpful part.

Dimas: Alright, thank you for your answer. Next, are the ideas relevant to your academic context, or too general? So, are the ideas it provides relevant to the academic context you described, or too general?

Student 1: For some parts, it can provide information relevant to the context I ask for. However, if I give a prompt for more detail on a field that perhaps rarely has data or information on the internet, it more often provides general information.

Dimas: Have you experienced incorrect or misleading information, and how did that affect your satisfaction?

Student 1: I have experienced incorrect or misleading information, because a few times when I checked, when I double-checked the answer provided, it turned out the answer didn't match the data on the internet. Thank you.

Dimas: So let's begin with C3, the main question: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness?

Student 1: For evaluating the quality of the feedback in terms of accuracy, I think it's not too accurate and we still have to double-check. For clarity, that's something we can, how to say, work around, so with the right prompt we'll get the clarity we want. For relevance, it's 50-50: sometimes it can give relevant information, but sometimes it's too general, too abstract. And for usefulness, I think it's very useful.

Dimas: Thank you. Is the feedback specific and actionable, or too general?

Student 1: If we relate it to writing, I think the feedback can be quite specific and can still be put into action.

Dimas: How does AI chatbot feedback compare to feedback from lecturers or peers?

Student 1: For AI chatbot feedback, I think there are some parts it can't reach, for example, the AI chatbot can give new ideas, but lecturers and peers can see from another perspective that's more, how to say, more humanistic, perhaps in how sentences are arranged so they flow better and the language used is more humanistic.

Dimas: To what extent does feedback quality influence your overall satisfaction?

Student 1: In my opinion, it's very influential.

Dimas: C4, the main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 1: Most AI chatbots now are very easy to use, especially in terms of interface and interaction. More specifically, ChatGPT and Perplexity make things very easy for the user.

Dimas: So, in your opinion, is that easy or difficult?

Student 1: In my opinion, it's easy.

Dimas: In that case, do you find it easy to formulate prompts to get useful responses?

Student 1: In my opinion, for ChatGPT and Perplexity the prompts are easy, but we also have to be more detailed if we want to get results that are more accurate and relevant to what we need.

Dimas: Have you experienced technical issues such as slow responses or irrelevant outputs, and how did that affect your experience?

Student 1: As for my experience with technical issues and outputs, I think this affects my own satisfaction. First, sometimes it can give a relevant output, but often, well, sometimes, this AI chatbot also gives ideas or information that are inaccurate, and the ideas are sometimes too abstract, hard to realize, I mean, not to realize but to apply.

Dimas: How much does ease of use contribute to your overall satisfaction?

Student 1: Ease of use contributes greatly to my satisfaction broadly, er, overall.

Section D

Dimas: Okay, let's move on to Section D, reflection. This is the last section. D1, the main question: Among the aspects discussed, for example grammar correction, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Student 1: In my opinion, the biggest contribution first is ease of use, because I don't get too confused looking for the features that can help me find answers later.

Dimas: Is there any other aspect that also influences your satisfaction but was not discussed?

Student 1: I don't think there is.

Dimas: Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 1: Certainly, I'll keep using it wisely.

Dimas: Is there anything else you would like to share about your experience using AI chatbots for academic writing that we have not discussed?

Student 1: When I use an AI chatbot for academic writing and it gets detected as AI, it's better to paraphrase it again before using it.

Dimas: Thank you very much for your time and these valuable answers. I will share the transcript of this interview with you for review; please feel free to correct, add to, or clarify any part of it. Once again, I greatly appreciate your participation in this study.

Interview (Student 2 / P2)

Dimas: Okay, thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 2: Yes, of course.

Section A

Dimas: Okay, what was your initial expectation towards AI and the use of AI?

Student 2: So, in my imagination, AI was a personal assistant that could help us find solutions to the problems we face. And if we give it the right prompt, it would immediately understand and directly provide the answer we want.

Dimas: Thank you. The A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 2: The AI tools I use often can be various ones, Perplexity, ChatGPT, and also Gemini. The purpose is perhaps to find references for the ideas I'll present or write in a paragraph, and also to find supporting journals, because it can directly provide the citation link. So that's very helpful in my opinion.

Dimas: Okay, thank you. Which platform do you use most frequently, ChatGPT, Gemini, Perplexity, or maybe another platform?

Student 2: The ones I use most often, or lately, are ChatGPT and Gemini, because ChatGPT can help provide more complex ideas than Gemini, whereas for Gemini the journals it gives can be more trustworthy than ChatGPT in my opinion.

Dimas: Okay. At which stage do you usually use it? Brainstorming, drafting, revising, or proofreading?

Student 2: Maybe at every stage, because I use AI for almost everything, but only to find references. So I don't just stick to what the AI gives, I'll revise it again for word choice and how the paragraph reads, whether it's already appropriate or not. So I don't directly copy-paste the results from ChatGPT or the AI.

Dimas: Okay. How long have you been using AI chatbots for academic writing?

Student 2: Maybe since ChatGPT first became popular, about a year or more. I've been using it for over a year.

Dimas: Okay, thank you. So let's move on to A3, the main question: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 2: For my initial expectation, sometimes I just look up random things on the AI, like general knowledge, or I often vent to it. Because if I vent to a human, sometimes... but on the AI it can't judge our feelings.

Dimas: Okay, thank you for the answer. Where did those expectations come from?

Student 2: Those usage expectations sometimes came from friends, but more often from social media, because recommendations for using AI pop up on social media platforms like TikTok and Instagram.

Dimas: Did you have any concerns or doubts before trying it for the first time? Please elaborate.

Student 2: For concerns or doubts, there seem to be some, because when writing we automatically have to pay attention to the words or results given by ChatGPT,

Gemini, or the AI. So we have to double-check whether they're appropriate or not. There, we also pay attention so that our writing isn't accused of plagiarism.

Section B

Dimas: Okay, thank you. That's all for Section A. Now, on to Section B, overall satisfaction. And B1, the main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 2: I feel quite satisfied with using AI itself, because I can be greatly helped in getting ideas for writing. However, as I said before, we still have to pay attention to word and sentence choices, whether they're appropriate or not, because we can't fully trust the AI.

Dimas: Okay, thank you. And if you had to describe your experience in a few words regarding your satisfaction with using AI chatbots, how would that be?

Student 2: For satisfaction with using AI chatbots, I can perhaps say that AI is very helpful in minimizing the time we spend on work, but it still has to be supervised.

Dimas: So, has your level of satisfaction changed over time, or has it remained consistently satisfied?

Student 2: At the beginning of using AI, I wasn't very satisfied because the results I got through the AI were quite varied, and I felt the results didn't match what I wanted, because at that time I didn't yet understand how to write a good, correct prompt. But after using AI for a long time, I've learned the tricks and tips for using AI well and getting maximum results. So you could say my satisfaction with using AI has increased.

Dimas: Are there specific moments when you feel particularly satisfied or dissatisfied?

Student 2: Are there specific moments when I feel satisfied or dissatisfied using AI chatbots? There's a dissatisfying moment when I give a prompt but the result doesn't match, for example, when I use AI to generate an image, the image result sometimes doesn't match, so I feel less satisfied with the result. But for writing, I'm already very satisfied, because after all I look for writing ideas in the AI.

Dimas: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your expectations? How did that affect your satisfaction?

Student 2: I think it exceeds, because for matters of language, paraphrasing, and response speed, the performance is already enough or exceeds. But for data-accuracy analysis or scientific analysis, for example when I look for information, sometimes when I re-confirm the result I got from the AI against what I read in a journal, it's a bit off.

Dimas: In which aspects does the tool exceed your expectations? Sorry, earlier you explained... Maybe in the previous part you said you sometimes felt dissatisfied. At that time, did it lighten, sorry, I mean reduce, your motivation to use it?

Student 2: At that time maybe a little, because I realized it wasn't entirely the AI's fault, it was me who didn't input a good, correct prompt, since at that time AI was just becoming popular so I didn't yet understand the tips for using AI well and correctly. But now it's satisfying, because I've gotten the results I wanted, the writing results I wanted.

Dimas: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 2: Usually when I write in English, I'm a little concerned about grammar and spelling, whether they're correct. So with this AI, I can re-confirm the writing I've made, whether there are grammar mistakes, and how to revise it correctly before submitting it to my lecturer. So when I submit to my lecturer, I already feel a bit more confident, having revised or checked the grammar in the AI first before giving it to my supervising lecturer.

Dimas: How does the tool make you feel more confident, or how does it create dependency?

Student 2: For the negative effect, maybe a sense of dependency on using AI will start to appear, so in my opinion that should be watched more carefully. We shouldn't be 100% dependent on AI, because as I said before, the results the AI gives aren't entirely correct. So we have to check again in journals, read journals,

and confirm with a source we consider appropriate who can give us the information we want.

Section C

Dimas: Thank you for the questions. So that's all for Section B. Let's start with Section C, which is the specific aspects of writing assistance. Let's start with C1, the main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 2: Fairly satisfied, maybe for a rating out of ten I'd say 8 out of 10, because again we have to check the grammar manually, since the AI's results aren't 100% correct.

Dimas: Okay, thank you. How do these corrections help you learn grammar, or do you simply apply them without understanding?

Student 2: Sometimes a mix. If I'm in a relaxed situation, I can look again at the pattern so I can learn from it. But in situations that make me rush, I sometimes just copy it, though I check it again, but I don't learn it 100%. However, if there's a chance on another day, I'll reopen whatever I searched for in the AI, the grammar corrections, so I can study them again. So they're still studied later.

Dimas: Next, how do these corrections influence your level of satisfaction?

Student 2: Because in my opinion grammar is one of the important parts of writing, besides sentence structure, having AI that can help correct the grammar in my writing makes me feel a bit more confident about the writing I've made before submitting it to my supervising lecturer or having it read by others.

Dimas: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 2: My satisfaction is perhaps at a medium-to-high level, because in my opinion AI is fairly good at giving new perspectives, but it still has to be watched. Okay, thank you. [Can you describe a situation where an AI chatbot helped you generate or refine ideas?]

Dimas: So can you describe a situation where an AI chatbot helped you generate or refine ideas?

Student 2: When I want to further develop my writing, for example, the sentence structure I used before was maybe too simple, I ask the AI to develop it again to make it more formal or more pleasant, or easier to read. There I can also learn new vocabulary I get from the results the AI gives.

Dimas: Okay, thank you. This is just to confirm: does that mean you also use it when writing or composing a thesis or proposal?

Student 2: For composing a thesis or proposal, it's maybe the same as my previous writing. I use AI to help find references, but my writing isn't entirely made by the AI, because, again, I arrange the words and then revise whether my writing is correct, whether there are grammar mistakes or word structures that are inappropriate or unpleasant to read. Okay, thank you.

Dimas: Are the ideas relevant to your academic context, or too general?

Student 2: That seems to depend on the prompt we give. If the prompt we give to the AI isn't correct, the result can be too general. So that's where we have to give a more specific prompt to get a result that matches what we want. [Have you experienced incorrect or misleading information?]

Dimas: How did that affect your satisfaction? So, have you experienced incorrect or misleading information, and how did that affect your satisfaction using it?

Student 2: Yes, I have, because at that time, as I mentioned, I was searching on YouTube for writing. I got information about one of the dances that became one of my research subjects. The AI gave the history of that dance incorrectly. So I re-confirmed through journals, I read journals, and I also wanted to interview one of the sources. The result I got from the AI and what I found myself or in journals were very different. So that also lowered my satisfaction with using AI, but not too much.

Dimas: Okay, next, the C3 main question: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness?

Student 2: For the quality of feedback the AI chatbot gives, it excels in clarity and response speed, because after I give the prompt, the result comes instantly. But for depth of material, maybe the prompt has to be made more specific so the result is also specific.

Dimas: Is the feedback specific and actionable, or too general?

Student 2: The feedback I get is quite specific, because I use point of view there. When I give a prompt to the AI, I use point of view, for example, “You are my supervising lecturer and I am a student in consultation.” So there the AI can position itself as a supervising lecturer and give me very specific feedback. So I can say it’s very specific, because the feedback matches what my supervising lecturer gives later on.

Dimas: How does AI chatbot feedback compare to feedback from lecturers or peers?

Student 2: Comparing the feedback given by AI and by a lecturer, you could say it’s like 11 versus 13, of course there’s a difference. In my opinion, the difference lies in the depth of material, because AI only provides information it gets from websites on Google, whereas from a lecturer’s experience, they give feedback through the experiences they’ve had before. So in my opinion it’s a little different, for the arguments, the feedback on substance, and the journals, it’s quite different.

Dimas: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 2: From my experience it’s fairly easy, because again, the result we get depends on the prompt we give, whether it’s specific or not. So for that, we have to sharpen our skills in giving or writing the prompt, and of course the result has to be cross-checked again to see whether it’s appropriate or not.

Dimas: Do you find it easy to formulate prompts to get useful responses?

Student 2: In my opinion it’s a bit difficult, because at the beginning of using AI my prompts were quite, or very, general, so the results I got were also very general. But over time, as I used AI, I’ve learned how to give a good, correct prompt after

finding the pattern. So as I said earlier, we have to give it a role first, then explain the context, and only then give the command. That makes what we type in the prompt easier for the AI to understand.

Dimas: Have you experienced technical issues such as slow responses or irrelevant outputs, and how did that affect your experience?

Student 2: I can't really say it was a technical issue or not, but when I use AI there's a moment when I feel less satisfied because the answer is too long. And second, the use of stickers is too much, so sometimes I have to give another prompt to the AI, like "please don't use stickers" or "please give a simpler answer."

Section D

Dimas: Okay, that's all for Section C. Now Section D, which is reflection. Let's start with the first question: Among the aspects discussed, for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction?

Student 2: Maybe idea development and also feedback quality, because the main point in working on or writing a piece is the ideas first. So being able to develop our ideas is very, very helpful. And the feedback quality is also very helpful, because we can confirm or cross-check whether the writing we've made is correct or not.

Dimas: Okay, thank you. Is there any other aspect that also influences your satisfaction but was not discussed?

Student 2: Maybe the time-efficiency factor, because how quickly it finds a summary or things that deep really influences my satisfaction. [Do you intend to continue using AI chatbots for academic writing in the future, and why?]

Dimas: Do you intend to continue using AI chatbots as an aid for academic writing going forward, and why?

Student 2: Of course, I'll definitely, or occasionally, use AI chatbots to help me find interesting ideas, then to develop ideas, then to write or find the right word structure or grammar. But as I said, AI is no longer just a trend; it's more of a helping

tool for many students in doing reports, final works, or written works. So the results still have to be cross-checked.

Dimas: Is there anything else you would like to share about your experience using AI chatbots for academic writing that we have not discussed?

Student 2: One thing that needs to be said is about the ethics of using it. As students, we shouldn't just copy-paste, so that we don't become dependent on AI.

Dimas: Thank you very much for your time and these valuable answers. I will share the transcript of this interview with you for review; please feel free to correct, add to, or clarify any part of it. Once again, I greatly appreciate your participation in this study.

Interview (Student 3 / P3)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 3: Yes, sure.

Section A

Dimas: Okay, let's start with Section A, which is the background. For the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 3: Okay, of course. In using AI, at first I did try it out. But my expectation was really to improve my grammar, especially in writing my thesis. So my expectation in using AI was for it to help me in producing my thesis, both in terms of grammar and generating ideas, helping to expand the ideas I already knew, like that.

Dimas: Okay, thank you. Next, the A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 3: Okay, in writing my thesis I prefer using ChatGPT. So I usually use ChatGPT to help me with revision, also to help check grammar accuracy, as well as to find and discuss and generate ideas. But on the other hand, I also use Gemini. Its purpose is more focused on, for example, making illustrations or storybooks. But specifically for the thesis, I use ChatGPT more to find sources, grammar accuracy, and so on.

Dimas: So, at which stage do you usually use it? Brainstorming, drafting, revising, or proofreading?

Student 3: Okay, of course it depends on our needs. I mean, if I already have an idea, I'll definitely use it for drafting and also revising or proofreading. But on the other hand, when I'm stuck and have no ideas, I'll use it from the start, from brainstorming, generating ideas, including the next process, to make sure the result I want matches, that what comes out matches what I need in that situation.

Dimas: Okay. So, how long have you been using AI chatbots for academic writing?

Student 3: For academic writing, from the very beginning, maybe. From the proposal stage I already used AI. From the proposal up to the results stage, to look at and process data I also used AI. So here, specifically, I use AI as a tool to help me perfect my writing and also as something to discuss with about things or ideas I'm still doubtful about, that I haven't found yet, so I need AI's help to find ideas, help with drafting, and also collaborate in making the thesis or academic writing.

Dimas: Okay, thank you. So let's move on to another question, A3, the main question: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 3: For sure, my expectation was to perfect the writing side. There's organizing the ideas, then the structure, and grammar. So my initial expectation in using AI in this respect, mostly ChatGPT, in my thesis was more for perfecting and improving the quality of my thesis or my writing.

Dimas: Okay, so where did those expectations come from?

Student 3: This isn't a secret, especially now at my university there's already a policy about using AI. The important thing is that not all of it, meaning the percentage, is controlled, like that. So I got information from the internet, from friends, and from lecturers too. The important thing here is that we use AI wisely. So from the information I got, I use it to help in the process of working on my thesis.

Dimas: Okay, so from that explanation, did you have any concerns or doubts before trying it for the first time?

Student 3: Of course. Sometimes AI tools don't always give things that are valid, like that. For example, when I take a quote from a journal article the AI provides, sometimes the quote is actually off from the result, so further confirmation is needed. I need proof, for example, prove it by attaching the file. So from there it's not really doubt; it's more that it's wiser not to accept the result directly, but to ask again, verify the data and the result, whether it's appropriate or not. If it's already appropriate, we can use it to help or perfect our thesis.

Section B

Dimas: Okay, so that's all for Section A, which is the background. Now let's move to Section B, overall satisfaction. So let's start with B1, the main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 3: Okay, in the context of academic writing, especially in using AI chatbots, I feel very much helped by having these tools. Because the results it gives more often match what I hope for, like that. So I can say I'm satisfied, but it also needs to be critically examined regarding the validity of the information. So a specific, strong prompt is needed to get a result that can satisfy what I want to ask, or what I want to discuss.

Dimas: Okay, so earlier you said you're satisfied. So I want to ask again: has your level of satisfaction changed over time, or has it remained consistent?

Student 3: Oh, I think you could say it's consistent. From the results it gives, mostly they're more appropriate or relevant to what I ask. So what I need to emphasize

here is that if we want to be satisfied with the results, we have to be able to make a strong prompt, like that. Specific about what we need, what we want to discuss, we have to be specific to get a relevant result too. So from there we can be satisfied with what's given. But sometimes there is a moment when the result is a bit off, but we can ask again, re-confirm. So in the end the result given matches what I hoped for. So you could say I'm consistently satisfied in using AI to help me with academic writing.

Dimas: Okay, thank you for your answer. Let's move on to B2, the main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? And how did that affect your satisfaction?

Student 3: Okay, so maybe I can say it exceeds what I expected. Because here, in academic writing especially, we don't just write for ourselves, this writing is shown to our supervising lecturers or examining lecturers. So from there, from the results of discussion and the help of AI tools, from helping find ideas, generating ideas, then drafting, and also revising, and also grammar accuracy, it turns out even the lecturers said the results were good. So from there I can say that although initially I expected, "oh, maybe it'll just be accepted," it turned out the results actually exceeded my expectations. It turned out they were very positive about the results I produced with AI's help. So the performance of the AI's results in helping me with academic writing, in my opinion, has matched what I hoped for, and even exceeded it.

Dimas: Okay, since you said the AI chatbot's performance has exceeded, if its performance didn't meet your expectations, could that lower your motivation to use it, or how?

Student 3: Okay, of course, when the result is bad, it doesn't automatically mean the AI doesn't work, so here we turn it back to ourselves. For example, if the result isn't relevant to what we hope or want, it means there's a question mark, maybe from the prompting side. So from there we learn how to make a strong, detailed prompt that matches what result we want, in line with our expectations. So here I feel it doesn't affect my motivation to use the chatbot; in fact it makes me more

motivated to deepen my knowledge of prompting, which will later help me in the next processes of academic writing.

Dimas: Moving on to B3, the main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 3: Of course, with AI's help, in helping me check grammar, in helping generate ideas, it makes me more confident about my results. Initially, when I wrote personally and directly, there could be worry because I'd feel, "is this grammar correct? Is this idea correct?" So with AI's help, discussing with AI, we're helped to correct it, to perfect the writing, which actually makes me more confident. And in terms of dependency, in my opinion here we don't automatically depend on AI; here it's a tool, I use it as a cross-checking tool. So relying on my own ability first, when I feel doubtful about my ability, I use AI's help to correct or perfect. So actually this reduces the anxiety that was initially there with personal results without using AI, but when helped by AI, especially for grammar, language, and structure, it's actually more comfortable or more confident.

Dimas: How do you feel uncomfortable or worried when relying on AI? So, have you ever felt uncomfortable or anxious when you really depend on AI? If yes, why?

Student 3: Okay, maybe occasionally there's a feeling like, "oh, am I becoming dependent on using this AI?" Because we often ask, we're often helped with grammar accuracy and so on in our thesis. But I take the positive side here. I take the positive side: even though I use AI here to help me, what I can do is learn from it, learn more deeply what it means, where it's headed, so that later, when there's a consultation or an exam about the results of our academic writing, we're more confident because we already understand the content. So it's not just that. What needs to be watched is when we become dependent and just copy-paste. But when we use AI, you could say often, but we learn from the results given, we verify it, that actually helps us learn better, especially in academic writing and the use of technology.

Section C

Dimas: Thank you for the answer. Now let's start with Section C, which is the specific aspects of writing assistance. So let's start with C1, the main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 3: Okay, in general my satisfaction with using AI chatbots for the quality of grammar corrections and suggestions in my writing, I can say I'm satisfied. However, if we want to get better results and greater satisfaction, I emphasize here to pay attention to how we make the prompt. Prompting is very crucial, very important for us in producing the results we ask for. So the better our prompting, the more satisfied with the results, like that.

Dimas: So can you explain and give an example of a grammar correction that was particularly helpful or inaccurate?

Student 3: Okay, maybe we take the crucial side that's really related to academic writing. So in a proposal, we mostly use the future tense, meaning there's "will, will, will," especially in Chapter 3. But when we've confirmed it'll be changed into a thesis, meaning the research has been done, the AI automatically also gives results about the tenses that still use future tense being changed to past tense. So here I can say the example of grammar accuracy given by the AI is good, like that, in giving us suggestions and also helping us with writing accuracy in our academic writing.

Dimas: Okay, so how did this correction help you in grammar, or do you simply apply them without understanding?

Student 3: Okay, personally I consider that the results of suggestions or revisions from AI chatbots help me learn grammar indirectly here. Because I emphasize again that when we want to use AI where we're given a result or suggestion, we need to read it, at minimum read it, so that indirectly we learn the concept related to the grammar. But on the other hand, when I want to strengthen my understanding, I usually ask the reason why, why this tense should be used, why the result should be like this. So I make sure I learn grammar understanding more, because of the AI's results.

Dimas: Regarding your previous answer about grammar correction, how does this grammar correction affect your level of satisfaction? Can it affect it, making you more satisfied or less satisfied?

Student 3: Okay, of course, regarding the grammar correction produced or given by AI, it affects my satisfaction. When I initially used my own [writing] before it was corrected by AI or proofread by AI, and then when the result was given that actually perfects the writing and quality of my academic thesis, it produces higher satisfaction than before. Okay, thank you.

Dimas: Let's move on to the main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 3: Okay, in general I'm quite satisfied with the ideas the AI gives here, but again, when we want to produce more satisfying results, I emphasize higher-quality prompting, more detailed prompting, specific about where the idea is directed. Because if we only prompt generally, the result is also general, so I can say I'm quite satisfied there. But when the prompting is good, high-quality and specific, and when we also give an example of where we hope the revision or result goes, that makes me satisfied, because this AI chatbot is able to understand that, understand the example, understand the command I give.

Dimas: Okay, so are the ideas relevant to your academic context, or too general?

Student 3: Okay, if we can't make the prompt, mostly the result will be general. So here again I emphasize prompting, strong prompting, specific prompting, toward where we hope, that will make the result as we hope. So in this situation, yes, it helps in developing ideas too, like that.

Dimas: Okay, so have you experienced incorrect or misleading information, and how did that affect your satisfaction?

Student 3: Okay, for misleading, misleading related to the results given, of course at that time it slightly affected my satisfaction. But because I'm the type of person who has to be clear about what I want, I directly give feedback to the AI chatbot there: "I think your answer or your summary is a bit misleading," I give the reason why, "try to consider it, try to look into it more deeply like this," and only after the

result of my feedback is a better result given. So there again I say I can be satisfied with the result. Okay, thank you.

Dimas: Let's start with the C3 main question: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness?

Student 3: Okay, to assess the quality of the feedback, of course we need understanding of the result, whether in terms of grammar, then generating ideas, and the usefulness here needs us to verify the validity of the information. So maybe I'll take an example: for instance, I ask it to give sources related to a journal article related to my research topic that I can use for an empirical review, for example in an academic thesis, and the result comes out like this: the citation without the proof. So here I need to clarify again, "where's the proof, can you give the PDF," so that I can really read the result given. When it's appropriate, then here I say that in general the evaluation of AI quality in generating ideas and giving information is already good and I'm satisfied.

Dimas: Okay, from your giving feedback, the AI turned out to be quite useful for you. So, how does AI chatbot feedback compare to feedback from lecturers or peers?

Student 3: Okay, so here I think feedback from AI is generally better, especially compared to peers. But on the other hand, with lecturers, we can say both are equally good, because especially when we ask about academic writing whose context matches our lecturer's background, we actually learn from our lecturer, from their input, and we can use it to help this chatbot find the solution, so the feedback produced is also good. So it's better when we combine these feedbacks, from lecturers, from peers, and also ChatGPT or this chatbot, so the result is more verified.

Dimas: Okay, thank you for your answer. So now let's start with the C4 main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 3: Okay, I think for ease of use, you could say it's very easy, because we just give information or a file that the chatbot can access later, on which we can follow up regarding questions or things we want to explore or revise. In terms of access it's also good, but sometimes because I use a non-Pro account, the access is limited, but here we can take the positive side, because we use it wisely and on point about what we want to revise.

Dimas: Do you find it easy to formulate prompts to get useful responses?

Student 3: I think it's quite easy to make the prompts. Essentially, it's easier for this chatbot to respond if we direct it, like giving an example and directly highlighting, so it's better.

Dimas: Have you experienced technical issues such as slow responses or irrelevant outputs? How did that affect your experience?

Student 3: Yes, I have, because at that time the connection was bad so the response was slow. So we need to find a better signal to get a better result. But regarding irrelevant results, we need to deepen the prompt, like that.

Dimas: How much does ease of use contribute to your overall satisfaction?

Student 3: Of course I can say it's big, because if we use an AI chatbot that's hard to use but the results are good, maybe we can be satisfied but there's doubt. But when the result is already appropriate and relevant, that makes and increases our satisfaction.

Section D

Dimas: Among the aspects discussed, for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Student 3: This chatbot is very fast and effective in helping me; the results are also relevant, and in terms of ease it helps my satisfaction in using this AI chatbot, so regarding time, it can be used anytime, anywhere.

Dimas: Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 3: Okay, I can say I'll continue using it for my writing, because here we wisely make use of existing technology, its productivity and efficiency. We can also help ourselves learn, so there's potential to continue using it.

Student 3: Essentially, we have to look at the prompt too, it has to be good so the result matches what we want.

Interview (Student 4 / P4)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 4: Yes, of course.

Section A

Dimas: Okay, let's start with Section A, which is the background, for the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 4: My opinion about AI and the use of AI was initially just to find general information, and also to confirm some information on the internet. Roughly like that.

Dimas: Moving on to A2: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 4: I usually use ChatGPT and Gemini to find articles that are very hard to find in a regular Google search.

Dimas: Okay, which platform do you use most frequently, ChatGPT, Gemini, Perplexity, or others?

Student 4: ChatGPT, because ChatGPT has a premium version that can find articles more advanced, and there are also more response options from ChatGPT. So ChatGPT is the one I use most often.

Dimas: At which stage do you usually use it? Brainstorming, drafting, revising, or proofreading?

Student 4: During drafting. Mostly when writing, I need a draft to write out the ideas so they're ordered from beginning to end and look more organized.

Dimas: So, how long have you been using AI chatbots for academic writing?

Student 4: About 2-3 years.

Dimas: Okay, moving on to A3, the main question: Before you started using AI chatbots for writing, what did you expect it to do?

Student 4: Usually to find general information from more sources than what's on Google, so I don't have to search one by one on Google.

Dimas: Where did those expectations come from? Did the usage expectation come from friends, social media, or maybe lecturers?

Student 4: From friends, because the one who first introduced me to ChatGPT was a friend. So the expectation came from my friends.

Dimas: Did you have any concerns or doubts before trying it for the first time? Please explain.

Student 4: When I first used this AI chatbot, I was initially hesitant because I couldn't confirm whether the answer the AI gave was correct or not, valid or not. So it needed to be confirmed again.

Section B

Dimas: That's all for Section A, which is the background. Now let's move to Section B, overall satisfaction. For B1, the main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 4: Very satisfied. Because the information given is varied, so it can be filtered between the information I want and the information I don't need, like that.

Dimas: If you had to describe your experience in a few words regarding your satisfaction with using AI chatbots, how would that be? Are you very satisfied? In helping you search, or how?

Student 4: How, for example?

Dimas: Do you feel very satisfied with this AI chatbot in helping you search, or how?

Student 4: I'm very satisfied with the help of this AI chatbot in finding information and various articles. Because the articles given, some are valid and can be found on the internet, and I don't have to search Google one by one. So I feel very much helped by having this AI chatbot.

Dimas: Thank you. So, has your level of satisfaction changed over time, or has it remained consistent? For example, if the AI is bad, does your satisfaction become dissatisfaction, or does it stay consistently satisfied in using it?

Student 4: A few times I was dissatisfied with this AI chatbot, because day by day the limit for using the premium AI chatbot becomes more restricted, and the responses from the beginning to the end of a question become different in tone and text, so it needs to be made premium.

Dimas: Are there specific moments when you feel particularly satisfied or dissatisfied? Can you give an example?

Student 4: I've found dissatisfaction when using this AI chatbot. When I looked for an article that had no source in a regular Google search or Google Scholar, and I tried to find it in the AI chatbot, what was given was just an empty prayer with no source for that article, so I felt disappointed with the AI chatbot's response.

Dimas: Thank you. Now let's move on to the main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? How did it affect your satisfaction?

Student 4: So, this AI chatbot has actually met my satisfaction from the beginning until now. And that's also helped by the increasingly high level of the AI used, so any search done in the AI is more accurate.

Dimas: So, does that make you increasingly satisfied, or how?

Student 4: Increasingly satisfied.

Dimas: In your opinion, does the tool exceed or fail to meet your expectations? So, when does the tool you use meet your expectations, and when does it maybe not meet your expectations?

Student 4: Okay, so this AI chatbot tool meets expectations when what we write or ask the AI is detailed, so the answer matches expectations. And it doesn't match expectations when our question or what we ask the AI to find is unclear, less clear, or too short, so the AI can't yet grasp what we mean.

Dimas: Okay, let's move on to B3, the main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 4: When writing academic pieces, in terms of confidence and anxiety, I become not too confident because I'm too dependent on AI, so I'm less confident with my own writing, so I need to keep asking the AI, and that creates a bit of fear that what I write myself is inaccurate.

Dimas: Okay, thank you. How does the tool make you feel more confident, and how does it create dependency?

Student 4: In my opinion, AI chatbots can create dependency because the responses given match what we ask, so we become more often dependent on AI rather than using our own thinking. Okay, like that.

Dimas: Have you ever felt uncomfortable or worried when relying on AI, and why? So from your explanation, would you feel uncomfortable or anxious or worried if you rely too much on AI? Please explain.

Student 4: I'd feel uncomfortable and afraid when using AI chatbots too often, because we still, the language is too bot-like, and it also less conveys what we really want to say in our writing. So in my opinion, like that.

Section C

Dimas: That's all for Section B. Now let's start with Section C, which is the specific aspects of writing assistance. Now let's start with C1, the main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 4: Quite satisfied, but when I want to use slightly more casual language, the AI chatbot's response is lacking and its response leans toward formal and sophisticated words. So, less satisfied.

Dimas: Okay, so less satisfied in your opinion. Alright. Can you explain and give an example of a grammar correction that was particularly helpful and inaccurate? So, can you explain a time when you used grammar correction, when it helped you or sometimes gave you an inaccurate answer?

Student 4: When I try to find another word for a word, or a synonym, the AI chatbot usually recommends a more sophisticated word, so it doesn't match what I'm looking for.

Dimas: So, how did this correction help you learn grammar, or do you simply apply them without understanding?

Student 4: Grammar correction from this AI chatbot is quite helpful when I'm trying to find out whether my grammar is correct, so I can learn from the AI. And the AI will help me analyze the grammar in a sentence I ask about.

Dimas: So, does this grammar correction affect your level of satisfaction? If yes, why? And if no, also why?

Student 4: It doesn't affect it too much, because the grammar given by this AI chatbot doesn't affect too much what I ask, so I can generate more questions if the grammar given by the AI chatbot, in my opinion, isn't quite suitable.

Dimas: Thank you. So let's move on to the second main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 4: Very satisfied, because what the AI chatbot gives can open a new perspective for me, so I can write even better.

Dimas: Can you describe a situation where an AI chatbot helped you generate or refine ideas?

Student 4: When I do research, when I want to find the most important generated idea, the AI chatbot will help generate the idea from the writing I give, so I can find the conclusion from that idea.

Dimas: Are the ideas relevant to your academic context, or too general?

Student 4: They're already relevant to what I'm looking for, because what I ask is also clear and detailed enough to the AI chatbot, so its responses also match what I ask.

Dimas: Have you experienced incorrect or misleading information, and how did that affect your satisfaction?

Student 4: There are times when the AI chatbot gives less accurate information, so the information I get is different from what actually happens, so I have to search again on Google.

Dimas: Next, moving to the C3 main question: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness? How do you yourself assess its accuracy, maybe the accuracy of the information, the clarity of the information, its relevance, or the usefulness of the information?

Student 4: So, for this AI chatbot, the accuracy is sometimes lacking, sometimes accurate, depending on what we ask. The clarity is already clear enough, and it's already very relevant to what we're looking for, and quite useful for what we write.

Dimas: Is the feedback specific or actionable? So, is the feedback given specific and actionable, or too general in the context, maybe you're in your thesis?

Student 4: It's already specific and actionable, because again, the AI's response depends on what we ask, on what we instruct the AI.

Dimas: So, how does AI chatbot feedback compare to feedback from lecturers or peers? In the context of writing, for example, if this AI chatbot recommends feedback that's wrong here, but with a lecturer it might be right, how is that?

Student 4: So, in my opinion, feedback from the AI chatbot is more detailed, and it gives steps to fix what we've written, different from what a friend or lecturer gives, so asking the AI about something has a wider scope.

Dimas: Thank you. So let's move on to the C4 main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 4: In my opinion it's quite easy to interact with AI chatbots in the context of academic writing, because with AI it's we who give the instructions first, so we have to really give clear instructions to the AI so it can give the information we ask about, matching what we want.

Dimas: In terms of the interface, what do you think?

Student 4: Very easy to use, because the tools are simple.

Dimas: So, do you find it easy to formulate prompts to get useful responses?

Student 4: Quite easy, because the prompts are tailored to what information we want to ask the AI, so the information we want to ask has to be told to the AI in detail.

Dimas: So, have you experienced technical issues such as slow responses or irrelevant outputs, and how did that affect your experience?

Student 4: There are some moments when the AI chatbot's response is very slow, and also sometimes the output or response given doesn't match what we ask, so I don't quite like that response, so I regenerate the question and instruction so more suitable information can be given.

Dimas: So, how much does ease of use of this AI chatbot contribute to your overall satisfaction?

Student 4: The ease is very satisfying, so I can find information more easily.

Section D

Dimas: So, let's move to Section D, which is the last section. This is reflection. Let's start with the D1 main question: Among all the aspects we discussed, such as grammar correction, idea development, feedback quality, and ease of use, which one contributes the most to building your satisfaction, and why?

Student 4: First there's idea development and also feedback quality, because idea development helps me find new insights from the AI, so my knowledge increases and I can replace what I already have with something better. And the feedback quality helps me review what I've written more deeply, so it contributes to my satisfaction, making it very satisfying.

Dimas: So, will you continue using this AI chatbot in the context of academic writing going forward, and if yes, why?

Student 4: I'll continue using this AI chatbot for academic writing going forward, because as I said, it's very helpful in generating ideas, so I can write more neatly, write with a broader perspective, like that.

Dimas: This is the last question, the main question for day two. Is there anything else you'd like to share about your experience using AI chatbots for academic writing that we haven't discussed? So, is there anything you want to share or give about your experience using this AI chatbot in academic writing that we haven't discussed during this interview?

Student 4: There isn't.

Dimas: So, do you have any suggestions or criticisms for improving the use of AI chatbots in academic writing, especially at this university?

Student 4: Maybe a small suggestion: the AI chatbot's response is already good from the start, but if we keep asking continuously, the response keeps changing, so

that needs to be improved a little, so the response is more advanced and more suited to what we want.

Dimas: Okay, so that's all for our interview. Thank you very much for your time and these valuable answers. I will share the transcript of this interview with you for review. Please feel free to correct, add to, or clarify any part of it. Once again, I greatly appreciate your participation in this study. Thank you.

Student 4: You're welcome.

Interview (Student 5 / P5)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 5: Yes, thank you for this opportunity.

Section A

Dimas: Okay, let's start with Section A, which is the background. For the A1 main question: What was your expectation towards AI and the use of AI?

Student 5: AI will keep developing, will make things up less, and give increasingly accurate answers in the future. Because the use of AI itself is very helpful to us, especially in the academic field. Because there are many things we can't find on the internet, but that AI can answer specifically for our problem. Every person has fairly specific problems and questions. And in my opinion, the use of AI is already very useful and very helpful to all of us, even though it's sometimes not very accurate, it can still be used as a reference or for learning.

Dimas: Okay, thank you for your answer. Next, the A2 main question: Which AI tools do you use to help your academic writing, and for what purposes do you use

them? So, which AI tools do you usually use to help with your academic writing, and what are the purposes in helping you write?

Student 5: The AI I use is quite a lot and varied, especially ChatGPT. Besides ChatGPT, I also use Gemini, Claude, Grok AI, Perplexity, and many more, according to their respective uses. For academic purposes, I usually use it to find the names of credible researchers and to find links to their books, so I can read the books without having to search too much on the internet, because the sources are sometimes confusing. Then for academic purposes, I also sometimes look for references on how to write an introduction, how to write the significance, or just to find the framework of the theoretical review. Besides that, I also use AI, especially ChatGPT, to find references for writing a proposal or thesis from beginning to end, so that when I make a proposal and thesis, it's more systematic and more planned.

Dimas: Okay, thank you for your answer. Of all the platforms you've used, which do you usually use most often? And what do you usually use it for, brainstorming, drafting, revising, or proofreading?

Student 5: I most often use ChatGPT, because in my opinion ChatGPT is quite valid in its answers and its writing is systematic. As for how I use it, honestly I use it for every aspect, from brainstorming to drafting, even revising. I also ask the AI: for example, after brainstorming, how the framework is, how I'll make a written work. As for revision, when I've finished making a paragraph, I ask which part is wrong. Then if there's something ChatGPT thinks is wrong, I'll revise it and repeat it to make it even more correct, even better, like that.

Dimas: Okay, thank you. So, how long have you been using AI chatbots in an academic context, especially in writing?

Student 5: More than a year, I think. For college needs maybe two years; for the process of writing academic work, about a year. So from the sixth semester, if I'm not mistaken. So quite a while, and I feel very much helped by having AI.

Dimas: Okay, thank you. That's all, let's move on to A3, the main question: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 5: At first I expected the AI to do all my thesis and proposal. But that was mistaken, the AI can't do everything; the AI is still only an assistant, or an advisor here, so to speak. So I expected the AI to be able to perfect what I make. When there are minor problems related to the theories I write, or the grammar I use, I hoped the AI could serve as a correction, so my written work becomes better and more perfect.

Dimas: Okay, thank you. Where did those expectations come from, social media, friends, or maybe a lecturer who recommended it?

Student 5: From social media, especially TikTok, because honestly TikTok is more interesting to watch and listen to. When there are tips and tricks for doing a thesis or proposal faster, they all point to using AI, or help from AI. So I feel social media had a big influence on my expectations for using AI.

Dimas: So, did you have any concerns or doubts before trying it for the first time? So, did you have concerns or doubts about using this AI for the first time?

Student 5: I was actually very doubtful about AI. Even though AI gives very insightful answers, the AI itself has a kind of template for its writing, so you can tell whether a paragraph was written with AI or not. So that's my concern, because in academics too, especially for writing academic work, AI isn't fully allowed for writing, or it's restricted. So that's also my concern. Besides that, sometimes when we refer to more serious written work like a thesis, the sources it gives are sometimes not valid, or imaginative. So for a thesis, that's very fatal. I feel that if there's no improvement, AI still has to be treated with great doubt, and we have to be very careful when using AI.

Section B

Dimas: So, overall, how do you feel about using AI chatbots for academic writing?

Student 5: I feel very happy and relieved, actually, because when I have a question or confusion, the AI chatbot is there first to answer questions about writing. Because the access is easy, we can just ask questions from our phone. So I feel very much helped by having AI, and grateful, even though I can't rely on it 100%, at least the AI will give a reasonable answer and also help in making written work.

Dimas: Okay, thank you for your answer. So now, has your level of satisfaction changed or remained consistent?

Student 5: That's because AI technology develops very rapidly. From when I first started using AI, the AI couldn't yet read PDFs, or it still gave fictitious sources. But over time, now AI has better reasoning, the improvement is very significant, and now AI can read PDFs, meaning we give it a book or similar written work to refer to, and the AI can give a summary or insight from that PDF comprehensively and reliably. So for making written work, we're increasingly confident in the sources the AI uses.

Dimas: Okay, thank you. Are there specific moments when you feel satisfied or dissatisfied?

Student 5: When we question a certain theory or a particular thing and the answer doesn't match, I mean, the answer isn't like what we've learned before. And sometimes it also gives a strange answer, meaning there's no clear source; even when a source is given, the source actually doesn't exist. That's where the disappointment lies, so that it makes me no longer dependent on AI and search for the source myself, because I feel it would be a flop or a failure if I depended 100% on AI.

Dimas: Okay, thank you. Let's start with the B2 main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? How did that affect your satisfaction?

Student 5: I thought AI was just a chat companion before, not for academic matters, but now, with the rapid development of AI, I feel my expectations have been exceeded, and I'm very grateful for that, where now AI is already very reliable, very consistent; the reasoning and thinking of the AI models themselves are already extraordinary. Now there are many AI options out there, even some directed toward written work or theses. So I feel AI has exceeded my expectations positively.

Dimas: Okay, if this AI doesn't meet your expectations or doesn't exceed them, does that reduce your motivation to use it, or how?

Student 5: Exactly, I would reduce my use of AI, maybe I'd only use it within certain limits where its ability suffices. I mean, not using it for more complicated or sophisticated things, so the output isn't confusing or matches the output I want.

Dimas: Now for the last question of Section B: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks? So, how is the effect of this AI chatbot? Does it make you more confident, or maybe anxious, when working on tasks in the context of academic writing?

Student 5: Honestly, I really enjoy using AI, very excited, very happy. It makes doing academic written work more enjoyable. I don't have to think too deeply because the AI provides the references, like that. But even so, we still have to understand the essential substance of the material we're working on, of the material we're doing. Again, AI is just a tool, but the AI tool right now is very reliable, so I think everyone will also enjoy using AI.

Dimas: Earlier you mentioned dependency. In your opinion, if you depend on this AI, would you feel uncomfortable or afraid in a situation where you depend on this AI?

Student 5: Of course, if we're very dependent on AI it will create negative impacts, because not everything we do can use AI. For example, like this interview, I can't ask AI for the answers; I have to express directly how I answer the questions posed. If we depend too much on AI and don't use our brain at all, eventually our brain will die, we can't develop into a better or more academic person. Essentially, we become uneducated people, even though we get a bachelor's degree.

Section C

Dimas: Thank you for your question. That's all for Section B. Let's start with Section C, which is the specific aspects of writing. Let's start with C1, the main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 5: I feel AI is very accurate in matters of language measurement, ten steps ahead, or even more than myself; maybe my other friends, I can't quite vouch for. But AI, for language measurement, is very reliable. So we can be sure that 99% of

AI's grammar corrections are reliable. Better than corrections from a plain translation. It's better for grammar to be corrected by AI than Google Translate.

Dimas: Maybe you can give an example of when you used grammar correction and it helped you, or maybe didn't help you at all.

Student 5: For an example of its use, it's when writing an introduction maybe, or other written tasks. Because I write it, basically I write it first; the important thing is the understanding is the same, the understanding gets through, the grammar issue I think I'll ask the AI about later. So the important thing is the content is correct; for grammar issues we still write, we try to be correct, but in the end it'll still be corrected by AI as to what's correct, so there isn't even a slight mistake. Because grammar itself is fairly important in writing.

Dimas: Okay, thank you. How do these corrections help you use grammar, or do you just use them without understanding them? So with this grammar correction, does it help you learn grammar too, or do you just copy-paste the result without needing to know its meaning?

Student 5: Of course it very much helps in learning too, in learning how to use grammar correctly. Because grammar itself has many types and many conditions that require us to use rule A, B, and so on. When I'm corrected by AI, I learn along, I read again why that thing is wrong, why it has to be this. I also often ask the AI when I ask it to correct, correct the grammar, why my writing is wrong, why it has to be changed like this. So that's where the learning lies. Especially if you're often corrected by AI. Because for language itself, the more often we use it, the more often we notice a grammar mistake, the faster we'll remember how to use it correctly, like that.

Dimas: So with this grammar help, does it increase your level of satisfaction using AI?

Student 5: Very satisfied for grammar itself. From when I first started using AI, I felt AI is very competent in grammar correction. Especially now, with the better reasoning of AI thinking models, I think it's even better at correcting grammar.

Dimas: Okay, moving on. Next, the C2 main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing? So, how satisfied are you with the way this AI chatbot helps you develop ideas and organize your writing?

Student 5: I really like it, because AI chatbots, ChatGPT or other models, can be personalized. How it expresses its thoughts, how it corrects, how it types. That can be personalized according to our wishes. So there, for example if we want the AI chatbot to use more casual language, more academic, or maybe a regional language, English, Indonesian, that can all be personalized according to our wishes. So I feel very satisfied with how the chatbot itself helps us in developing ideas.

Dimas: Are the ideas the chatbot gives relevant to your academic context, or maybe too general?

Student 5: In my opinion, the ideas from ChatGPT or other chatbots are very general. For forming ideas, I don't rely on AI. AI, in my opinion, only helps develop ideas we've already thought of before. For example, for a proposal topic or thesis topic, I'll do my own research, find on my own what topic is relevant. Because when I ask AI for a relevant topic, it'll give the same answer, for example, researching VR glasses and other technology. So if a million people ask the same thing with the same topic, then I think it's better to find your own topic or your own idea, and then develop it, helped and developed with the AI chatbot.

Dimas: So after what we discussed about ideas, have you ever experienced the chatbot giving an error or misinformation? Maybe you were given wrong information or a wrong answer? And how did that affect your satisfaction?

Student 5: Sometimes AI does give a wrong answer, wrong specifically. If we talk about something very specific, for example a theory, theory A, and its parts specifically. In general, this AI chatbot is amazing, but specifically it has to be cross-checked again, so we're not wrong, especially in the context of academic writing. For that, my satisfaction is still satisfied, actually, because that's the point of doing research again ourselves, cross-checking again whether it's correct or not. If it's

indeed incorrect, then we have to fix it ourselves or fix the prompt we use with the AI.

Dimas: Thank you. Now, the C3 main question: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness? So, how do you evaluate the quality of feedback this AI chatbot gives, maybe its accuracy, clarity, relevance, and usefulness?

Student 5: I'm satisfied, I'm very happy using AI; if from a score of 1-10 I'd give it 8. As for the AI's feedback, sometimes the AI also asks certain things, for example, after giving an answer or summary, the AI will ask whether it should make a doc or whether I'll continue to the next theory. That all depends on the prompt we use. When we chat or prompt ChatGPT or other AI well and carefully, the output or feedback will also be very good. So it comes back to ourselves. Overall, I'm satisfied with this feedback.

Dimas: Is the feedback specific and actionable, or too general? So, is the feedback also specific, or maybe just general?

Student 5: All of it again comes back to the prompt we use. When we ask something specific and the prompt is a bit long, it'll give a specific answer too. But when we give a simple prompt, the answer will be very general. Because there's no context given to the AI. So if the context isn't clear, the answer also expands, the answer goes everywhere.

Dimas: How does AI chatbot feedback compare to feedback from lecturers?

Student 5: If compared, feedback from AI is also very reliable, easy to understand. Easier to understand than a lecturer, because an AI chatbot can be asked specifically, over and over. With its personalization, how it answers, whether it matches our learning style. Whereas to ask a lecturer, we have to adjust, for example, when a lecturer explains in a lecture, the way they use language, we have to understand and grasp it. So I think the AI's and the lecturer's explanations are both good. It depends on what information. For a lecturer, of course the information is more reliable than AI. But for the explanation, maybe it takes more effort to understand. Whereas AI we can adjust again to how we learn best.

Dimas: Thank you for your answer. This is the last question for Section C, C4, the main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 5: As for the difficulty itself, it's actually not difficult. Even if we type or write the prompt carelessly, the AI will still answer fairly well, actually. But when we need something more reliable, more specific, we have to learn prompting too. Maybe it's also guided from content on TikTok or YouTube, there's already a lot, so in my opinion it's very easy to use the help of AI chatbots because tutorials are already plentiful on social media, and the interface is the same as chatting with a friend.

Dimas: Do you find it easy to formulate prompts to get useful responses?

Student 5: In my opinion it's quite easy. I've used AI for 2 years, and from long ago it's been explained that we enter first from something a bit general and then move to the specific. Sometimes we also have to explain how we want the output to match our needs. So in my opinion it's quite easy and very simple.

Dimas: Have you experienced technical issues such as slow responses or irrelevant outputs? How did that affect your experience?

Student 5: As for technical issues I've experienced, it's hitting the usage limit, actually, because I don't use the pro version, so it's limited for sending PDFs and other things. As for irrelevant output, that's not a problem, I can research again or change the prompt again until it really matches what I want.

Dimas: How much does ease of use contribute to your overall satisfaction?

Student 5: Very easy, because AI itself can be used through the phone we carry everywhere. Overall it's very easy, you could say 10/10, very easy.

Section D

Dimas: Among the aspects discussed, for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Student 5: For my own satisfaction, ease of use is very influential, and all of them are good too, all aspects complement one another. I'm very happy and also like using AI; besides that, it's very helpful for all kinds of questions I have, especially in the context of academic writing it's very helpful.

Dimas: Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 5: I'll keep using it, because AI has become a tool we can't ignore now, for example, like before people maybe still read books in the library, but now there's the online version we can access easily. It's the development of the times; we have to follow it. And I also believe that in the future AI will be far better.

Dimas: Do you have any suggestions or criticisms for improving the use of AI chatbots in academic settings?

Student 5: Since using AI has become normal, maybe later lecturers and other educators will also teach how to use AI correctly. So instead of banning it, we're better off teaching how to live side by side with AI in the academic sphere, because in the future we won't be free of AI. So it should just be a tool, not a replacement for us, and essentially, be wiser in using it.

Interview (Student 6 / P6)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 6: My name? Yes.

Section A

Dimas: Okay, let's start with Section A, which is the background, for the A1 main question: What was your expectation towards AI and the use of AI?

Student 6: So, my initial expectation of AI was a reliable search engine that could find all the journals or scientific writings on the internet. That was my initial expectation.

Dimas: Okay, thank you. Next, the A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 6: My main AI is Gemini. Then, for the purpose, I usually use it for grammar correction. So I use Gemini as grammar correction to correct my writing.

Dimas: So, at which stage do you usually use it? Brainstorming, drafting, revising, or proofreading?

Student 6: Usually I use it at every point. But I usually use it more in drafting, to know the framework in making, for example, a paper or proposal, and so on.

Dimas: So, how long have you been using AI chatbots for academic writing? So, how long have you been using this AI chatbot?

Student 6: I've been using this AI chatbot for roughly, since the 2nd semester, roughly about 3 years.

Dimas: Okay, thank you. Next, the A3 main question: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 6: Before, I only used AI to find general information and as a tool for learning during college.

Dimas: Where did those expectations come from (e.g., friends, social media, lecturers)?

Student 6: [Friends] recommended using AI chatbots. And then I got recommendations from social media, like which AI is good for helping me do assignments. As for the rest, lecturers, it seems there were no lecturers who suggested using AI.

Dimas: Okay, thank you. And did you have any concerns or doubts before trying it for the first time? Please explain.

Student 6: So, first I had doubts about using AI, because usually AI sometimes gives answers that are less satisfying to us. Like the results sometimes don't match our expectations. That's it.

Section B

Dimas: Okay, thank you for all of Section A. Now let's start with Section B, overall satisfaction. Now, this is the B1 main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 6: My fear is that it's wrong in giving me an answer or correction to my writing. As for confidence, my writing can look more professional.

Dimas: And if you had to describe your experience in a few words about your satisfaction with using AI chatbots, how would that be? Your experience in just a few words regarding satisfaction with using AI chatbots, how is it?

Student 6: If it can be described in a few words, maybe it's "fast work." Because it gives answers very quickly.

Dimas: Okay, thank you. And has your level of satisfaction changed over time or remained consistent? Are there specific moments when you feel very satisfied or dissatisfied? So, are there specific moments when you feel satisfied using it, or maybe dissatisfied?

Student 6: The moment of satisfaction is probably when a deadline is pressing, that's when I'm very satisfied using the AI chatbot, because it really helps me do assignments quickly.

Dimas: As for moments of dissatisfaction, are there any?

Student 6: Maybe the dissatisfaction is, for example, when doing a paper or looking for information about something, but the answer given isn't satisfying to me.

Dimas: Okay, thank you. And now let's start with the B2 main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? How did that affect your satisfaction?

Student 6: Since it doesn't exceed my expectations too much, does that impact my satisfaction? It seems not, because it doesn't match expectations too much, isn't too bad, isn't too good, just in the middle. So it doesn't affect my level of satisfaction too much.

Dimas: How does this AI chatbot meet your expectations? Does this AI chatbot worsen your motivation to keep using it? Maybe here I want to explain a bit. If this chatbot doesn't meet, say, doesn't meet, your expectations, does that make your motivation to use it decrease, or how?

Student 6: If it doesn't match expectations, maybe my use of AI will decrease. Because in my opinion it's very much a waste of time to use AI if the answer we need isn't obtained, or the expectation we imagined isn't achieved.

Dimas: Thank you. Now let's start with the B3 main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 6: In my opinion, sometimes it can make me confident, sometimes it can make me anxious in doing this academic writing. Why do I say it can make me confident? Because it can make my writing look more professional. Why afraid or worried? Maybe because of dependency on using AI. So my thinking or reasoning is only limited to searching or prompting for something. That's it.

Dimas: Have you ever felt uncomfortable or worried when relying on AI chatbots?

Student 6: Afraid of dependency on using AI. When we use AI too often, our logical reasoning is only limited to prompting and we can't find answers to the questions asked. That's what I'm afraid of. As for discomfort, maybe I can answer that because it sometimes gives answers that don't match and are a bit strange to look at or read for others. That's what makes me uncomfortable.

Section C

Dimas: That's all for Section B. Now let's start Section C, which is the specific aspects of writing assistance. Let's start with the C1 main question: How satisfied

are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 6: Because in some of my writing there are grammar errors, and those can be fixed by the AI chatbot. And for the language suggestions, in my opinion it's medium, not too good, not too bad. Because sometimes the word it suggests doesn't match the grammar.

Dimas: How do you explain and give an example of a grammar correction that was very helpful, on the inaccurate side?

Student 6: For scientific or academic writing, I usually have some grammar errors in my writing. And it's usually more careful than me. For example, in semicolons or word usage, for example maybe there's a word that should be plural, one that should be individual, like that.

Dimas: So, does this grammar correction help you learn grammar, or when you use this grammar correction, do you just copy-paste without needing to understand?

Student 6: There are two conditions that make me do that. If the condition is relaxed or the deadline is still far, I can learn from the grammar correction. Because from the grammar correction we can know the correct grammar for use in scientific articles or academic writing. Now, if the situation is that we're pressed by a deadline, I sometimes don't absorb the learning or the grammar correction well. I just copy and paste.

Dimas: And how does this grammar correction affect your satisfaction?

Student 6: How does this grammar correction affect my satisfaction? If, for example, the grammar correction given is very inaccurate for the writing, that will likely make me not too satisfied using grammar correction. But there are also AI chatbots that are good for grammar correction, for example Grammarly or others, that match the writing, and that can increase my level of satisfaction.

Dimas: Alright, next, the C2 main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 6: How satisfied is the AI chatbot in helping develop my ideas and organize my writing? So in my opinion, I'm very satisfied with the help of this AI chatbot in developing ideas and organizing my writing. This AI chatbot can help me develop ideas for making a paper and so on. For example, developing my title, which is only a few words, can be developed further and deeper by the AI chatbot. And for organizing the writing, things like grammar correction and so on can increase my satisfaction.

Dimas: So, are the ideas this chatbot gives relevant to your academic context, or too general?

Student 6: For the early use, sometimes the ideas given are too general. But as we use it longer, the ideas given match the context or what we want. Like that.

Dimas: Have you ever experienced errors or misinformation given by this AI chatbot, and how did that affect your satisfaction?

Student 6: Of course this AI chatbot has given wrong information. Like in early use, they don't yet know what we're asking about. For example, when we ask about something, at first it'll give a general overview of what we're asking about. But over time, what we ask becomes more narrowed down and more suited to what we want. And does that affect satisfaction? Maybe at the beginning it makes me lazy to use the AI chatbot. But over time, it makes me satisfied to use the AI chatbot, because it gives information that, in my opinion, is accurate.

Dimas: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness?

Student 6: How do you evaluate the quality of feedback given by the AI chatbot in terms of accuracy, clarity, relevance, and usefulness? Well, sometimes it also gives accurate and relevant feedback.

Dimas: So in your opinion, does this depend on how we prompt it?

Student 6: In my opinion, it depends on what you said earlier, it depends on how we prompt. Because this AI will surely give an appropriate, accurate, or relevant answer if we give the right prompt for it.

Dimas: Is the feedback given by the AI chatbot accurate, clear, and relevant?

Student 6: Sometimes the feedback given by the AI chatbot is general. And if we prompt again more often, if we use it more, it'll match or be accurate with what we ask.

Dimas: How does the AI chatbot compare to feedback from lecturers or peers? So, how do you think feedback from this AI chatbot compares to feedback from lecturers or peers?

Student 6: Maybe if it can be compared, feedback from this AI chatbot is very calm, because it doesn't affect our emotions. And the feedback it gives is available 24 hours without waiting for a response from the AI. With a lecturer or friend, we have to wait for their response, we have to know their emotions, that also has an effect.

Dimas: And to what extent does feedback quality influence your overall satisfaction? So maybe, how much does this feedback quality affect your overall satisfaction?

Student 6: If it can be rated with a number, maybe it's 8 out of 10 for me.

Dimas: So it very much affects your satisfaction? Very much. Now let's move to the C4 main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 6: As for difficulty or ease, it depends. But it can also be judged from whether it's premium or not, because if we're not premium, sometimes the access is very limited and the interaction given is also very limited.

Dimas: And do you find it easy to formulate prompts to get useful responses?

Student 6: Yes, like I said earlier, if we prompt correctly, the response given is also good. And is it easy to make the prompts? In my opinion it's fairly difficult to make prompts that match what we want.

Dimas: And last, how much does ease of use contribute to your overall satisfaction? So, how much does ease of use of this AI chatbot contribute to your overall satisfaction?

Student 6: How much? Maybe it can be answered “a lot” in its contribution to my satisfaction. Because this AI gives answers that are right and fast, that very much affects my satisfaction, and I’m very satisfied in that respect.

Section D

Dimas: Okay, that’s all for Section C. And now let’s move to Section D, which is the last section. This is reflection. Let’s start with the D1 main question: Among the aspects discussed, for example grammar correction, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction?

Student 6: The ones that contribute the most, in my opinion, are grammar and idea development. Because with grammar I can make my writing look, or match, the grammar it should. Then for idea development, with this idea development I can give a simple idea but have it made more specific by the AI.

Dimas: Okay, thank you. Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 6: Yes, over time we have to live side by side with this AI chatbot, so in the future it’ll help us correct our writing in the future. So like that.

Dimas: Is there anything else you would like to share about your experience using AI chatbots for academic writing that we have not discussed?

Student 6: There isn’t; I’ve shared everything.

Dimas: Do you have any suggestions or criticisms for improving the use of AI chatbots in academic settings?

Student 6: My suggestion for our campus is that we should accept the presence of this AI chatbot, and we should give firm rules on the use of this AI chatbot, like being wiser in using it.

Interview (Student 7 / P7)

Dimas: Okay, thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Section A

Dimas: Okay, let's start with Section A, which is the background, and the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 7: To make it easier to create ideas and to give new ideas.

Dimas: Next, the A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them? So, which AI chatbot tools do you use to help you in the context of academic writing, and usually for what purposes?

Student 7: I more often use ChatGPT; the purpose is to generate ideas and to check grammar.

Dimas: At which stage do you usually use it? Brainstorming, drafting, revising, or proofreading? So, what do you most often use it for, maybe brainstorming, drafting, revising, or proofreading?

Student 7: For brainstorming.

Dimas: How long have you been using AI chatbots for academic writing? So, how long have you been using this AI chatbot to help you write in an academic context?

Student 7: Maybe around 1-2 years, consistently.

Dimas: So, before you used this AI chatbot to help you write in an academic context, what was your initial expectation? What did you use this AI chatbot for?

Student 7: The expectation was to give creative ideas. For example, if I want to make a paragraph, I usually ask or give the AI a prompt to give me a topic sentence to start the paragraph, then I continue it myself.

Dimas: So, where did those expectations come from? Maybe from social media, or from friends, or maybe recommended by a lecturer?

Student 7: From social media, like YouTube.

Dimas: Okay. Did you have any concerns before trying it for the first time? Please explain!

Student 7: Of course. The first is maybe the certainty and accuracy of the information given, so when the AI gives an answer, I double-check again to make sure the result is really true.

Section B

Dimas: Okay, that's all for Section A. Now let's continue to Section B, overall satisfaction. Let's start with the B1 main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 7: I feel more helped and maybe happy, and also more relaxed in making scientific writing.

Dimas: Okay, thank you. Next, if you had to describe your experience in a few words about your satisfaction with using AI chatbots, how would that be?

Student 7: Easy, simple, straightforward, and fast.

Dimas: Okay, let's start with the B2 main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? How did that affect your satisfaction?

Student 7: For me it's very satisfying, because it matches my expectations in the answers given and the speed of responding to the questions I give. [So in your opinion is it "exceed," or exceeds?]

Dimas: Yes. Next, in which aspects does the tool exceed your expectations?

Student 7: In the speed of giving responses and maybe the accuracy of the information given, though it needs to be checked again. [Sorry, how... if not, does it not reach your expectations?]

Dimas: Does that lower your motivation to keep using it? So, if the usage expectation doesn't meet your expectations, does that reduce your motivation to use this AI chatbot, or how?

Student 7: Maybe it reduces it, because the purpose is to help me, so if it can't help, in my opinion I won't use that chatbot if it doesn't match my expectations.

Dimas: Okay, now let's continue to the B3 main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 7: Anxiety, maybe the first is about the accuracy of information, and the second thing that makes me anxious is that the writing produced by AI has a very clear pattern that's easily detected. So even though I paraphrase or add to the ideas the AI gives, my anxiety is that later my writing will be flagged as AI even though I wrote it myself.

Dimas: As for confidence, does it also affect it?

Student 7: Confidence is affected, because maybe it's more of a psychological factor, I feel like this: AI might give an accurate source or accurate information, though it needs to be verified again. So for example, if I have an idea and the AI kind of strengthens my idea, then I'll be more confident.

Dimas: So, have you ever felt uncomfortable or maybe afraid of becoming dependent on this AI? If yes, why? And if no, also why?

Student 7: Yes, there's fear of dependency, because I'm afraid it makes me unable to think of new ideas, creative ideas, because of being too dependent, and also afraid of killing the creativity of my mind and my writing skills, like that.

Section C

Dimas: Okay, that's all for Section B. Now let's move to Section C, which is the specific aspects of writing, and let's start with the C1 main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 7: Quite satisfied, because the language used is very academic and the level is also native, so I'm very satisfied. In my opinion it's already appropriate, maybe on par with QuillBot or Grammarly, and although there are maybe a few that are unsatisfying, overall the ChatGPT I use matches my expectations.

Dimas: Can you explain and give an example of a grammar correction that was particularly helpful or inaccurate?

Student 7: When it helped was when there were maybe some wrong tenses that were noticed when I checked using AI, so that was very helpful; maybe conjunctions were also very helpful.

Dimas: Okay, next, how do these corrections help you learn grammar, or do you simply apply them without understanding?

Student 7: Yes, learning along too, because when it's fixed or corrected, I can ask again why it's like that, and the chatbot gives the answer, so I can learn too.

Dimas: So, overall, how does this grammar correction affect your satisfaction?

Student 7: It affects my satisfaction very positively, because my writing can become more perfect and I can become more confident, since I'm helped by having the AI chatbot check the grammar.

Dimas: So, how satisfied are you with this AI chatbot in helping you develop ideas and organize your writing?

Student 7: Very satisfied, because the ideas given are creative and easy for me to develop.

Dimas: Okay, can you describe a situation where an AI chatbot helped you generate or refine ideas?

Student 7: Maybe when, for example, I want to make an article, writing, or want to make a thesis later, I can ask the AI chatbot what research idea I might be able to use, which also includes the novelty and the reason why that idea or topic is suitable for me to make into a thesis.

Dimas: Are the ideas relevant to your academic context, or too general?

Student 7: Mostly relevant to my educational context, maybe because I've already tailored the prompt given to my own context.

Dimas: So, have you ever experienced incorrect or maybe misinformation given by this chatbot, and how did that affect your satisfaction?

Student 7: Maybe I did before, because of the limitations of this chatbot, its data is only limited to certain years and not real-time updated. So maybe for the latest information, the AI chatbot can't yet give it, it's not available in its data, so maybe some answers it gives, that it can't actually provide, it assumes, so it's not real information.

Dimas: Okay, thank you. Let's move to the C3 main question: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness?

Student 7: For accuracy I'd give a 9, almost perfect; for usefulness also almost perfect; clarity also the same; and relevance also almost perfect, although there's a slight flaw.

Dimas: So, is the feedback specific and actionable, or too general? So how do you think the feedback given by this AI chatbot is?

Student 7: Maybe fairly specific, from my experience.

Dimas: How does AI chatbot feedback compare to feedback from lecturers or peers?

Student 7: Maybe there's certainly a difference, because this is about a robot and a human. Maybe the feedback given by AI is objective feedback, and maybe from a

friend there's a bit of subjectivity and also emotion in it, so the feedback given feels a little different, although both can be constructive and supportive.

Dimas: So in your opinion, how much does the feedback given by this AI chatbot influence your overall satisfaction?

Student 7: Maybe it's good, and it very much matches what I want, so I'm very satisfied with the feedback given.

Dimas: Okay, now the last question for Section C, the C4 main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 7: Easy. The interface is also easy, the interaction we respond to is also very good, and the accessibility is also easy, easy, from me.

Dimas: And do you find it easy to formulate prompts to get useful responses?

Student 7: Formulating a prompt is maybe a bit tricky but I can do it, maybe a bit easy, and getting a good response is the hard part. So maybe I have to trial-and-error several times before it matches the answer I want.

Dimas: Have you experienced technical issues such as slow responses or irrelevant outputs, and how did that affect your experience? So, have you ever experienced technical issues like slow responses or irrelevant outputs, maybe?

Student 7: Maybe slow response, whether because of the server or how, but I've used [an AI] and its response was very slow, even couldn't respond at all, so I've experienced it.

Dimas: And how did that affect your satisfaction?

Student 7: Of course I wasn't satisfied with that, which is why I use alternative AI chatbots.

Dimas: How much does ease of use contribute to your overall satisfaction?

Student 7: Quite big, because the impact is also quite big and the effect is also quite big, so it's quite big.

Dimas: So this very much affects your satisfaction in using it?

Student 7: Yes, it very much affects it.

Section D

Dimas: That's all for Section C. Now let's move to Section D, which is reflection. Let's start with the first main question: Among the aspects discussed, for example grammar correction, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Student 7: Idea development, because when I'm stuck or blocked, with this AI chatbot I can get new ideas and I can do what I need to do more smoothly, so I'm very satisfied with idea development.

Dimas: Okay, thank you. And is there any other aspect that also influences your satisfaction but was not discussed?

Student 7: I often use AI chatbots as a place to learn structure, besides grammar, I also learn structure, though it's known structure, with the goal of preparing for the TOEFL test. And the AI chatbot also helps contribute to adding to my vocabulary, like that; it improves my English skills a bit too.

Dimas: So, will you continue using this AI chatbot in the context of academic writing going forward, and if yes, why; if no, also why?

Student 7: As long as the content or ideas given are still relevant, I'll keep using it, because so far it's been good and has contributed a lot, I mean the results are already clear and have had an impact on my own writing and on myself, so I'll keep using it.

Dimas: Is there something you'd like to share about your experience using AI chatbots that we haven't been able to discuss?

Student 7: In the context of writing experience, yes, my experience in writing is maybe like this: I use the AI chatbot to find citations or to complete... well, I make writing but I want to support my writing or statement with an article, and I struggle a bit to find that article, so I use AI [to check] whether my statement is correct and

whether there's an article that says so. If there isn't, I change my statement and read more; but if there is, that's a good thing from me, and it can be used more wisely so as not to rely too much on this AI chatbot.

Interview (Student 8 / P8)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 8: Yes, of course.

Section A

Dimas: Okay, let's start with Section A, which is the background. I have three questions. Let's start with the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 8: Okay, my initial expectation of AI was that it's very fast, very much following the current of globalization. And its use here can be various. For example, when we talk about college matters, if we want to make a written work, of course we use or ask for help from the available AI tools to brainstorm ideas, then to help check vocabulary or grammar, then to perfect each paragraph, conclusion, and so on. Like that.

Dimas: Okay, thank you for your answer. Now let's move to the A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 8: Okay, for chatbot tools, currently the one I use most often is still ChatGPT. And I don't know why, maybe because I've been used to using ChatGPT for a long time, so the commands or prompts I've given to ChatGPT seem to already

understand what I mean and want. Besides that, for brainstorming ideas maybe, I use Gemini. So I'll start from Gemini first, then do the refining in ChatGPT.

Dimas: Okay, how long have you been using AI chatbots for academic writing?

Student 8: Wow, it's been a while. It seems like from when ChatGPT first became popular, when was it, roughly? 2023 maybe. Anyway, when ChatGPT first became popular. But not as intense as this. The intense part was after getting assignments like making academic writing and so on. Like that.

Dimas: Okay, thank you for your answer. Now let's continue to the A3 main question: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 8: At first, maybe it was more about just testing, really. Because I heard about, got to know an AI chatbot from my friend, and at first I didn't believe it. So I just tested, like checking whether this can really help us. Like giving short bits of information, for example, "please make me a poem." So, oh, it turns out its poem is good. And then, "please make me a short paragraph." It turned out it could, the writing was good, structured, and in my opinion would be very useful and helpful in the future. So that's it, before I used it to perfect my other writing, I did testing on these AIs.

Dimas: Okay, so did you have any concerns or doubts before trying it for the first time? If you have, please elaborate.

Student 8: Of course I had doubts, because at first I didn't know who created this, and whether it was trustworthy. And if we give detailed information about ourselves, whether it can be trusted. But the more time passes, the more I trust it, because there's already a lot of information or tutorials on how to use this AI chatbot well and correctly, so that our personal data or information stays protected while the AI can still help us.

Section B

Dimas: Okay, so that's all for Section A. Now let's move to Section B, which is overall satisfaction. B1 main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 8: Very helpful, besides brainstorming ideas, it's also very helpful in arranging grammar or arranging our words that are lacking. So there's actually something interesting in my opinion: I see some people use AI by directly giving a prompt, and that prompt directly leads to a result. So the AI reads it as a request that directly leads to what the user wants. For example, "I want to make a written work with this theme, containing five paragraphs, related to this life," for example. Now when the AI directly gives everything in a short time, the user usually directly copy-pastes and directly sends it somewhere. That, in my opinion, is the interesting thing, so, as I said, you have to be wise using AI. Why do I say it's very helpful? Because in my opinion, using AI as I described earlier won't help contribute significantly. Because we receive it instantly and we also can't revise step by step. So what impresses me is that with AI we can ask it to become our mentor. So starting from determining the theme, ideas, concepts, then forming them into an outline maybe, then developing them into a paragraph.

Dimas: Thank you for your good explanation. So now, has your level of satisfaction changed over time, or has it remained consistent?

Student 8: Sometimes it changes, especially when we don't give, or when we get feedback that doesn't match what we want. There I see it's not the AI's fault, but our fault in giving a prompt to it. So like that.

Dimas: Are there specific moments when you felt particularly satisfied or dissatisfied? So, are there specific moments when you feel satisfied or maybe dissatisfied using AI? A specific moment, right, when satisfied using AI?

Student 8: A specific moment maybe, for example, when we're making a written work. What makes me feel very satisfied is when the AI directly understands what we ask. So we don't have to delete the previous command or explain in more detail. I don't quite understand why this can happen, but the reverse can also happen. Sometimes we give the same prompt on a different device and the AI's response is

different. And when we're maybe less lucky, the AI's response is like, "how could it be like this?", it seems unreasonable to us.

Dimas: So sometimes you experience satisfaction, sometimes dissatisfaction, right? Okay, now let's move to the B2 main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your expectations? And how did that affect your satisfaction?

Student 8: Maybe it meets, but exceeds, no. Because to exceed means we just receive it done, in my opinion. But "meets" is where we give commands step by step and we also do the revising. So it's like there's collaboration between us and the AI. So that, in my opinion, is what "meets" is.

Dimas: Does that affect your satisfaction?

Student 8: Overall, it actually doesn't affect my satisfaction. Because I knew from the start that if we don't use this AI correctly, of course the answer the AI gives will be confusing. So that's what causes us to feel dissatisfied. So, in order not to feel dissatisfied, really be careful in giving commands to the AI.

Dimas: Thank you. And maybe I want to ask a bit: if, say, this AI doesn't meet your satisfaction, would that reduce your motivation to continue using it?

Student 8: Maybe a few times, yes. Because I imagine it like this: if we keep discussing with the AI, on the same topic, and we get an answer that I think we're not satisfied with, and we try to fix our command, and it can't. I'd stop using AI for a while. And I'd deepen what I'm making, for example a written work. I'd deepen my own understanding of my written work first. Then once I've really mastered it well, I'll discuss again using this AI.

Dimas: Let's move to the B3 main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks?

Student 8: Because with AI's help my written work becomes more directed, more structured. So it's better than before. As for anxiety, actually there isn't any. Because I don't use this AI 100%. What the AI gives, I don't use 100%. I revise again, I pick

and choose again. Even at the end, usually after doing a written work, there's what's called post-editing. And even in post-editing I do it myself. Not using AI anymore.

Dimas: So maybe I can say this makes you more confident to use AI.

Student 8: Of course, definitely confident.

Dimas: Speaking of increasingly confident use of AI, does using AI create dependency, or maybe dependence, on the user?

Student 8: Now this is interesting. In my opinion, if we feel satisfied, of course we'll feel dependent. And in my opinion that's fine. Times are different now. If you don't use AI, you'll fall behind. That, in my opinion, is real. So will there be dependency? Now it comes back to ourselves. Do we want to be dependent like that? What I mean here is, if we're not truly wise in using AI, then we'll surely become dependent. But if we think of it like this: "If this AI didn't exist, would my written work not be finished?" And "If this AI exists, will my writing change?" In my opinion, if this AI didn't exist, my writing would still be finished, but maybe not in the very best version, maybe the best version of my own. But if the best version of my own is modified or added to with the use of AI, then it will exceed my best version.

Dimas: Okay, thank you. Speaking of dependency, do you feel uncomfortable or worried when relying on AI?

Student 8: In my opinion, no. I don't feel afraid or uncomfortable because of this dependency. Because in my opinion, if AI didn't exist now, my written work would still be finished. So I don't feel afraid.

Section C

Dimas: Okay, that's all for Section B, which is the enjoyable part. Now let's move to Section C, which is the specific aspects of writing assistance. Now let's move to the C1 main question: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 8: Personally, I feel it's unique compared to others I know. Because when we talk about grammar in academic writing, I don't quite trust the grammar given

by this AI. Especially in English, for example, I give a command to fix my grammar. I feel my AI is lacking in fixing grammar. So I only use this AI in the context of Indonesian. And for English, I usually fix it myself or use other tools.

Dimas: How does the use of grammar correction quality help you learn English? Or do you just use it without understanding it?

Student 8: Wait. What do you mean by using it without knowing the truth? Yes, just use it, copy-paste, click-click, like that. Yes, that's it. As for grammar use, I don't quite trust this AI. So usually if it gives an answer, I usually don't use it directly. I always analyze it again myself. Oh, there's one moment, for example, we make a written work, which consists of many paragraphs. So paragraph 1 done, paragraph 2 done. Now entering paragraph 3. Let's say in paragraph 3 the grammar is more complex. Now sometimes the AI can't understand what situation we want to tell or what we want to convey. So it still uses the grammar benchmark from paragraph 1 and paragraph 2. That's what we as users have to adjust again. So we can't just copy-paste like that.

Dimas: So a double-check is needed here. So how does this grammar correction affect your level of satisfaction?

Student 8: Now, because I don't quite trust it, I don't quite trust it, so in my opinion, personally I feel dissatisfied with using this AI chatbot as grammar correction.

Dimas: So how satisfied are you with the way ChatGPT helps you develop ideas and organize your writing?

Student 8: Now this I'm very satisfied with, because honestly for ideas, personally I usually think of an idea but can't develop it more complexly. That's where I use AI to help, like, if this idea is developed further, what would it look like. Usually my AI directly connects with what I want. So I feel very, very much helped and very, very satisfied, especially with this AI for developing an idea.

Dimas: Can you describe a situation where an AI chatbot helped you generate or refine ideas?

Student 8: For example, we make a written work with a theme about education. In our mind we surely already have a flow, what we want to talk about; in the field of education it's still broad. Let's say we want to talk about a phenomenon of the education system in Indonesia that still needs review. From there, we usually give a command to the AI, then the AI will help us develop it into something more complex with an outline, then an explanation of each outline. So we'll be more directed in working on that written work. So the discussion doesn't broaden, it narrows down directly.

Dimas: So, are the ideas relevant to your academic context? So from what we discussed, are the ideas you got from the answer this AI chatbot gave relevant to the academic context you want, or maybe too general?

Student 8: Personally, very relevant, especially since we're still talking about ideas. I also don't know why, but usually my AI, when it comes to talking about ideas, is usually already connected with the user.

Dimas: And have you experienced incorrect or misleading information? And how did that affect your satisfaction?

Student 8: Now this has happened a few times. Sometimes we, for example, look for a fact in the field, or news related to our written work. Sometimes the AI gives an answer that's not correct. That, in my opinion, is fine and I don't feel very disappointed by it, because this is still like a robot, so of course it has errors too. Now how do we make it not error? So really, be careful giving a command to this AI.

Dimas: So how do you evaluate the quality of feedback this AI gives in terms of accuracy, clarity, relevance, and usefulness?

Student 8: If we're still talking about ideas, it's very, very useful and the accuracy is very, very clear in my opinion, and it helps how I'll develop my written work later. But if we talk about grammar, in my opinion it's less accurate. Not that it's inaccurate, less accurate, meaning we need to cross-check again. Then if we talk about it overall, in my opinion it's accurate. Because when we talk overall, our conversation is surely from the start, already arranged in such a way. So our

conversation at the start is already saved by this AI. So that's what, in my opinion, causes the answers further down to be increasingly accurate.

Dimas: So is the feedback specific and actionable, or general?

Student 8: In my opinion the feedback is already specific. If we've given a good command, whoever the user is, it should already be specific. Like that.

Dimas: Now, how does AI chatbot feedback compare to feedback from lecturers or peers?

Student 8: This is unique. Sometimes when we talk about, this is where we'll talk about the difference between a human and a robot. I don't know, maybe the researcher will have a reference in the research about the best AI to use, or whatever. Up to now I haven't found an AI that gives us criticism directly. It always tests us. At first it definitely praises, then if we give it direction, for example, "please help criticize this, this, this", only then will it give a criticism. If we don't give that kind of direction, it will surely give us praise. Unlike a human, for example a lecturer or friend. Usually with humans, from my experience, it's not praise that's given to us first, it's surely criticism. And that, in my opinion, is fine. So that's the difference in my opinion, and both help, with a human, we'll get criticism and that helps revise our characteristics. But with AI, maybe it's more about protecting mental health.

Dimas: To what extent does feedback quality influence your overall satisfaction?

Student 8: Quite big, maybe you could say 90 percent. I feel very satisfied using that AI chatbot.

Dimas: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 8: In my opinion it's easy-but-tricky to use, because sometimes the direction we give isn't aligned with what the AI [does], so the difficulty is maybe when we want to give the answer we want. So like that. In my opinion everyone is surely annoyed getting an answer that doesn't match what they want. As for the interface, in my opinion it's less than optimal for uses like voice chat / video call to help with public speaking, maybe in the future there can be a feature like that.

Dimas: Do you find it easy to formulate prompts to get useful responses?

Student 8: Now, personally it's hard for me to make the prompt. For the 3 years I've used it, I'm still confused about how to do this prompting, and there I keep learning to make good prompting.

Dimas: Have you experienced technical issues such as slow responses or irrelevant outputs? How did that affect your experience?

Student 8: It's happened to me a few times, but what I know is it's a network issue, for example, we prompt something and the loading is long; that's surely from the signal, so again it depends on the signal. And of course that doesn't affect me, because it's a network problem.

Dimas: How much does ease of use contribute to your overall satisfaction?

Student 8: Overall, it's very big, because day by day the AI I use increasingly understands my needs, even though my prompting is poor, this AI already understands. So, in my opinion I'm quite satisfied.

Section D

Dimas: Among the aspects discussed, for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Student 8: In my opinion, idea development, because it's like opening the main gate before we step into the next stage.

Dimas: Is there any other aspect that also influences your satisfaction but was not discussed?

Student 8: In my opinion there isn't; I'm very satisfied with idea development.

Dimas: Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 8: Definitely still, but with rules and policies from each user. And why, because we've entered the age of technology; if we don't make use of it, we'll fall behind. For example, if there were a competition to make a paragraph between a

person without AI and one with AI's help, from any angle, the one using AI would win by far.

Dimas: Is there anything else you would like to share about your experience using AI chatbots for academic writing that we have not discussed?

Student 8: There is. Sometimes when we want to make a written work, we share with friends. I noticed a friend's writing directly plagiarized from AI, and you could really tell it was AI, it's certain they didn't post-edit well and didn't prompt well. That's what makes it a concern for all of us, about using AI more wisely, so this AI isn't labeled negatively.

Dimas: Do you have any suggestions or criticisms for improving the use of AI chatbots in academic settings?

Student 8: For improvement, we have to be wiser in using this AI. Don't let AI steer our lives; we still have to have full control.

Interview (Student 9 / P9)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 9: Yes.

Section A

Dimas: I have four parts here, Part A, B, C, and the last one, D. Now let's start with Section A, which is the background. Let's start with the first question, the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 9: My initial expectation was to do a task, for example, an essay-writing task. I'd first write the main idea, then I'd ask the AI to give suggestions about

whether something's missing, or whether there are suggestions to improve or enhance the writing so it meets the standard I need. Just like that. So as a helper in learning, not as a total replacement for my whole learning strategy or doing tasks, like that.

Dimas: Okay, thank you. Now let's start with the A2 main question: Which chatbot AI tools do you usually use to assist your academic writing, and for what purposes do you typically use them?

Student 9: So one of the AI chatbots I often use is Gemini AI, the Pro or premium version. Because with that version the responses are deeper and also more convincing in giving suggestions and input on my thoughts, for example my writing or answers. So my purpose in using it is as I explained before, especially in the context of academic writing. For example, writing an article to publish in a journal, or writing a thesis. As a study companion and also for discussion, for example, whether there are grammar components that are wrong, or whether the sentence I made already connects from one idea to another, or already connects from one paragraph to another. Like that.

Dimas: As you said, you use it more for brainstorming, then. So for maybe other factors like drafting, revising, or proofreading, do you maybe also often use it for that?

Student 9: Yes, of course. For example, in writing an article there's an introduction section. So I use AI, I'll first write several introduction paragraphs complete with the situation. Then I copy-paste to the AI. Then I'll ask an AI like Gemini to proofread, like whether there are grammar mistakes in the use of articles, wrong use of tenses, or wrong use of punctuation, and also whether the flow of the writing itself is coherent or connected. And if not, the AI will give feedback or a response I can then fix again. Then I upload again until the AI tells me it's already correct. Like that.

Dimas: Regarding using AI, how long have you been using AI chatbots for academic writing?

Student 9: In the context of academic-writing education, that was in semester 4, meaning 2024. Before that I'd already used AI, but for reviewing my work, for example essay-writing tasks and so on. But specifically for academic writing, that's from 2024. At first ChatGPT, but because Gemini AI's responses are better and deeper, and it also has a premium version, I use Gemini AI for academic writing from 2024. So it's been more than 2 years counting up to now, 2026.

Dimas: Before you started using AI chatbots for writing, what did you expect it to be able to do?

Student 9: Before, I couldn't have expected that this AI could become my writing assistant, especially in academic writing. I thought that in the early emergence of AI like ChatGPT at the end of 2022, it was like Google, so we ask it knowledge or information we want to know, and this AI would give an answer faster and more detailed than Google. At first it was just like that. But over time, with the very rapid development of AI technology and the premium feature that's more advanced or more extraordinary in terms of its capabilities, it turns out it can be used as a writing assistant. And that helps me a lot, besides for proofreading, also as an activity to fulfill my brainstorming of ideals for making very good academic writing, alongside input from supervising lecturers and also other friends.

Dimas: Regarding using this AI chatbot, did you have any concerns or doubts before trying it for the first time? If you have, can you please explain?

Student 9: So I had several concerns before using AI as a study companion, especially in academic writing. The first is a security issue. Because however you look at it, AI as an assistive technology still requires us to log in with an email account and also some of our personal identity there. And I'm actually worried when asking those questions, worried that my personal data security could be threatened by logging into the AI app. Second is the issue of duplication or plagiarism. Because however you look at it, most people maybe just use AI to generate ideas and also how the writing goes from start to finish, and it's not paraphrased or processed first into their own language, they just fully copy the AI's output. So the grade obtained for that academic writing will be low, because plagiarism is high and it's caught being made with AI. Besides that, the third and

last concern is worry that later I'll become dependent on AI. At first maybe I see its responses are very good, the sentences or word choices are very much in line with academic, but in my opinion, if used too often without involving collaboration with our own ability or thinking in processing or making information in the writing, later it'll defeat our own ability, and instead AI becomes the main mind or main vehicle in doing tasks.

Section B

Dimas: Overall, how do you feel about using AI chatbots for academic writing?

Student 9: My feeling, actually, is that I'm very much helped. As I explained before, for proofreading or brainstorming ideas, using AI chatbots we can get feedback from proofreading and also brainstorming that's very fast and fairly deep, so we can accelerate learning. What was previously slower is now faster. So we can use the remaining time to perfect other parts. Besides feeling helped, I also feel a little worried, because I see many people use AI too much in academic writing without involving themselves. So it seems more like copy-paste, so that in the end their plagiarism score is high, and they have to trim the writing again to be more authentic. So in my opinion there are two things: I feel very much helped and happy, and I also feel a little worried.

Dimas: Thank you. Has your level of satisfaction changed over time, or has it remained consistent?

Student 9: In my opinion my satisfaction level has stayed consistent from the start. From the start, when AI couldn't yet do analysis tasks and proofreading like this until now, in my opinion the satisfaction stays at that level. Because I feel more satisfied with my own development. For example, before I didn't really understand English grammar, but because of AI's help in proofreading, I've come to learn much more about English grammar. So my satisfaction toward AI stays the same, but my satisfaction toward myself, because of learning through AI, keeps increasing.

Dimas: Maybe, is there a specific moment when you feel, you already mentioned when you feel satisfied, has there ever been a specific moment when you feel dissatisfied using AI?

Student 9: Maybe I felt dissatisfied before, because I didn't yet understand how to use AI well. Because one of the most important things in using a chatbot is how we can write a prompt or direction so the AI can respond to what we want. Before I could generate a good prompt, I was very, very dissatisfied with this AI. Because I felt that if given a simple question or command, they'd surely understand our intent. But it turned out, after I learned from various sources, the use of a prompt or command to AI is very important, so it produces a response that matches what we want. That way, my satisfaction rises and dissatisfaction tends to fall. So like that, that's the moment, when I couldn't make a good prompt/command that the AI could fully understand to produce the response I wanted. The second, maybe my dissatisfaction is more about the existence of features, regular, pro, and highest, so that to get access to more advanced and sophisticated responses, we have to spend more money to subscribe. So my dissatisfaction is thinking that intelligence can apparently be bought, by having a more expensive AI chatbot to pay for each month, we have the luxury of accessing technology. That, in my opinion, is dissatisfying. In my opinion there shouldn't be a premium, basic, or other version. One version is enough. It's just about how well we use the AI itself for our own interest and others' interest.

Dimas: Thank you for the meaningful answer. Now let's continue: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? How did that affect your satisfaction?

Student 9: For my initial expectations, I really didn't expect AI could be as big and sophisticated as now, where, for example in Gemini AI, besides being a stage or study companion in proofreading writing, as a brainstorming companion, it can also give references or examples of good academic writing that they access maybe from very credible journal articles, or from other web examples that very much help me set a benchmark: "Oh, this is what good writing is; this is the kind of writing that will be quickly approved by a lecturer if I follow these ways in academic writing." Besides that, maybe beyond that, with AI features like now, that not only generate a response in writing, but can also generate images, generate video, even generate music or audio, it very, very much exceeds my expectations. And maybe in the future, as a teacher, maybe teachers can modify or use AI to improve their students'

writing skills. Maybe, for example, a student can write a story, and then how that writing can be generated with images so it becomes an illustrated story, like that. So I feel that my expectations of this AI turned out to be extraordinary. So it exceeds my expectations regarding its ability as a study companion and also a discussion companion in academic writing, and also in other learning beyond that.

Dimas: Here we're talking because you've stated that this AI exceeds your expectations. And if, say, this AI doesn't meet your expectations, does that make your motivation to use this AI decrease?

Student 9: For example, in my opinion that doesn't lower my motivation. Because I've instilled a principle from the start that this AI is a learning aid. So I use it as much as possible as my aid in learning; the main actor in learning is still myself. So if, for example, there's a feature that turns out not to work as I want, for example, I ask AI to analyze a research article document, say from a well-known journal, then I ask the AI to analyze roughly what the main points are, and it turns out, after I check again, what the AI reviewed is incomplete, showing the AI's analysis isn't too deep or less comprehensive, would I feel dissatisfied? The answer is no. Because I'm sure this is just a helper or technology companion in learning, and the main learning agent is still ourselves. So I myself determine which direction the learning goes. If, for example, it doesn't match my expectations of those features, I hope to understand, because it's human-made technology that isn't fully perfect. What we have to perfect is ourselves in thinking, in this case in academic writing, or writing a thesis, or writing an article, like that.

Dimas: How does this AI chatbot affect your confidence or anxiety in doing this academic writing task?

Student 9: First, before, using this AI chatbot also had an impact, it has an impact on confidence in academic writing tasks. Because I'm sure that, for example, when I write a draft research article to be published in a journal, I'll feel confident using AI, because I use it as a discussion companion to know roughly what's lacking, what needs to be developed so the article is better and can be published in the end. I'm confident using it because I'm sure that these AI responses, though not perfect, still have a strong fundamental or reason based on the algorithm it was built with.

For example, the AI gives a suggestion or feedback based on evidence from article writings that have passed research journals, like that. So I feel confident because its response, in my opinion, is quite credible, which in the end perfects my writing. Now the second, this also gives an anxiety effect, especially in doing academic-writing tasks with AI responses. Why? Maybe before I feel confident because the AI's responses are based on histories or analyses of examples of products that have passed, or writings that passed journals, for example. Now, I feel anxious not about the response, but anxious when using AI an error occurs, for example the server is down, so the response isn't optimal, or even the AI can't work at all and has to be restarted or reinstalled. There I feel anxious whether this error is related to a server problem or the AI really is responding to too many people's answers at once, so I'm afraid its credibility is lacking. And other things that affect anxiety, as I explained before, I'm afraid of depending too much on AI when getting academic-writing tasks. I'm afraid that later simple things or tasks or elements, for example finding the main point in paragraph 1, I no longer use my own ability, but go straight to AI, asking it to find the main idea of this one paragraph. Now those simple tasks, in my opinion, shouldn't be run by AI, but run by, thought of, or done by myself. So like that.

Dimas: Have you ever felt uncomfortable or worried when relying on AI chatbots? Why?

Student 9: Of course I feel worried when, for example, fully depending on AI chatbots, in the scope not only of academic writing but also other academic matters. Because I think, what's the point of me going to college from semester 1 to semester 8 if we can't make use of our own potential to think or do tasks? I'd rather get a low score but from my own thinking than get a high score that turns out to be mostly from AI. So what I'm thinking is that I feel worried because I'm afraid my ability isn't good enough for this world and I depend too much on AI, so I don't have a uniqueness or capability that distinguishes me from someone who didn't go to college, like that. If I weren't worried and just kept using AI, everyone wouldn't need to go to college, just use AI in their life, and they'd become people with high knowledge. But this is different in the context of education, especially at a university. We don't just learn; we pursue a bachelor's degree. Now, that degree,

what do we take responsibility for it with? By showing that we've fully absorbed all the information and mastered the skills related to the major we chose, all based on our own ability and effort, with as minimal use of AI as possible. So my fear or worry is being afraid that if I rely too much or depend too much on AI, I'll later be replaced by AI and not competent enough after graduating.

Section C

Dimas: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 9: I'm very, very satisfied. Because suggestions like grammar correction, for example the use of punctuation, use of articles, use of tenses, correct subject-verb agreement, those suggestions from AI are very, very extraordinary. I never thought of them before. Because from this AI, the suggestions are very, very much in line with what we want. For example, we highlight one paragraph in our article writing, then we just make an instruction in the AI chatbot with, for example, "please check whether there are grammar mistakes; if there are, please fix them, please give suggestions to fit the context, for example the academic context." Then this AI chatbot will give suggestions in the form of grammar correction and also language suggestions to fit the contexts, for example the academic context we mean. And that very, very much helps me, especially when I write, for example, long pages of research, for example an article or thesis. So it can save more time. And we can also learn that "oh, this is wrong, this is correct, the reason is surely this," which maybe we missed before. Even though we've done manual proofreading, for example. Like that. So it can very much make time efficient, and the remaining time can still be used for activities or other revisions in academic writing. So in terms of satisfaction, I'm very satisfied with this AI feature, which of course is a feature that doesn't drain or reduce our cognitive level too much when using AI, because it's just for correction, not for generating ideas or solutions, which actually have to come from ourselves.

Dimas: Okay, and how does this correction help you learn grammar? Or do you just use it without understanding?

Student 9: This is the good thing about AI in my opinion. So let's say, as before, I copy a paragraph from my thesis, then I show it in the chatbot, then I ask whether there are grammar mistakes. Then the chatbot will respond, "this is the wrong part and this is the reason." Now at that moment I read and understand, "oh, it turns out this is wrong", for example the use of subject-verb agreement, for example if the subject is singular, like "it," the verb has to have an "s," for example "it analyzes" rather than "it analyze." Now I immediately understand, "oh, this is the mistake, this is what needs to be corrected." So besides revising or proofreading my writing, I also learn grammar indirectly, and that adds to my knowledge, so later my dependency on using AI for proofreading, in this case grammar correction, will likely decrease a little. Like that.

Dimas: Thank you, that's all for the C1 main question. Now let's move to the C2 main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 9: I'm very satisfied, because in this AI, how an idea is developed and also organized in writing. For example in writing a thesis, we can see sentence patterns, how an idea is developed, how the writing organization connects from beginning to end, for example from thesis examples of senior students who've graduated. But the shortcoming of that: if we only look at examples, okay, but we look at the reason why this is good, why this is very useful and can be approved, now, with AI we get a correct example of what it's like and also the reason why the writing organization is very good, so we learn too. That's why I think this AI is very good as a study companion and has high potential for us to become faster and more competent.

Dimas: Are the ideas relevant to your academic context, or too general?

Student 9: In my opinion it depends on the user who doesn't use this AI maximally, like clear prompting, so it can get a specific answer.

Dimas: Have you experienced incorrect or misleading information? How did that affect your satisfaction?

Student 9: Actually I've experienced misinformation given by AI, and that doesn't lower my satisfaction because, again, I use AI just as an aid, not the main source of

information or making tasks. So even if the information given is wrong, I just revise it again or search for the information again in a physical book or e-book, like that. Although at first I'm a bit annoyed because it's wrong, I understand, because it's human-made technology, so even though there are mistakes it's okay, as long as we can find a way out of it and don't 100% trust any information from AI, and of course have to double-check again.

Dimas: How do you evaluate the quality of feedback provided by AI chatbots in terms of accuracy, clarity, relevance, and usefulness?

Student 9: In my opinion, in terms of accuracy it depends on the AI feature, because there are free and premium AI chatbots, so a double-check is needed. In terms of clarity, AI is already clear enough because it can explain information with reasons and relevant evidence. In terms of relevance, it's quite relevant because the information matches the context of what we want, although the response is a bit incomplete. Then in terms of usefulness, in my opinion it's quite useful because we can use it as a discussion companion, like writing a thesis, to know its mistakes. So from all sides I can say 80 percent of the AI's quality is good.

Dimas: How does AI chatbot feedback compare to feedback from lecturers or peers?

Student 9: In my opinion, I prefer feedback from lecturers and peers, because the feedback is based on their own experience, so we can get experience theoretically and also practically, like that. So I tend to prefer feedback from lecturers and peers, especially in the context of academic writing.

Dimas: To what extent does feedback quality influence your overall satisfaction?

Student 9: It very much influences my satisfaction, because I use AI to know my writing performance, which can be assessed by this AI, especially in the context of academic writing. Especially if the feedback is very deep and reasoned, that's very useful, so it can improve my performance again. And that can very much increase my satisfaction in using AI. And in the end I can practice it in real life, which ultimately makes me satisfied with the extraordinary result.

Dimas: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 9: Oh, in my opinion it's very, very easy, not too difficult to use AI chatbots as an assistant in academic writing and discussion during my study journey on this campus. From all terms it's very, very easy, so using this AI is without difficulty in reading its usage steps, so I can learn quickly. So I can use this AI wherever I want, and its operation is also easy.

Dimas: Do you find it easy to formulate prompts to get useful responses?

Student 9: In my opinion, making prompts is easy, because we ourselves are the ones using the AI, so we know what we need to write, so it's actually very easy. So as long as we prompt correctly, this AI will surely understand our purpose and wishes.

Dimas: How much does ease of use contribute to your overall satisfaction?

Student 9: It very, very much has a big impact on my overall satisfaction, because if it's easy to use, as simple as just typing what we want and then the response appears, that's very easy, even easier than learning to ride a motorcycle/car. Plus we can access it anywhere and anytime, as long as you have an internet connection. As for how to use it, and the tools to use it, they're also around us, so it very, very much gives a significant impact on my own satisfaction.

Section D

Dimas: Among the aspects discussed, for example grammar, idea development, feedback quality, and ease of use, which one contributes the most to your satisfaction, and why?

Student 9: In my opinion it's grammar correction, because in my opinion AI can analyze all our writing and then give feedback on what's wrong, tell us what's correct along with the reason, even though it looks simple. That's what this AI chatbot is here for: to save our time and help with simple work.

Dimas: Is there any other aspect that also influences your satisfaction but was not discussed?

Student 9: In my opinion there isn't; just that.

Dimas: Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 9: Yes, I'll keep using it, as I explained earlier, especially for grammar correction, although the work is simple, it takes a long time, so I need AI for proofreading without changing the core of my writing.

Dimas: Is there anything else you would like to share about your experience using AI chatbots for academic writing that we have not discussed?

Student 9: I once asked the AI to summarize a task, but the essence was still not deep enough, so I chose to summarize it myself, but I still use AI just for proofreading, then.

Dimas: Do you have any suggestions or criticisms for improving the use of AI chatbots in academic settings?

Student 9: My suggestion is that even while still using AI chatbots for academic writing in this university's education, please use this AI with the right prompt. Second, a criticism about using AI: please don't use it too often and depend on AI. Essentially, be more aware going forward.

Interview (Student 10 / P10)

Dimas: Thank you for agreeing to participate. My name is I Dewa Gede Dimas Satria Udayana, an undergraduate student in English education who is conducting research on student satisfaction with using AI chatbots such as ChatGPT, Gemini, or Perplexity to assist with academic writing. This interview will take about 30-45 minutes. There are no right or wrong answers. With your permission, this session will be recorded for transcription purposes. You are free to withdraw at any time. Shall we begin?

Student 10: Yes, please.

Section A

Dimas: Okay, so there are four parts, Part A, which is the background; Part B, which is satisfaction; Part C, which is AI tools; and the last part, Part D, which is reflection. Now let's start with Section A, which is the background. For the A1 main question: What was your initial expectation towards AI and the use of AI?

Student 10: For me personally, in using AI, I usually use it to help brainstorm, find ideas, and also sometimes find references, depending on whether my use is academic or non-academic.

Dimas: Okay, thank you for your answer. Now let's start with the A2 main question: Which AI tools do you usually use to help your academic writing? And for what purpose do you usually use AI tools?

Student 10: For academic writing, I sometimes ask ChatGPT to help summarize, translate, and also paraphrase, and also determine the topics or ideas I want to look for.

Dimas: And I have another question: how long have you been using AI tools for academic writing?

Student 10: Specifically, I can mention that my use of AI started from August 2022.

Dimas: Okay, thank you. Now let's start with the A3 main question: Before you started using AI tools for writing, what did you expect it to be able to do?

Student 10: Sorry, can you repeat that?

Dimas: So, before you used this AI tool for writing activities, to help with writing, what did you usually expect this AI tool to do? What did you use it for?

Student 10: Usually outside academics, because I also work in the creative field, I sometimes ask AI to help me brainstorm, make content ideas, and also sometimes help me make a schedule, for example my content schedule per week, per month, like that. Sometimes also, if I need AI's help, in my work I sometimes ask AI to write captions, and anything about social media, to help with work.

Dimas: And where did those expectations come from? From social media, friends, or lecturers? So, where did your initial expectation of using this AI come from, from social media, friends, or maybe a lecturer who recommended it?

Student 10: My first use of AI in the academic world was from a classmate; then I also several times got recommendations from lecturers to help brainstorm or find ideas.

Dimas: And did you have any concerns or doubts before trying it for the first time? So, did you have concerns or maybe doubts when you first used this AI?

Student 10: For the first use of AI, I hadn't really noticed it could be dangerous, but over time I saw information that if we put too much information into AI, it can also endanger ourselves. Because there's a lot of data the AI can learn from. So as for doubts at the beginning, I didn't have any. But over time those doubts appeared.

Section B

Dimas: Okay, that's all for Section A. Now let's move to Section B, which is overall satisfaction. And B1 main question: Overall, how do you feel about using AI chatbots for academic writing?

Student 10: For my personal experience it's very helpful, especially when we have no idea at all, just to brainstorm or find ideas that are still general, the AI chatbot is very helpful. But from my personal use, I only use the chat AI limited to finding ideas and for feeling. As for using those ideas 100%, no, I'll surely change them again and make sure again whether this is correct or not; I'll surely change them again.

Dimas: And if you had to describe your experience in a few words about your satisfaction with using AI chatbots, how would that be?

Student 10: Very satisfied, but we ourselves still have to control and fix it.

Dimas: Has your level of satisfaction changed over time, or has it remained consistent?

Student 10: In academics or outside, non-academic? For academics, my consistency of satisfaction changes, because sometimes the references given and also the answers given by the AI chatbot aren't necessarily all correct, so I have to cross-check again. But there are also several times when, after I cross-check, the answer or reference from the AI chatbot really does exist and is real, so the satisfaction level sometimes differs.

Dimas: Thank you. Now let's move to the B2 main question: How do you think the AI chatbot's actual performance meets, exceeds, or does not meet your early expectations? And how did that affect your satisfaction?

Student 10: For this question, the AI chatbot very much meets my expectations in helping with my work in the academic field, for example translating words that are hard for me to understand, that I've just learned, and also to paraphrase a task or anything, it's quite helpful.

Dimas: And if it does not meet your expectations, does it reduce your motivation to continue using it?

Student 10: For this question, it decreases, not decreases in liking to use it, but decreases the trust to use this AI 100%. If keeping to use it, I still will, but my trust in this AI chatbot decreases, so the more it gives answers that don't match my expectations, the more I have to cross-check again. As for interest in continuing to use it or not, I'll still use it, but I'll surely cross-check again.

Dimas: And now let's move to the B3 main question: How does using AI chatbots affect your confidence and anxiety when working on academic writing tasks? So, how does using this AI chatbot impact your confidence and your anxiety, maybe, in doing this academic writing task?

Student 10: As for disturbing my anxiety, because I'm not 100% dependent on AI, I still do my tasks or obligations in the academic field with my own effort, I feel not too dependent and not too anxious if the answer or result given by the AI is wrong. But the, sorry, what was the question, can it be repeated?

Dimas: In terms of its influence on you regarding confidence?

Student 10: Then the answer is no, because however much the AI gives an answer, I don't use it 100%, I still change the answer and cross-check again. So even if I give a wrong answer in my task or the like, that also happens; it's not 100% the AI's fault, because there's involvement of my own answer too, so I don't really worry about whether the AI helps me or not, and it doesn't affect my anxiety.

Dimas: And have you ever felt uncomfortable or worried when relying on AI?

Student 10: I feel AI very much helps in making or helping with work in the academic field, but I still anticipate that dependency by balancing it with my own real effort, I also take part in composing my tasks and the like. So if depending, well, depending.

Dimas: So, can that make you anxious, maybe, or afraid, or maybe uncomfortable because of that sense of dependency?

Student 10: As for anxiety and fear, not really, because I only use AI as a tool. But as for if it can't be used, for example during an exam I can't use AI and so on, I'm also not anxious; it's fine, because in moments like that AI also can't be used, but I'm like, "oh well, it's fine even if it can't be used, because I can still rely on myself."

Section C

Dimas: Okay, that's all for Section B. Now let's move to Section C, which is the specific aspects of writing. Now let's move to Section C, specific to writing: How satisfied are you with the quality of grammar corrections and language suggestions provided by AI chatbots?

Student 10: So, even after I read the context given and it's already appropriate, already all correct, I still have to cross-check again whether the grammar given matches the context of my task, for example. Whether the grammar really matches the use in my task, or it should actually be more formal, or it should be something other than what this AI chatbot provides and gives me.

Dimas: Maybe, can you give an example, explain or give an example of a grammar correction that was particularly helpful or inaccurate?

Student 10: Sometimes I find a context, for example, I ask it to fix grammar when I make a caption, for example. For a caption in a social-media context it's fine; on social media it tends to be more fun and more informal, and that's okay. What the AI gives is sometimes too formal and too stiff, like it doesn't match what I need.

Dimas: And how did this correction help you learn grammar? Or do you simply apply it without understanding?

Student 10: In my personal opinion and from my experience, I still have to learn grammar, because if I only rely on this AI chatbot to fix my own grammar, for my own tasks, that won't help me understand the actual grammar, and I won't know whether the grammar I use is correctly applied in that moment. Whether in a task or in direct speech, I still have to learn where the grammar that fits a certain condition is. Because I'm afraid this AI chatbot only gives formal grammar, made just for academics, like that.

Dimas: And how did this grammar correction influence your level of satisfaction? So, how does using this grammar affect your overall satisfaction?

Student 10: Grammar correction in the academic field quite helps me use English, especially right now in my research, the grammar that should be formal and used in research is quite helpful so far.

Dimas: Okay, thank you. Let's move to the C2 main question: How satisfied are you with the way AI chatbots help you develop ideas and organize your writing?

Student 10: For help it's quite satisfying too, but I've noticed that when using an AI chatbot in research, we have to very specifically direct this AI chatbot to run as we want. If the prompt itself is wrong, or we ourselves can't direct this AI chatbot, it'll be disruptive and off-target. So yes, satisfied, but it still tends to be our responsibility too to direct it.

Dimas: So essentially it's used more wisely, right? And can you describe a situation where an AI chatbot helped you generate or refine ideas? So can you describe a situation when this AI chatbot helped you generate ideas?

Student 10: [Can you describe a situation where an AI chatbot helped you generate or refine ideas?]

Student 10: In the academic field, for example, at the time, which semester was it, there was a tourism course. There, in semester 6, I had a tourism course. There was an assignment to create and promote one of the tourist destinations in Bali. As it happens, since I'm not a native Balinese, I didn't yet know much about Bali and its surroundings. There I used AI to help me summarize and list what's in Bali. Then I chose to describe Lovina Beach. There I also used AI to briefly describe what could be highlighted about this Lovina Beach.

Dimas: And are the ideas relevant to your academic context, or to general?

Student 10: As I said before, in my semester-6 tourism task it was very appropriate, because I also mentioned directing my prompt for the task, and in that task I was asked to explain and describe, and also promote that tourist spot. Then the feedback given by the AI very much helped me as an outsider who's not a native Balinese. Then I also cross-checked whether the information about Lovina Beach was appropriate, and after I checked, yes, it was all appropriate and relevant.

Dimas: And have you experienced incorrect or misleading information, and how did that affect your satisfaction?

Student 10: Yes, at that time I asked for references, some journals to help with my scientific article. Then, after I cross-checked, ChatGPT gave several journal references, articles, sorry, articles. After I cross-checked the articles, they didn't match my first prompt and direction, so after it gave the wrong references with a year very different from my first prompt, I had to re-chat and ask, "please, in such-and-such years, get me the articles," and only then did ChatGPT find the article I needed. As for satisfaction, actually it stays the same; I don't immediately become that pessimistic, because it was wrong once or twice, but I do try as best I can to direct it to help me as I need.

Dimas: And how do you evaluate the quality of feedback ChatGPT gives in terms of accuracy, clarity, relevance, and usefulness?

Student 10: In my personal experience, the feedback given depends on the context, the more detailed our request for help from the AI chatbot, the more specific we also have to be in giving the prompt. If, for example, the help we want is a lot and specific but in our prompt we also don't explain and answer specifically, then in my experience the feedback given is also not that satisfying and not appropriate. So in my personal opinion, I'll surely re-chat if it's really not that appropriate. So if it's not appropriate once or twice, and the prompt also doesn't help me much, I'm not that helped, sometimes I'm already done. Meaning this AI maybe can't help me that much.

Dimas: Is the feedback specific and actionable, or too general?

Student 10: For academic use, I've been quite specific, but if I need new help outside the academic context, the AI has to relearn. Surely the prompt, surely the help is still general, still not that specific. But for academics, since I research vocabulary, this AI chatbot surely already gives references directly, that detailed and that complete, about the vocabulary in my research.

Dimas: So how does this feedback now affect your overall satisfaction?

Student 10: Overall, quite satisfying, my research and my tasks are quite helped by having the AI chatbot. Not to fill the whole of academics, but limited to summarizing, interpreting, translating, and also collecting article, book, or journal references, that's very helpful.

Dimas: And now to the last question for Section C, the C4 main question: How easy or difficult is it to use AI chatbots for academic writing in terms of interface, interaction, and accessibility?

Student 10: For me personally it's quite difficult, because again, we're talking about an AI chatbot that's not a human, so we have to be as clear as possible in giving directions and maybe the prompt. And in my opinion, the difficulty level is on us as humans who have to direct it in such a way so this AI chatbot helps us do the work we need.

Dimas: And have you experienced technical issues such as slow responses or irrelevant outputs, and how did that affect your experience?

Student 10: As for that experience, it's happened and happens often. As for satisfaction, I'm just neutral, I don't immediately finish using AI, and I'm not happy either. So if it's irrelevant, gives a reference or a result that doesn't match my prompt or wish, I'll surely re-chat and fix the prompt again. But again, if it really can't do as I mean and want, that's when I stop using AI and try on my own.

Dimas: Okay, here's just to make sure: do you use AI other than ChatGPT, or only ChatGPT?

Student 10: For academics, I only use ChatGPT.

Section D

Dimas: Okay, that's all for Section C. Now let's move to Section D, which is the last section in this interview. Now let's move to the D1 main question: Among the aspects discussed, for example grammar correction, idea development, feedback quality, and ease of use, which one contributes the most?

Student 10: In my opinion, ease of use, because its ease of use helps me anytime when working on these academic writing tasks; that's why I say it's very helpful.

Dimas: Do you intend to continue using AI chatbots for academic writing in the future? Why?

Student 10: I'll keep using it wisely, as I mentioned before, because it's a robot, and also cross-check, because we can't trust it 100%, especially about academic writing.

Dimas: Is there anything else you would like to share about your experience using AI chatbots for academic writing that we have not discussed?

Student 10: As for my experience using AI, I've shared everything here.

Dimas: Do you have any suggestions or criticisms for improving the use of AI chatbots in academic settings?

Student 10: Essentially, be wiser in including personal information.

Appendix 5. Initial Coding

Initial Coding Table

Student Satisfaction with AI Chatbot Use in Academic Writing (P1–P10)

No	Participant	Data Excerpt (Initial Coding)	Initial Code
1	P1	<i>In my mind AI was like a technology that could answer questions instantly ... it could only answer questions through text, with no special features.</i>	Initial expectation: AI as a simple instant-answer tool
2	P1	<i>I use ChatGPT for brainstorming ideas and also for drafting ... and Perplexity for proofreading, because it can provide data-based information.</i>	Different tools assigned to different writing stages
3	P1	<i>My first fear was doubting the validity of the data ... whether it was just made up. Second, I was afraid the AI chatbot might intrude into my personal data.</i>	Pre-use doubt about validity and data privacy
4	P1	<i>It's quite helpful because it can give writing ideas and also sentence ideas to start my paragraphs. But on the other hand, I'm a little doubtful about the validity of what it provides.</i>	Satisfied but cautious about validity
5	P1	<i>My level of satisfaction changes over time ... it depends on whether the answer the AI chatbot provides meets my expectations.</i>	Satisfaction fluctuates with whether output meets expectations
6	P1	<i>If the AI chatbot doesn't meet my expectations, then I'll switch to another AI chatbot ... it can't be proven, it can't be verified.</i>	Switching tools when output is unverifiable
7	P1	<i>This affects me at a 50-50 ratio ... for confidence ... but I also have doubts about the results it gives.</i>	Mixed confidence and doubt from grammar checking
8	P1	<i>I feel I'm starting to become dependent on generating ideas that could actually come from myself ... I find it hard to bring out my creativity.</i>	Fear of dependency eroding own creativity
9	P1	<i>I can say I'm quite satisfied [with grammar corrections] ... but on the other hand I also feel I have to double-check for accuracy.</i>	Grammar correction efficient but still needs verification
10	P1	<i>It's very helpful for developing ideas ... I was initially a bit stuck finding the right words ... to start the first paragraph.</i>	AI helps overcome writer's block
11	P1	<i>If I give a prompt for more detail on a field that perhaps rarely has data ... it more often provides general information.</i>	Prompt specificity affects how relevant ideas are

12	P1	<i>Not too accurate and we still have to double-check ... relevance, it's 50-50 ... usefulness, I think it's very useful.</i>	Feedback seen as useful but needing verification
13	P1	<i>The AI chatbot can give new ideas, but lecturers and peers can see from another perspective that's more humanistic.</i>	AI feedback vs. human feedback comparison
14	P1	<i>In my opinion, the biggest contribution first is ease of use, because I don't get too confused looking for the features.</i>	Ease of use as top satisfaction driver
15	P1	<i>When I use an AI chatbot for academic writing and it gets detected as AI, it's better to paraphrase it again before using it.</i>	AI-detection risk prompting paraphrasing habit
16	P2	<i>In my imagination, AI was a personal assistant ... if we give it the right prompt, it would immediately understand and directly provide the answer.</i>	Initial expectation: AI as personal assistant responsive to prompts
17	P2	<i>The purpose is perhaps to find references ... and also to find supporting journals, because it can directly provide the citation link.</i>	Using AI to locate references/citations
18	P2	<i>I don't just stick to what the AI gives, I'll revise it again ... I don't directly copy-paste the results.</i>	Active revision instead of direct copy-paste
19	P2	<i>I feel quite satisfied ... we still have to pay attention to word and sentence choices ... because we can't fully trust the AI.</i>	Satisfied but cautious, cannot fully trust output
20	P2	<i>At the beginning ... I wasn't very satisfied ... I didn't yet understand how to write a good, correct prompt. But after using AI for a long time ... my satisfaction ... has increased.</i>	Satisfaction improved as prompting skill developed
21	P2	<i>For data-accuracy analysis or scientific analysis ... when I re-confirm the result I got from the AI against what I read in a journal, it's a bit off.</i>	Accuracy gap between AI output and journal sources
22	P2	<i>I can re-confirm the writing I've made ... before submitting it to my lecturer ... I already feel a bit more confident.</i>	Grammar check builds confidence before submission
23	P2	<i>A sense of dependency on using AI will start to appear ... We shouldn't be 100% dependent on AI.</i>	Awareness of the risk of dependency
24	P2	<i>Fairly satisfied, maybe ... 8 out of 10, because again we have to check the grammar manually.</i>	Grammar correction satisfaction with a caveat

25	P2	<i>If I'm in a relaxed situation, I can look again at the pattern so I can learn from it. But in situations that make me rush, I sometimes just copy it.</i>	Time pressure shifts behavior from learning to copying
26	P2	<i>The AI gave the history of that dance incorrectly ... that also lowered my satisfaction with using AI, but not too much.</i>	Misinformation lowering satisfaction
27	P2	<i>I use point of view there ... 'You are my supervising lecturer' ... the AI can position itself ... and give me very specific feedback.</i>	Role-based prompting improves feedback specificity
28	P2	<i>The difference lies in the depth of material ... AI only provides information ... whereas from a lecturer's experience, they give feedback through the experiences they've had.</i>	AI feedback seen as less deep than lecturer feedback
29	P2	<i>We have to sharpen our skills in giving or writing the prompt ... the result has to be cross-checked again.</i>	Prompting skill required alongside ease of use
30	P2	<i>As students, we shouldn't just copy-paste, so that we don't become dependent on AI.</i>	Ethical concern about copy-paste dependency
31	P3	<i>My expectation was really to improve my grammar ... helping to expand the ideas I already knew.</i>	Initial expectation: grammar and idea improvement
32	P3	<i>Sometimes the quote is actually off from the result ... I need proof, for example, prove it by attaching the file ... wiser not to accept the result directly.</i>	Verification/proof-seeking before trusting AI output
33	P3	<i>I feel very much helped by having these tools ... but it also needs to be critically examined regarding the validity of the information.</i>	Helped, but critical of information validity
34	P3	<i>A specific, strong prompt is needed to get a result that can satisfy what I want to ask.</i>	Strong, specific prompting needed for satisfaction
35	P3	<i>I can say it exceeds what I expected ... even the lecturers said the results were good.</i>	Performance exceeding expectations, validated by lecturer
36	P3	<i>It doesn't automatically mean the AI doesn't work ... it makes me more motivated to deepen my knowledge of prompting.</i>	Poor results attributed to prompting skill, not the AI
37	P3	<i>With AI's help ... it makes me more confident about my results ... here it's a tool, I use it as a cross-checking tool.</i>	AI as a cross-checking tool that builds confidence

38	P3	<i>Oh, am I becoming dependent on using this AI? ... I take the positive side here ... what I can do is learn from it.</i>	Self-awareness of dependency, reframed positively
39	P3	<i>The better our prompting, the more satisfied with the results, like that.</i>	Prompting quality directly drives satisfaction
40	P3	<i>It affects my satisfaction ... it produces higher satisfaction than before.</i>	Grammar correction increases satisfaction
41	P3	<i>I directly give feedback to the AI chatbot there ... only after the result of my feedback is a better result given.</i>	Iterative feedback loop to correct misleading answers
42	P3	<i>Feedback from AI is generally better, especially compared to peers ... it's better when we combine these feedbacks, from lecturers, from peers, and also ... this chatbot.</i>	Combining AI, lecturer, and peer feedback for verification
43	P4	<i>My opinion about AI ... was initially just to find general information, and also to confirm some information on the internet.</i>	Initial expectation: general information search/confirmation
44	P4	<i>I was initially hesitant because I couldn't confirm whether the answer the AI gave was correct or not, valid or not.</i>	Pre-use doubt about validity of answers
45	P4	<i>Very satisfied. Because the information given is varied, so it can be filtered between the information I want and the information I don't need.</i>	High satisfaction from ability to filter varied information
46	P4	<i>Day by day the limit for using the premium AI chatbot becomes more restricted, and the responses ... become different in tone and text.</i>	Dissatisfaction tied to premium limits and inconsistent output
47	P4	<i>What was given was just an empty prayer with no source for that article, so I felt disappointed with the AI chatbot's response.</i>	Disappointment from unsupported/fabricated answers
48	P4	<i>I become not too confident because I'm too dependent on AI ... that creates a bit of fear that what I write myself is inaccurate.</i>	Dependency undermining confidence in own writing
49	P4	<i>AI chatbots can create dependency because the responses given match what we ask, so we become more often dependent on AI rather than using our own thinking.</i>	Mechanism of dependency described
50	P4	<i>I'd feel uncomfortable and afraid ... the language is too bot-like, and it also less conveys what we really want to say.</i>	Discomfort with AI-sounding ('bot-like') language

51	P4	<i>Very satisfied, because what the AI chatbot gives can open a new perspective for me, so I can write even better.</i>	Idea development as a source of high satisfaction
52	P4	<i>The AI's response depends on what we ask, on what we instruct the AI.</i>	Feedback specificity tied to clarity of instruction
53	P4	<i>The AI chatbot's response is already good from the start, but if we keep asking continuously, the response keeps changing.</i>	Suggestion: response consistency needs improvement
54	P5	<i>AI will keep developing ... even though it's sometimes not very accurate, it can still be used as a reference or for learning.</i>	Initial expectation: improving accuracy over time, useful despite imperfection
55	P5	<i>I was actually very doubtful about AI ... AI still has to be treated with great doubt, and we have to be very careful.</i>	Strong pre-use doubt about validity, especially for serious writing
56	P5	<i>I feel very happy and relieved ... even though I can't rely on it 100%, at least the AI will give a reasonable answer.</i>	Happy and helped, but not fully reliant
57	P5	<i>Now AI can read PDFs ... give a summary or insight ... comprehensively and reliably. So ... we're increasingly confident in the sources.</i>	Growing trust as AI's technical capability improves
58	P5	<i>Even when a source is given, the source actually doesn't exist ... that makes me no longer dependent on AI and search for the source myself.</i>	Fabricated sources reducing reliance on AI
59	P5	<i>If we're very dependent on AI and don't use our brain at all, eventually our brain will die ... we become uneducated people.</i>	Strong fear of cognitive atrophy from over-dependency
60	P5	<i>AI is very accurate in matters of language measurement ... 99% of AI's grammar corrections are reliable.</i>	High confidence in grammar-correction accuracy
61	P5	<i>It very much helps in learning too ... I read again why that thing is wrong, why it has to be this.</i>	Grammar correction reinforces learning, not just fixing
62	P5	<i>The ideas from ChatGPT ... are very general. For forming ideas, I don't rely on AI.</i>	Ideas seen as too general; topic selection stays self-driven
63	P5	<i>It has to be cross-checked again, so we're not wrong ... my satisfaction is still satisfied.</i>	Cross-checking preserves satisfaction despite occasional errors
64	P5	<i>It can be personalized ... more casual language, more academic ... I feel very satisfied with how the chatbot helps us in developing ideas.</i>	Personalization enhances satisfaction with idea development

65	P5	<i>It's actually not difficult ... but when we need something more reliable, more specific, we have to learn prompting too.</i>	Ease of use paired with a need to learn prompting
66	P5	<i>Maybe later lecturers ... will also teach how to use AI correctly ... live side by side with AI in the academic sphere.</i>	Suggestion: institutional guidance on responsible AI use
67	P6	<i>My initial expectation of AI was a reliable search engine that could find all the journals or scientific writings on the internet.</i>	Initial expectation: AI as a journal/reference search engine
68	P6	<i>First I had doubts about using AI, because usually AI sometimes gives answers that are less satisfying ... results sometimes don't match our expectations.</i>	Pre-use doubt about answer quality
69	P6	<i>My fear is that it's wrong in giving me an answer ... As for confidence, my writing can look more professional.</i>	Mixed fear of errors and confidence from a more professional look
70	P6	<i>The moment of satisfaction is probably when a deadline is pressing, that's when I'm very satisfied using the AI chatbot.</i>	Deadline pressure heightens perceived value of AI help
71	P6	<i>It doesn't affect my level of satisfaction too much ... isn't too bad, isn't too good, just in the middle.</i>	Neutral, moderate baseline satisfaction
72	P6	<i>Afraid of dependency on using AI ... our thinking or reasoning is only limited to searching or prompting.</i>	Fear that dependency narrows one's own reasoning
73	P6	<i>If the condition is relaxed ... I can learn from the grammar correction ... if we're pressed by a deadline, I sometimes don't absorb the learning ... I just copy and paste.</i>	Time pressure shifts behavior from learning to copy-pasting
74	P6	<i>Developing my title, which is only a few words, can be developed further and deeper by the AI chatbot.</i>	Idea development satisfaction (expanding a title/topic)
75	P6	<i>It depends on ... how we prompt. Because this AI will surely give an appropriate, accurate, or relevant answer if we give the right prompt.</i>	Feedback quality contingent on prompting
76	P6	<i>Feedback from this AI chatbot is very calm, because it doesn't affect our emotions ... available 24 hours without waiting for a response.</i>	AI feedback valued for emotional neutrality and availability
77	P6	<i>If we're not premium, sometimes the access is very limited and the interaction given is also very limited.</i>	Ease of use constrained by premium/paid access tiers
78	P6	<i>We should give firm rules on the use of this AI chatbot, like being wiser in using it.</i>	Suggestion for institutional policy on AI use

79	P7	<i>To make it easier to create ideas and to give new ideas.</i>	Initial expectation: idea generation support
80	P7	<i>The first is maybe the certainty and accuracy of the information given, so ... I double-check again to make sure the result is really true.</i>	Pre-use concern about accuracy prompting double-checking
81	P7	<i>Easy, simple, straightforward, and fast.</i>	Overall satisfaction summarized in brief positive terms
82	P7	<i>The writing produced by AI has a very clear pattern that's easily detected ... my writing will be flagged as AI even though I wrote it myself.</i>	Anxiety about AI-detection despite genuine own effort
83	P7	<i>There's fear of dependency ... afraid of killing the creativity of my mind and my writing skills.</i>	Fear of dependency eroding creativity and writing skill
84	P7	<i>The language used is very academic and ... native level ... on par with QuillBot or Grammarly.</i>	High satisfaction with grammar-correction quality
85	P7	<i>Very satisfied, because the ideas given are creative and easy for me to develop.</i>	Idea development as a clear satisfaction driver
86	P7	<i>Its data is only limited to certain years and not real-time updated ... it assumes, so it's not real information.</i>	Limitation: outdated or fabricated info due to data cutoff
87	P7	<i>The feedback given by AI is objective feedback, and maybe from a friend there's a bit of subjectivity and also emotion in it.</i>	AI feedback perceived as more objective than peer feedback
88	P7	<i>Formulating a prompt is maybe a bit tricky ... I have to trial-and-error several times before it matches the answer I want.</i>	Prompting requires trial-and-error effort
89	P7	<i>I use the AI chatbot to find citations ... whether there's an article that says so ... used more wisely so as not to rely too much on this AI chatbot.</i>	Responsible citation-checking practice
90	P8	<i>If we don't use this AI correctly, of course the answer the AI gives will be confusing ... really be careful in giving commands to the AI.</i>	Dissatisfaction attributed to own prompting, not the AI
91	P8	<i>If we feel satisfied, of course we'll feel dependent ... it comes back to ourselves. Do we want to be dependent like that?</i>	Dependency framed as a matter of personal responsibility
92	P8	<i>If this AI didn't exist, my writing would still be finished, but maybe not in the very best version.</i>	AI seen as enhancing, not replacing, one's own ability
93	P8	<i>I don't quite trust the grammar given by this AI ... especially in English ... I only use this AI in the context of Indonesian.</i>	Language-specific distrust of grammar correction

94	P8	<i>Now this I'm very satisfied with, because ... my AI directly connects with what I want [for developing ideas].</i>	High satisfaction with idea-development support
95	P8	<i>If we're still talking about ideas, it's very, very useful ... if we talk about grammar, in my opinion it's less accurate.</i>	Differentiated satisfaction: strong for ideas, weaker for grammar
96	P8	<i>Up to now I haven't found an AI that gives us criticism directly. It always tests us. At first it definitely praises.</i>	Observation that AI feedback leans toward praise over direct criticism
97	P8	<i>In my opinion it's easy-but-tricky to use, because sometimes the direction we give isn't aligned with what the AI does.</i>	Ease of use undermined by prompt-response misalignment
98	P8	<i>I noticed a friend's writing directly plagiarized from AI, and you could really tell it was AI ... a concern for all of us.</i>	Ethical concern about peers' AI misuse/plagiarism
99	P8	<i>For improvement, we have to be wiser in using this AI. Don't let AI steer our lives; we still have to have full control.</i>	Suggestion: maintain full personal control over AI use
100	P9	<i>As a helper in learning, not as a total replacement for my whole learning strategy or doing tasks.</i>	Initial expectation: AI as helper, not a replacement
101	P9	<i>Worried that my personal data security could be threatened ... issue of duplication or plagiarism ... I'll become dependent on AI.</i>	Multiple pre-use concerns: privacy, plagiarism, dependency
102	P9	<i>I feel very much helped ... I also feel a little worried, because I see many people use AI too much ... without involving themselves.</i>	Personally helped, but worried about others' overreliance
103	P9	<i>My satisfaction level has stayed consistent from the start ... my satisfaction toward myself, because of learning through AI, keeps increasing.</i>	Satisfaction toward AI stable; satisfaction toward own growth increasing
104	P9	<i>I didn't yet understand how to use AI well ... very, very dissatisfied ... after I learned ... my satisfaction rises.</i>	Satisfaction tied to growth in prompting competence
105	P9	<i>There shouldn't be a premium, basic, or other version ... intelligence can apparently be bought.</i>	Ethical critique of tiered/paywalled access to AI capability
106	P9	<i>I use AI to know my writing performance ... that can very much increase my satisfaction in using AI.</i>	Using AI feedback for self-assessment boosts satisfaction
107	P9	<i>I prefer feedback from lecturers and peers, because the feedback is based on their own experience.</i>	Preference for human feedback over AI feedback

108	P9	<i>I once asked the AI to summarize a task, but the essence was still not deep enough, so I chose to summarize it myself.</i>	Limitation: AI summaries lacking sufficient depth
109	P9	<i>Please use this AI with the right prompt ... don't use it too often and depend on AI.</i>	Suggestion emphasizing correct prompting and moderate use
110	P10	<i>I usually use it to help brainstorm, find ideas, and also sometimes find references.</i>	Initial use: brainstorming and reference-finding
111	P10	<i>If we put too much information into AI, it can also endanger ourselves.</i>	Emerging privacy/data-safety concern over time
112	P10	<i>Very satisfied, but we ourselves still have to control and fix it.</i>	Satisfaction paired with need for user control
113	P10	<i>The references given and also the answers given by the AI chatbot aren't necessarily all correct, so I have to cross-check again.</i>	Fluctuating trust requiring habitual cross-checking
114	P10	<i>It decreases ... the trust to use this AI 100% ... I still will [use it], but my trust in this AI chatbot decreases.</i>	Distinguishing continued use from declining trust
115	P10	<i>I'm not 100% dependent on AI ... I feel not too dependent and not too anxious.</i>	Low anxiety maintained through intentional non-dependency
116	P10	<i>I still have to learn grammar, because if I only rely on this AI chatbot ... that won't help me understand the actual grammar.</i>	Concern that reliance on correction impedes real learning
117	P10	<i>We have to very specifically direct this AI chatbot to run as we want. If the prompt itself is wrong ... it'll be disruptive and off-target.</i>	Prompting precision required for useful idea development
118	P10	<i>ChatGPT gave several journal references ... didn't match my first prompt and direction, so ... I had to re-chat.</i>	Iterative re-prompting needed to fix inaccurate references
119	P10	<i>It's quite difficult ... the difficulty level is on us as humans who have to direct it in such a way.</i>	Ease of use reframed as dependent on the user's directive skill
120	P10	<i>We still have to pour in our own deep ideas and not depend too much on it.</i>	Suggestion: balance AI assistance with personal effort

6. Cross-case coding

Cross-Case Coding Matrix

No	Subthemes	Citation
1	Positive but Cautious Satisfaction toward Chatbot AI	P1: “For academic writing, I feel it's quite helpful because it can give writing ideas and also sentence ideas to start my paragraphs. But on the other hand, I'm a little doubtful about the validity of what it provides.” P2: “I feel quite satisfied with using AI itself, because I can be greatly helped in getting ideas for writing. However, as I said before, we still have to pay attention to word and sentence choices, whether they're appropriate or not, because we can't fully trust the AI.” P3: “In the context of academic writing, especially in using AI chatbots, I feel very much helped by having these tools, because the results it gives more often match what I hope for. So I can say I'm satisfied, but it also needs to be critically examined regarding the validity of the information.” P5: “I feel very happy and relieved, actually, because when I have a question or confusion, the AI chatbot is there first to answer questions about writing. Because the access is easy, we can just ask questions from our phone. So I feel very much helped by having AI, and grateful, even though I can't rely on it 100%.” P9: “My feeling, actually, is that I'm very much helped. As I explained before, for proofreading or brainstorming ideas, using AI chatbots we can get feedback that's very fast and fairly deep... Besides feeling helped, I also feel a little worried. So in my opinion there are two things: I feel very much helped and happy, and I also feel a little worried.” P10: “For my personal experience it's very helpful, especially when we have no idea at all, just to brainstorm or find ideas that are still general, the AI chatbot is very helpful... As for using those ideas 100%, no, I'll surely change them again and make sure again whether this is correct or not.”
2	Idea Development as a Major Source of Satisfaction	P1: “So far I think my satisfaction is at a good level, so it's very helpful for developing ideas. For example, when I started writing my thesis,

		in the background section I was initially a bit stuck finding the right words to use and to start the first paragraph.” P2: “My satisfaction is perhaps at a medium to high level, because in my opinion AI is fairly good at giving new perspectives, but it still has to be watched... When I want to further develop my writing, I ask the AI to develop it again to make it more formal or more pleasant, or easier to read.” P4: “Very satisfied, because what the AI chatbot gives can open a new perspective for me, so I can write even better.” P6: “I'm very satisfied with the help of this AI chatbot in developing ideas and organizing my writing... For example, developing my title, which is only a few words, can be developed further and deeper by the AI chatbot.” P7: “Very satisfied, because the ideas given are creative and easy for me to develop... the AI chatbot can help me find a research idea I might be able to use, which also includes the novelty and the reason why that idea or topic is suitable for me to make into a thesis.” P8: “Now this I'm very satisfied with, because honestly for ideas, personally I usually think of an idea but can't develop it more complexly. That's where I use AI to help... I feel very, very much helped and very, very satisfied, especially with this AI for developing an idea.” P10: “There I used AI to help me summarize and list what's in Bali. Then I chose to describe Lovina Beach. There I also used AI to briefly describe what could be highlighted about this Lovina Beach.”
3	Grammar Correction as Language Support and Confidence Builder	P1: “I can say I'm quite satisfied, because this AI chatbot can provide grammar corrections instantly... but on the other hand, I also feel I have to double check for accuracy.” P2: “Grammar is one of the important parts of writing, besides sentence structure. Having AI that can help correct the grammar in my writing makes me feel a bit more confident about the writing I've made before submitting it to my supervising lecturer.” P3: “In a proposal, we mostly use the future tense... but when we've confirmed it'll be changed into a thesis, meaning the research has

		been done, the AI automatically also gives results about the tenses that still use future tense being changed to past tense.” P5: “When I'm corrected by AI, I learn along, I read again why that thing is wrong, why it has to be this... the more often we notice a grammar mistake, the faster we'll remember how to use it correctly.” P7: “What helped was when there were maybe some wrong tenses that were noticed when I checked using AI, so that was very helpful; maybe conjunctions were also very helpful.” P8: “I don't quite trust the grammar given by this AI... so usually if it gives an answer, I usually don't use it directly. I always analyze it again myself... personally I feel dissatisfied with using this AI chatbot as grammar correction.” P9: “I'm very, very satisfied, because suggestions like grammar correction, for example the use of punctuation, use of articles, use of tenses, correct subject verb agreement, those suggestions from AI are very, very extraordinary... it can save more time, and we can also learn.” P10: “Grammar correction in the academic field quite helps me use English, especially right now in my research; the grammar that should be formal and used in research is quite helpful so far.”
4	Feedback Quality as Revision and Evaluation Support	P1: “For evaluating the quality of the feedback in terms of accuracy, I think it's not too accurate and we still have to double check... for relevance, it's 50-50: sometimes it can give relevant information, but sometimes it's too general, too abstract. And for usefulness, I think it's very useful.” P2: “I use point of view there, for example, 'You are my supervising lecturer and I am a student in consultation.' So there the AI can position itself as a supervising lecturer and give me very specific feedback.” P4: “Feedback from the AI chatbot is more detailed, and it gives steps to fix what we've written, different from what a friend or lecturer gives, so asking the AI about something has a wider scope.”

		P5: “Feedback from AI is also very reliable, easy to understand... For a lecturer, of course the information is more reliable than AI, but for the explanation it maybe takes more effort to understand. Whereas with AI we can adjust again to how we learn best.” P7: “For accuracy I'd give a 9, almost perfect; for usefulness also almost perfect; clarity also the same; and relevance also almost perfect, although there's a slight flaw.” P8: “If we're still talking about ideas, it's very, very useful and the accuracy is very, very clear in my opinion... but if we talk about grammar, in my opinion it's less accurate.” P9: “It very much influences my satisfaction, because I use AI to know my writing performance... especially if the feedback is very deep and reasoned, that's very useful, so it can improve my performance again.” P10: “The feedback given depends on the context; the more detailed our request for help from the AI chatbot, the more specific we also have to be in giving the prompt... I'll surely re-chat if it's really not that appropriate.”
5	Ease of Use, Accessibility, and Efficiency	P1: “Most AI chatbots now are very easy to use, especially in terms of interface and interaction. More specifically, ChatGPT and Perplexity make things very easy for the user.” P2: “I can perhaps say that AI is very helpful in minimizing the time we spend on work, but it still has to be supervised.” P4: “In my opinion it's quite easy to interact with AI chatbots in the context of academic writing... very easy to use, because the tools are simple... the ease is very satisfying, so I can find information more easily.” P5: “Very easy, because AI itself can be used through the phone we carry everywhere. Overall it's very easy, you could say 10/10, very easy.” P6: “The moment of satisfaction is probably when a deadline is pressing; that's when I'm very satisfied using the AI chatbot, because it really helps me do assignments quickly.” P7: “Easy. The interface is also easy, the interaction we respond to is also very good, and the accessibility is also easy... it very much affects it.”

		P9: “In my opinion it's very, very easy, not too difficult, to use AI chatbots as an assistant in academic writing... I can use this AI wherever I want, and its operation is also easy.” P10: “In my opinion, ease of use, because its ease of use helps me anytime when working on these academic writing tasks; that's why I say it's very helpful.”
6	Prompting Skill Determines the Quality of AI Responses	P1: “In my opinion, for ChatGPT and Perplexity the prompts are easy, but we also have to be more detailed if we want to get results that are more accurate and relevant to what we need.” P2: “At the beginning of using AI my prompts were quite, or very, general, so the results I got were also very general. But over time, as I used AI, I've learned how to give a good, correct prompt... we have to give it a role first, then explain the context, and only then give the command.” P3: “If we want to be satisfied with the results, we have to be able to make a strong prompt, specific about what we need and what we want to discuss, so we can get a relevant result too.” P4: “This AI chatbot tool meets expectations when what we write or ask the AI is detailed, so the answer matches expectations. And it doesn't match expectations when our question is unclear, less clear, or too short.” P6: “If we prompt correctly, the response given is also good. And is it easy to make the prompts? In my opinion it's fairly difficult to make prompts that match what we want.” P7: “Formulating a prompt is maybe a bit tricky, but I can do it... getting a good response is the hard part, so maybe I have to trial and error several times before it matches the answer I want.” P8: “Personally it's hard for me to make the prompt. For the 3 years I've used it, I'm still confused about how to do this prompting, and there I keep learning to make good prompting.” P10: “We have to very specifically direct this AI chatbot to run as we want. If the prompt itself is wrong, or we ourselves can't direct this AI chatbot, it'll be disruptive and off target.”

7	Accuracy Concerns and Verification Practices	P1: “I have experienced incorrect or misleading information, because a few times when I checked, when I double checked the answer provided, it turned out the answer didn't match the data on the internet.” P2: “I got information about one of the dances that became one of my research subjects. The AI gave the history of that dance incorrectly, so I re-confirmed through journals... the result I got from the AI and what I found myself or in journals were very different.” P3: “Sometimes the quote is actually off from the result, so further confirmation is needed. I need proof, for example, prove it by attaching the file... it's wiser not to accept the result directly.” P4: “There are times when the AI chatbot gives less accurate information, so the information I get is different from what actually happens, so I have to search again on Google.” P5: “In general this AI chatbot is amazing, but specifically it has to be cross checked again, so we're not wrong, especially in the context of academic writing.” P7: “The first is maybe the certainty and accuracy of the information given, so when the AI gives an answer, I double check again to make sure the result is really true.” P9: “I've experienced misinformation given by AI... don't 100 percent believe any information from AI, and of course you have to double check again.” P10: “After I cross checked the articles, they didn't match my first prompt and direction, so after it gave the wrong references... I had to re-chat and ask, and only then did ChatGPT find the article I needed.”
8	Responsible Use, Dependency, and Ethical Awareness	P1: “I feel I'm starting to become dependent on generating ideas that could actually come from myself, but I find it hard to bring out my creativity and push my imagination in thinking... I'm afraid that dependence on AI chatbots could affect how my brain works.” P2: “One thing that needs to be said is about the ethics of using it. As students, we shouldn't just copy paste, so that we don't become dependent on AI.”

	P4: “AI chatbots can create dependency because the responses given match what we ask, so we become more often dependent on AI rather than using our own thinking.” P5: “If we're very dependent on AI and don't use our brain at all, eventually our brain will die, we can't develop into a better or more academic person... we become uneducated people, even though we get a bachelor's degree.” P7: “There's fear of dependency, because I'm afraid it makes me unable to think of new ideas, creative ideas, from being too dependent, and also afraid of killing the creativity of my mind and my writing skills.” P8: “I noticed a friend's writing directly plagiarized from AI, and you could really tell it was AI, it's certain they didn't post edit well and didn't prompt well. That's what makes it a concern for all of us, about using AI more wisely, so this AI isn't labeled negatively.” P9: “I feel worried because I'm afraid my ability isn't good enough for this world and I depend too much on AI, so I don't have a uniqueness or capability that distinguishes me from someone who didn't go to college; that degree is something we have to take responsibility for.” P10: “I'll keep using it wisely, as I mentioned before, because it's a robot, and I'll also cross check, because we can't trust it 100%, especially about academic writing.”
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Appendix 6. Documentation Interview

No	Photo	No	Photo
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