

**STUDENT'S PERCEPTION OF THE USE OF
CHARACTER.AI FOR NARRATIVE WRITING AT
MAN 2 BOJONEGORO**

SKRIPSI



**In partial fulfilment of the requirements
For the degree of Sarjana in English Education**

**By :
Devina Martina Putri
NIM 22120039**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
EDUCATION
IKIP PGRI BOJONEGORO
TAHUN 2026**

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2026

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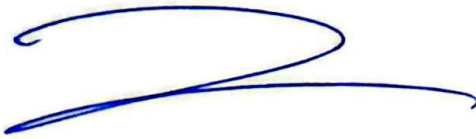
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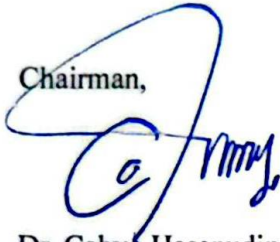
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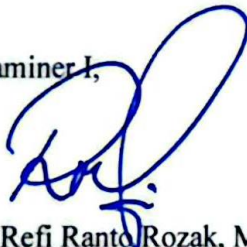
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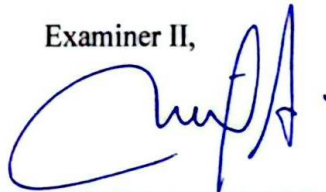
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MOTTO

"A true ideal is not merely spoken with words; it must be proven through action, etched into reality step by step, no matter how arduous the journey."

- Kunikida Doppo, Bungou Stray Dogs -

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Finally, the researcher realizes that this thesis is not without limitations. Therefore, constructive suggestions and criticisms are sincerely welcomed for future improvement. It is hoped that this study will provide meaningful contributions to the field of English language education and serve as a useful reference for future researchers.

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In order to uphold academic integrity sincerely and without coercion of any parties, I hereby declare that the thesis entitled:

**Student's Perception of the Use of Character.AI for Narrative Writing at
MAN 2 Bojonegoro**

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found. **I personally** accept the consequences in accordance with applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 8 July 2026



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ABSTRAK

Putri, Devina Martina (2026). Student's Perception of the Use of Character.AI for Narrative Writing at MAN 2 Bojonegoro. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing: (I) Dr. Ima Isnaini Taufiqur R, M.Pd., S.Pd, (II)Fitri Nurdianingsih, S.Pd., M.Pd

Kata Kunci: Character.AI, Persepsi Siswa, Menulis Naratif, Kecerdasan Buatan.

Penggunaan Kecerdasan Buatan (AI) dalam pembelajaran bahasa Inggris telah membuka peluang baru untuk mendukung perkembangan keterampilan menulis siswa. Di antara berbagai aplikasi berbasis AI, Character.AI semakin populer berkat fitur-fitur interaktif dan percakapannya yang dapat memfasilitasi kegiatan menulis kreatif. Penelitian ini bertujuan untuk mengkaji persepsi siswa mengenai penggunaan Character.AI dalam kegiatan menulis naratif di MAN 2 Bojonegoro. Penelitian ini menggunakan pendekatan kualitatif deskriptif yang melibatkan 25 siswa kelas XII. Data dikumpulkan melalui kuesioner, wawancara, dan dokumentasi, kemudian dianalisis menggunakan analisis tematik menurut Braun dan Clarke. Penelitian ini bertujuan untuk mengkaji persepsi siswa mengenai penggunaan Character.AI dalam kegiatan menulis naratif di MAN 2 Bojonegoro, serta manfaat dan kesulitan yang mereka hadapi. Hasil penelitian menunjukkan bahwa para siswa secara umum memiliki persepsi positif terhadap penerapan Character.AI dalam penulisan naratif. Aplikasi tersebut dianggap bermanfaat dalam mendukung proses brainstorming, menghasilkan ide, mengembangkan karakter, menyusun alur cerita, serta meningkatkan kreativitas. Selain itu, Character.AI meningkatkan kepercayaan diri dan motivasi siswa untuk menulis dengan menghadirkan pengalaman belajar yang menarik dan menyenangkan. Namun, temuan tersebut juga mengungkap beberapa kekhawatiran, terutama terkait potensi ketergantungan berlebihan siswa pada konten yang dihasilkan oleh AI serta perlunya menjaga orisinalitas dan pemikiran kritis selama proses penulisan. Sebagai kesimpulan, Character.AI dipandang secara positif sebagai alat bantu pembelajaran yang mendukung penulisan naratif. Meskipun menawarkan berbagai manfaat pendidikan, penerapannya harus disertai dengan bimbingan yang tepat dari guru untuk memastikan bahwa siswa menggunakan AI secara bertanggung jawab dan terus mengembangkan keterampilan menulis mandiri mereka.

ABSTRACT

Putri, Devina Martina (2026). Students' Perceptions of the Use of Character.AI for Narrative Writing at MAN 2 Bojonegoro. Thesis. English Language Education Program. Faculty of Language and Arts Education. IKIP PGRI Bojonegoro. Advisors: (I) Dr. Ima Isnaini Taufiqur R, M.Pd., S.Pd, (II) Fitri Nurdianingsih, S.Pd., M.Pd

Keywords: Character.AI, Student Perceptions, Narrative Writing, Artificial Intelligence.

The integration of Artificial Intelligence (AI) in English language learning has created new opportunities to support students' writing development. Among various AI-powered applications, Character.AI has gained popularity due to its interactive and conversational features that can facilitate creative writing activities. This study aims to explore students' perceptions of the use of Character.AI for narrative writing at MAN 2 Bojonegoro. The research employed a descriptive qualitative approach involving 25 twelfth-grade students. The data were collected through questionnaires, interviews, and documentation and were analyzed using Braun and Clarke's thematic analysis. This study aims to examine students' perceptions of the use of Character.AI in narrative writing activities at MAN 2 Bojonegoro, as well as the benefits and difficulties they face. The findings revealed that students generally held positive perceptions toward the implementation of Character.AI in narrative writing. The application was perceived as beneficial in supporting brainstorming, generating ideas, developing characters, organizing plotlines, and enhancing creativity. In addition, Character.AI increased students' confidence and motivation to write by providing an engaging and enjoyable learning experience. However, the findings also indicated several concerns, particularly regarding students' potential overdependence on AI-generated content and the need to maintain originality and critical thinking during the writing process. In conclusion, Character.AI was positively perceived as a supportive learning tool for narrative writing. Although it offers various educational benefits, its implementation should be accompanied by appropriate guidance from teachers to ensure that students use AI responsibly and continue to develop their independent writing skills.

PREFACE

This undergraduate skripsi, entitled “*Students’ Perception of the Use of Character.AI for Narrative Writing at MAN 2 Bojonegoro*,” is submitted as a partial fulfillment of the requirements for obtaining a Bachelor’s degree in English Education at the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. This study aims to explore students’ perceptions of the use of Character.AI in narrative writing activities, as well as the benefits and difficulties students perceive. The completion of this skripsi has contributed to the author’s academic development, particularly in the areas of student engagement, qualitative research methodology, and the implementation of authentic materials in English language learning. The author would like to express gratitude to the supervisors for their guidance and support, as well as to lecturers, peers, and all parties who assisted in the completion of this study. Appreciation is also extended to the author’s family for their prayers and encouragement. Although this study has difficulties, suggestions for future improvement are welcomed, and it is hoped that this thesis will be beneficial for students, educators, and future researchers.

Bojonegoro, 8 July 2026

The Researcher

Devina Martina Putri
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CHAPTER I INTRODUCTION

A. Background of the Study

Writing is a crucial part of teaching English as a foreign language as it allows students to share their observations, insights, and ideas with others. It also helps them learn how to communicate, connect with others, and participate in reading and writing activities (Srikandi, 2019). Writing works as an essential communication ability that enables students to express their ideas, emotions, and thoughts in an organized and logical manner. Along with speaking, listening, and reading, writing is one of the most important skills in learning English and also a productive skill that calls for the ability to arrange ideas logically and creatively. However, writing is often viewed as one of the hardest skills to master for many Students. Tsiriotakis et al., (2020) stated that writing is a more time-consuming process that prioritizes sentence construction over idea creation, outline drafting, and setting objectives. Students often have trouble coming up with ideas, employing suitable language patterns, and keeping their texts clear and consistent.

One of the types of writing that English teachers uses to teach their students is narrative writing, which is considered to be crucial for them to use in EFL English writing classes (Qatrinada & Apoko, 2024). Narrative writing is a genre of writing that ask the learners to organize events, characters, settings, and time sequences into an orderly structure. Recounting events is only one element of narrative writing. It involves dividing a narrative into three parts: the beginning (orientation), the body (complication/climax), and the conclusion (resolution). Developing a topic was one

of the most common obstacles learners encountered when writing an essay. According to the findings by (Syarifah & Emiliasari, 2019), students are able to write the stories effectively because they understand the topic. They are aware of what should be established in the stories, how they proceed, and how to introduce them, set up conflict, provide a resolution, and so on. Because creating stories requires not just language mastery but also the ability to create original ideas such as appealing settings, characters, and storylines, develop them, and successfully present them in writing. Creativity is a crucial component of narrative writing. According to research by (Zabihi et al., 2013), narrative writing can act as a link between language acquisition and creative thinking. This is also supported by (Hasfira et al., 2024), based on a study "*Students' Creative Thinking Ability in Writing Narrative Paragraphs*" and found that, in many situations, students' creative thinking abilities—such as coming up with a variety of ideas, elaborating, and being flexible, were insufficient, which limited their capacity to write narrative paragraphs. This proves that narrative writing measures students' creative and thinking skills in addition to their language proficiency. So, in order to foster students' creativity and help them develop their narrative writing skills, it is crucial to choose an entertaining and engaging media.

Creativity is crucial in the process of language learning because it helps students to produce original ideas, experiment with new forms of language, and express themselves verbally. Creative writing allows students to think in various ways, create important connections between themes, and develop unique perspectives in their writings. As explained by Dornyei and Otto (1998), cited by (Nadeem et al., 2024), emphasized that in order to improve their understanding, learners have to

engage in the improvement and development of their ideas. Based on the findings by (Težak, 2015), show that the Students created significantly more feedback on the topic of story content. This could suggest that, even when the creative process happens in the second language, the language itself is not as important as it may be when developing out with ideas. Students' enthusiasm and focus are significantly increased when they are given an organized approach and encouraged to come up with creative ideas. This method encourages exploration and creative thinking, which enhances language proficiency and fluency (Nadeem et al., 2024).

Research on AI writing tools continues to increase in Indonesia. However, most research focuses on general platforms like Quillbot, Grammarly, and ChatGPT, paying little consideration to Character.AI. This gap offers an ideal opportunity to investigate Character.AI's prospect of AI for narrative writing in particular. Cahyani et al. (2024) state that narrative writing presents constant challenges for Indonesian students in schools and universities, which are strongly related to common issues. Despite their passion for storytelling, many find it difficult to come up with concepts and create cohesive stories with narratives, themes, characters, and settings. Vocabulary and grammar issues also restrict their development. Students frequently struggle with bad punctuation, limited word choices, spelling mistakes, and poor English grammar, all of which interfere with the structure of ideas and the flow of a story. Their writing is often repetitive and textbook-like. Teachers observe that when students copy from books or internet, they produce generic stories that lack creativity and a compelling narrative framework. Another level of challenge is added by anxiety. Because of their lack of confidence, poor grammar, and fear of criticism, Indonesian students frequently experience high

levels of writing anxiety, which reduces the quality and fluency of their work. Lastly, inflexible structure is prioritized over originality in training. Traditional instruction limits narrative and advanced writing, limiting students of stimulating support to freely explore ideas.

Character. AI in can be a useful tool since it offers an engaging and interactive setting where students can share their thoughts, explore creative ideas, and hone their writing skills through lively dialogues with AI characters. Students are inspired to think creatively and create cohesive stories through imaginative dialogues, which enhances the significance and enjoyment of the learning process. According to Character.AI, Character.AI is a conversational AI platform based on language processing and large-language model (LLM) technology. But instead of just translating a statement from the mother tongue into English, Character.AI, a conversational-based program, allows learners to rely on their understanding of how to use specific English phrases that are understood and used by native speakers (Fadhila & Kembaren, 2025). To put it simply, it employs the same fundamental processes as many present LLMs for writing, summarizing, translating, and talking, but instead of focusing solely on Q&A or task-based writing, the user experience is designed around dialogue and interaction with a "character." Customization and role-playing are two more key features. Instead of only answering prompts, users participate in a pseudo-role-play with the character, investigating "what the character might say," "how would the character respond," or "let's see what happens next in our conversation." This widens the platform's functionality beyond standard language-practice exercises to include creative, scenario-based, engaging conversations.

This study aims to explore student's perception in using Character.AI for narrative writing activities of students. The purpose of this study is to explore how students view, engage with, and use Character.AI in their writing process. This research intends to determine how an AI-based technology can encourage self-expression through storytelling and stimulate creative thinking through exploring their experiences and interactions with the platform. Character.AI provides a dynamic and engaging platform that allows students to practice language beyond traditional methods by simulating realistic conversations and providing immediate feedback. Students are anticipated to provide insights into their perception through the use of this program, especially in terms of narrative writing activities. Additionally, by showcasing how creative and entertaining digital tools like Character.AI may produce a more inspiring, engaging, and significant writing experience for students, this study hopes to provide insightful information about the use of technology in language learning.

There are several previous studies that explain common difficulties for students in narrative writing. The first one, based on the study by (Napitupulu et al., 2025) examining tenth-grade students' narrative writing abilities at SMA Dharma Ayu Kefamenanu, a rural high school in East Nusa Tenggara, Indonesia, one of the major obstacle to overall writing proficiency was found to be a limited vocabulary. The vocabulary component had an average score of 11.5 out of 20 when evaluated using Jacobs et al.'s (1981) analytical rubric, indicating simple and repetitive word choices with little lexical variety. The elaboration of concepts and descriptive features in their texts was weakened by the students' heavy reliance on common, daily terminology that lacked the variety, richness, or precision required for

effective narrative communication. This restriction is consistent with the fair overall grade of 59.0 out of 100, where vocabulary deficiencies worsened problems with grammar and organization, underscoring the difficulties faced by rural students as a result of limited exposure and practice opportunities. This research also shows results of a significant lack of originality in content creation, with an average score of 19.6 out of 30, which is classified as "fair" overall.

Although students showed an elementary comprehension of story structure, including orientation, complication, and resolution, their ideas remained basic, undeveloped, and lacking in originality, detail, and progression. In contrast to earlier study where guided prompts encouraged broader creativity, this shows up as low storytelling depth with recurrent basic storylines derived from prompts like "An Unforgettable Experience" rather than creative expansions. These results highlight the necessity of focused lexical development to improve narrative creativity and coherence. The second one is study by (Alwasilah, 2024) in the University of Pasundan in Bandung's study on a Genre-Based Approach (GBA) to improve students' narrative writing skills, organizational challenges mostly appeared during the Independent Construction of Text (ICT) stage. Some students had trouble with coherent sequencing in their drafts, frequently starting narratives mid-event or arranging resolutions with complications, resulting in inconsistent plots, even though they had shown a basic understanding of narrative elements through earlier phases like Building Knowledge of the Field (BKOF) and Modeling of Text (MOT). According to Anderson's (2003) paradigm implemented in the study, an analysis of sample texts showed an imperfect chronological flow with weak transitions between orientation, complication, sequence of events, and reorientation.

Following additional issues mentioned in previous studies, a preliminary informal interview with an English teacher helped out to identify real issues students face in the classroom. The teacher observed that most of the students fail to create a narrative text because their English vocabulary is restricted, which makes it difficult for them to express thoughts on paper using the written form. Many students take long before they start expressing their views because they lack enough words to give a complete and create a coherent story. The teacher noted that the plot is the most difficult element for students to create and come up with. Although most students are able to recognize the characters and setting, they experience difficulties with arranging events in a logical and sequential manner. As a result, the narrative writings they create lack consistency and meaning. Another important component in the narrative quality of student writing is creativity. From the teacher's point of view, stories written by students who lack originality are basic, dull, and unoriginal. As a result, she supports the use of educational materials that might help generate ideas, develop students' imagination and creativity in the process of writing. The teacher also highlighted the importance of technological innovation in the classroom, claiming that media based on technology can increase students' interest in and engagement with writing. According to her, technology may offer a greater range of ideas and input, encouraging students to write more and with greater enthusiasm. These initial results reveal that the students require a learning medium that is more engaging and interactive and that will help them in exploring ideas, developing story lines and improving their creative abilities when writing narrative texts. The usage of Character.AI in these situations is a useful and interesting

technology that can support students' growth in their ability for narrative writing and creativity.

B. Statement of the Problems

Based on the background of the study, the researcher formulated the statement of the problems as follows:

1. What is students' perception of the use Character.AI in narrative writing activities?
2. What are the benefits and difficulties students' perceived in using Character.AI as a media for narrative writing

C. Objectives of the Study

Based on the statement of the problems, the researcher formulated the objective of the study as follows:

1. To explore how students' perception of the use of Character.AI in the narrative writing process.
2. To identify students' perceived benefits and difficulties of using Character.AI for narrative writing.

D. Significance of the Study

The following are several advantages that can be obtained from this research:

1. Theoretical Significance

Theoretically, this study should add to the body of information already available in the field of English language teaching (ELT), especially in the areas of narrative writing, creativity, and the application of artificial intelligence (AI) to language

learning. The results of this study will provide light on how interactive AI-based tools like Character.AI work by fostering an engaging, communicative, and imaginative learning environment, how Character.AI can help learners develop their creativity and narrative writing abilities. In addition, by highlighting the possibility of AI-driven platforms as substitute media for enhancing the writing abilities of learners, this study may strengthen theoretical perspectives on technology-enhanced language development. Future academics that want to investigate the relationship between AI, creativity, and EFL writing pedagogy might also use it as a reference.

2. Practical Significance

Practically, this research is expected to offer valuable insights for teachers, students, and educational institutions.

a. For Teachers

This study may provide teachers with information about how students view the use of Character.AI in narrative writing, which might assist teachers in thinking through suitable methods for implementing AI-based resources into writing lessons.

b. For Students

The findings might help students understand how AI tools can help them organize stories, generate ideas, and convey creativity in writing assignments.

c. Educational Institutions

Educational institutions might utilize this research as a guide to assess how AI-assisted learning technologies might be used in languages classes, especially to help students strengthen their narrative writing skills.

This study highlights the advantages of using Character. AI as a tool for creative English practice, helping people to speak more confidently and freely. The findings might be taken into consideration by educational institutions and curriculum designers when implementing AI-based technologies as cutting-edge teaching aids to support 21st-century learning objectives. The ultimate goal of this research is to promote EFL writing education that is more dynamic, student-centered, and technology-integrated.

E. Definition of Key Terms

There is some explanation from the title mentioned in the previous items in this part. The definition of key terms as follows:

1. EFL (English as a Foreign Language) Students

Richards & Schmidt (2002) defines that individuals who learn English in a nation where English is not the primary language used for daily interactions are referred to as Students. Instead of through regular communication, learners in such situations are primarily exposed to English in classroom or educational settings. The primary challenges for learners who frequently have trouble with writing language are a lack of opportunity for meaningful, interactive conversational practice and a lack of familiarity with authentic, real-world language contexts (Normawati, 2023).

2. Narrative Writing

As a separate literary genre, narrative writing basically includes the ability of narrating events or creating stories, regardless of whether the narratives are based

on real-life experiences or entirely made-up ideas. This kind of writing requires a number of important structural and thematic aspects, which usually include well-defined characters, a clear setting, a narrative development progression, an introduction of conflict, and finally, a resolution of that conflict. By participating in this process, learners are actively encouraged to acquire critical structuring abilities, particularly the capacity to arrange their thoughts logically and chronologically, and to fully express their creativity by producing logical, well-structured texts (Febriani et al., 2024). For the purpose of this research, narrative writing refers to a very specific topic. The term "narrative writing" in this study refers to English texts written by students, with an emphasis on originality, structure, and story development rather than grammar accuracy. Even though there are still a few little grammatical mistakes, this study highlights students' capacity to write and deliver captivating stories.

3. Creativity

When it comes to writing, creativity refers to a students' ability to come up with innovative and meaningful ideas, explore with language and structure, and create writings that express their unique perspective, creativity, and originality. It is more than just using language correctly; it is the ability to create captivating content by going beyond standard structures (Sharma1, 2025). According to the research by (Agusti et al., 2024), higher levels of creativity are associated with better narrative writing abilities in students. The present research describes "creativity" as the diversity of ideas, and creativity of narrative elements in learners' narrative texts.

4. Character.AI

Character.AI is a chatbot platform powered by artificial intelligence (AI) that lets users create, personalize, and have interactive conversations with digital characters. Users can create dialogues, narrative settings, or co-create stories through interaction due to the platform's support for role-playing and storytelling. It is a promising tool for improving students' creativity and narrative writing ability because of these benefits (Hoque et al., 2023).