

ABSTRACT

Azizah, Rahma Nur (2026): The EFL Students' Perceptions of Using Artificial Intelligence in Writing Scripts for Their Drama Project

Writing a drama script could be a demanding task for EFL students, as it requires them to manage the plot, characters, and dialogue simultaneously within a foreign language. Meanwhile recent years, the growing accessibility of artificial intelligence (AI) tools has changed how students approach this creative writing process, making it important to examine how AI is actually used and how students perceive its role. This study aims to describe EFL students' experiences of using AI in writing scripts for their drama project and to explore how they perceive the role of AI in supporting that process.

This study employed a qualitative approach with a case study design to capture an in-depth understanding of students' experiences within their real classroom context. Data were collected through a questionnaire developed based on the cognitive, affective, and psychomotor domains, semi-structured interviews, and documentation of students' AI prompt history, involving twelve questionnaire respondents and four interview participants from the fourth-semester students of an English Education Department at a state Islamic university in West Java.

The findings show that students remained the main holders of creative control over their ideas, using AI mostly to assist with dialogue and grammar correction rather than to develop the plot or characters. AI was particularly helpful during moments of writer's block. However, the documentation of students' AI prompt history revealed a gap between students' reported behavior and their actual use of AI, as one script scene was found to be nearly identical to the AI-generated output despite claims of revision. The questionnaire results further indicate a generally positive cognitive perception of AI, alongside more cautious affective responses regarding the emotional authenticity of AI-generated content and concerns over academic integrity.

The study concludes that although AI functioned as a supporting tool in the scriptwriting process, the gap between what students reported and their actual use of AI indicates that students' creative control was not always fully maintained in practice. Teachers are encouraged to provide clear guidance on the responsible use of AI in creative writing tasks, while future researchers are encouraged to further triangulate students' reported behavior with their actual writing practices.

Keywords: Artificial Intelligence, EFL writing, drama script, students' perceptions, creative writing