



## **EFL Learners' Perception of Using ChatGPT as a Supporting Tool for Academic Writing: Benefits and Challenges**

**Tiffani Gea Maghfiroh<sup>1</sup>, Suvi Akhiriyah<sup>2</sup>**

Email Korespondensi: [tiffani.21022@mhs.unesa.ac.id](mailto:tiffani.21022@mhs.unesa.ac.id)

<sup>1,2</sup>Universitas Negeri Surabaya, Indonesia

### **ABSTRACT**

This study investigates EFL learners' perceptions of using ChatGPT as a supporting tool for academic writing, focusing on both its benefits and challenges. The research was motivated by the increasing integration of AI in education and the persistent difficulties faced by students in academic writing. The study employed a quantitative descriptive survey method, targeting 298 English Language Education students from the 2021 and 2022 cohorts at a state university in Surabaya. A purposive sample of 74 respondents completed a closed-ended questionnaire adapted from previous validated instruments. Data were analyzed using descriptive statistics in SPSS. The results show that most students perceive ChatGPT as highly beneficial for idea generation, organization, and language accuracy, but also report significant challenges such as off-topic responses, difficulty maintaining originality, and uncertainty about information accuracy. The findings highlight the need for critical engagement and responsible use of AI tools. Future research should expand the sample and employ qualitative approaches to deepen understanding. Practically, educators should guide students in balancing technological support with independent writing skills.

**Keywords:** ChatGPT, Academic Writing, Perception, Benefit, Challenge

### **INTRODUCTION**

Academic writing is a fundamental skill for students at all levels of education, serving not only as a means of communication but also as a tool for developing creativity and critical thinking (Ramya & Pongoodi, 2017; Ghanbari & Salari, 2022). In higher education, students are expected to master various academic genres, such as essays, critical reviews, and research papers, which are essential for expressing arguments and disseminating knowledge within academic communities (Syahnaz & Fithriani, 2023; Husin & Nurbayani, 2017). The increasing integration of technology in education has introduced new tools, such as ChatGPT, an advanced AI-based chatbot, which has gained global attention for its ability to generate coherent and well-organized texts (Rukiati et al., n.d.; Popenici & Kerr, 2017).

Despite its importance, academic writing remains a challenging task for many EFL students, who often struggle with grammar, vocabulary, and organizing ideas coherently (Alkamel & Alwagieh, 2024; Alisha et al., 2019). These difficulties are compounded by language barriers, limited writing strategies, and insufficient feedback from instructors (Pham & Truong, 2021; Taye & Mengesha, 2024). Recent studies have highlighted the potential of AI-powered tools like ChatGPT to address these challenges by providing language correction, grammar checking, and content generation support (Alharbi, 2023; Dale & Viethen, 2021).

However, the use of ChatGPT in academic writing is not without its drawbacks. While it can enhance writing skills, fluency, and accuracy, concerns have been raised about increased risks of plagiarism, reduced creativity, and overreliance on technology (Garg et al., 2024; Song & Song, 2023; Tarchi et al., 2024). Previous research has primarily focused on the benefits of ChatGPT, with limited attention to the challenges and potential negative impacts on students' academic integrity and independent writing skills (Hidayat & Sujarwati, 2024; Zebua & Katemba, 2024).

Given these considerations, this study aims to investigate EFL students' perceptions of the benefits and challenges of using ChatGPT as a supporting tool in academic writing. The research is limited to English Department students from the 2021 and 2022 cohorts at a state university in Surabaya who have enrolled in academic writing courses. By focusing on both positive and negative aspects, this study seeks to provide a balanced understanding of ChatGPT's role in academic writing, offering insights into best practices for integrating AI tools while maintaining academic integrity and fostering strong writing skills (Esmaeil et al., 2023; Meniado et al., 2024). The novelty of this research lies in its comprehensive exploration of both benefits and challenges, addressing a gap in the literature and contributing to the ongoing discourse on technology-enhanced learning in EFL contexts.

## METHOD

This study employed a quantitative descriptive survey design to investigate EFL learners' perceptions of using ChatGPT as a supporting tool for academic writing, focusing on both benefits and challenges (Cresswell, 2014; Ary et al., 2014). Quantitative research enables the collection and analysis of numerical data to interpret phenomena systematically, while a descriptive approach is suitable for exploring characteristics and trends within a specific population (Sugiyono, 2022; Sudaryono, 2022). The research was conducted at a state university in Surabaya, targeting English Language Education students from the 2021 and 2022 cohorts who had enrolled in academic writing courses such as expository, analytical, argumentative, and thesis proposal writing (Syahnaz & Fithriani, 2023; Alkamel & Alwagieh, 2024).

The research instrument consisted of a closed-ended questionnaire adapted and merged from Meniado et al. (2024) and Alkamel & Alwagieh (2024), ensuring coverage of both benefits and challenges related to ChatGPT use. The questionnaire included 25 items—21 on benefits and 4 on challenges—using a four-point Likert scale (1 = strongly disagree to 4 = strongly agree) to avoid central tendency bias and encourage clear responses (Ary et al., 2014; Emzir, 2021). Construct validity was assessed through corrected item-total correlation, with all items exceeding the recommended threshold of 0.3 (Brzoska, 2010; Kline, 2005). Reliability was confirmed with a Cronbach's Alpha coefficient of 0.939, indicating high internal consistency (Cohen et al., 2007; Sudaryono, 2022).

The population comprised 298 students from the English Language Education program, with purposive sampling used to select participants who had completed relevant academic writing courses (Cohen et al., 2007; Sugiyono, 2022). A total of 74 students responded to the survey, representing both cohorts. Data collection was conducted online via Google Forms, distributed through WhatsApp over two weeks, ensuring accessibility and convenience for participants (Meniado et al., 2024; Roisah et al., 2024).

For data analysis, responses were processed using SPSS version 25 to calculate descriptive statistics, including frequency and mean scores. The interpretation of mean scores followed the framework established by Alkamel & Alwagieh (2024) and Meniado et al. (2024), with class intervals adapted for the four-point Likert scale. This approach facilitated a nuanced

understanding of students' perceptions, allowing the researcher to identify prevailing attitudes and trends regarding the use of ChatGPT in academic writing (Emzir, 2021; Husin & Nurbayani, 2017).

## RESULTS AND DISCUSSIONS

This chapter presents the study results from the collected data, which were examined using a quantitative approach (survey design). It also discusses the relation between these findings and the previous research.

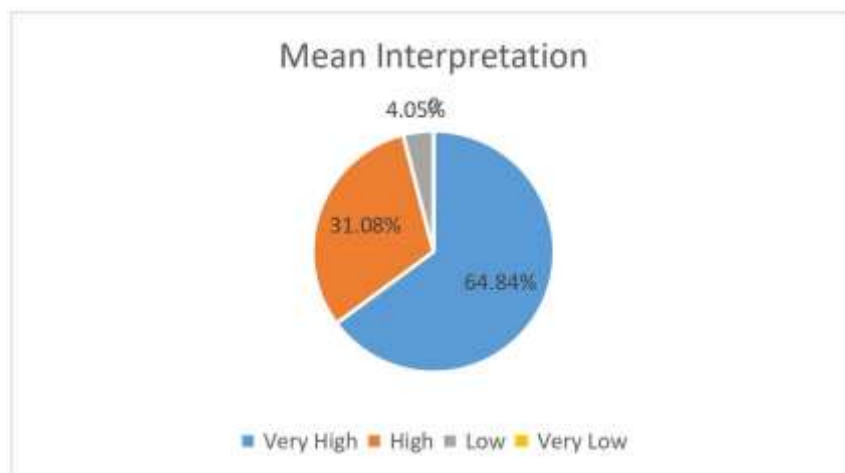
In this section, the total data collected is 74 respondents, with the number of 2021 cohort as many as 49 (66,2%) and 2022 cohort as many as 25 (33,8%). The researcher utilized a Likert scale on the questionnaire form to assess the perception of students.

### Students' Perception of The Benefits Of Using ChatGPT as A Supporting Tool For Academic Writing

The following table shows the distribution of the participants' perceptions of the benefits of using ChatGPT as a supporting tool for academic writing.

**Table 1. Distribution of Mean Score Interpretations of ChatGPT's Benefits**

| Mean Value Range | Interpretation | Number of Students   |
|------------------|----------------|----------------------|
| 3.01 – 4.0       | Very High      | 64,84% (48 students) |
| 2.01 – 3.0       | High           | 31,08% (23 students) |
| 1.01 – 2.0       | Low            | 4,05% (3 students)   |
| 0.01 – 1.00      | Very Low       | 0                    |



**Figure 1. Percentage of Mean Benefits**

The data above shows that most students have a very high perception of the advantages of using ChatGPT based on their mean value scores. The calculation found the highest mean score is 4 and the lowest mean score is 1,62. In addition, there is no student in the Very Low category. Overall, the students have a good perception about the benefits of ChatGPT (64,84% very high perception and 31,08% high perception).

From the statement, most students agree that ChatGPT offers a variety of advantages that significantly aid the academic writing process. Its features, along with its capability to generate, organize, and refine ideas, contribute to enhancing the quality and clarity of students' work. The integration of these benefits shows that respondents perceive ChatGPT as useful not only for completing tasks but also for enhancing their academic writing skills.

Additionally, respondents view ChatGPT as an important source for synthesizing information, helping users to logically connect ideas into a coherent whole by providing support with structure, vocabulary, and proofreading. Thus, students perceive that ChatGPT serves as a valuable resource that enhances students' confidence, efficiency, and writing abilities. In detail, the table below shows the score calculation of each statement.

**Table 2 Mean Result**

| No.          | Statements                                                                                                                                                           | Mean | Interpretation |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------|
| 1.           | ChatGPT accurately understood and responded to my writing prompts and requirements                                                                                   | 3,16 | Very High      |
| 2.           | The features contained in ChatGPT are very easy for students to understand                                                                                           | 3,47 | Very High      |
| 3.           | The use of ChatGPT makes me more comfortable in academic writing                                                                                                     | 3,26 | Very High      |
| 4.           | ChatGPT saved my time and effort in the academic writing process                                                                                                     | 3,46 | Very High      |
| 5.           | ChatGPT helps in generating creative ideas for academic writing                                                                                                      | 3,22 | Very High      |
| 6.           | ChatGPT helps select ideas relevant to a particular topic                                                                                                            | 3,18 | Very High      |
| 7.           | ChatGPT improves the Efficiency and productivity of the academic writing                                                                                             | 3,16 | Very High      |
| 8.           | Using ChatGPT as an AI-based tool in my academic writing improves the quality the writing                                                                            | 3,03 | Very High      |
| 9.           | ChatGPT provided valuable insights and suggestions for enhancing the content of my academic writing                                                                  | 3,20 | Very High      |
| 10.          | ChatGPT has helped me enhance my paraphrasing skills in my academic writing                                                                                          | 3,04 | Very High      |
| 11.          | ChatGPT effectively assisted me in getting ideas and information for my writing                                                                                      | 3,20 | Very High      |
| 12.          | using ChatGPT enhances my ability to express complex ideas in my academic writing                                                                                    | 3,04 | Very High      |
| 13.          | Using ChatGPT has improved my overall writing style and language usage                                                                                               | 2,89 | High           |
| 14.          | ChatGPT has provided me with new perspectives and insights that I hadn't considered in my academic writing.                                                          | 3,31 | Very High      |
| 15.          | ChatGPT can help me connect ideas to create a coherent paragraph or essay                                                                                            | 3,05 | Very High      |
| 16.          | ChatGPT can help me arrange ideas into rhetorical patterns (e. g., problem-solution, cause-and-effect, etc.) that will be recognizable and interpretable by a reader | 3,14 | Very High      |
| 17.          | Chat GPT can help me use the appropriate organizational structure for a particular genre                                                                             | 3,04 | Very High      |
| 18.          | ChatGPT can help me review the accuracy and appropriateness of my written output based on a given set of task and evaluation criteria                                | 3,01 | Very High      |
| 19.          | ChatGPT can help me proofread my written output focusing on vocabulary, grammatical, spelling, and punctuation errors                                                | 3,08 | Very High      |
| 20.          | ChatGPT can help me edit/revise my written output addressing content, organization, style, grammatical, lexical, spelling, and punctuation issues                    | 2,99 | High           |
| 21.          | ChatGPT can help me choose the appropriate language/vocabulary for a particular type of writing                                                                      | 3,18 | Very High      |
| Average Mean |                                                                                                                                                                      | 3,14 |                |

From all statements, most statements are concluded to have a mean score interpretation of very high perceptions (statement numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21). The statement with the highest mean score is statement number 2. Students agree that the features of ChatGPT are designed to be user-friendly; users only need to write the desired prompt to find answers. It also has features to insert images, documents, and audio so that users can use it appropriately.

Respondents expressed a very high perception of the statement that ChatGPT saved their time and effort in the academic writing process. It is beneficial for generating ideas, enhancing sentence structure, and refining grammar, which greatly minimizes the time spent on drafting and revising. Another statement, ChatGPT offers fresh perspectives and viewpoints from a wide range of sources. They believed it helped them explore topics more deeply by presenting pertinent arguments and ideas they had not thought of. Many respondents perceive ChatGPT as an effective tool to encourage critical thinking and creativity in their writing process.

Respondents with very high perception felt that ChatGPT was a helpful tool for generating relevant ideas and accessing information quickly. When a user enters a question or general topic, ChatGPT can suggest key points, an outline, and references to concepts that can be used as a basis for developing writing. Along with time, using ChatGPT can also train respondents to think critically and construct stronger arguments in their writing. Besides that, ChatGPT can also enhance paraphrasing skills. ChatGPT will identify the main content and then reorganize it with more varied, academic, or contextually as needed.

Furthermore, there are only two statements that fall into the high category based on the calculation result. Statement number 13 respondents perceive that using ChatGPT has improved their writing style and language skills. By suggesting more appropriate and formal vocabulary according to the type of writing, ChatGPT can improve sentence structure to make it clearer and more coherent, especially when conveying complex ideas. Also, statement number 20, by providing clear instructions and the context of writing, students show a positive perception that ChatGPT is able to suggest changes to clarify ideas and refine the use of vocabulary that aligns with the academic goals.

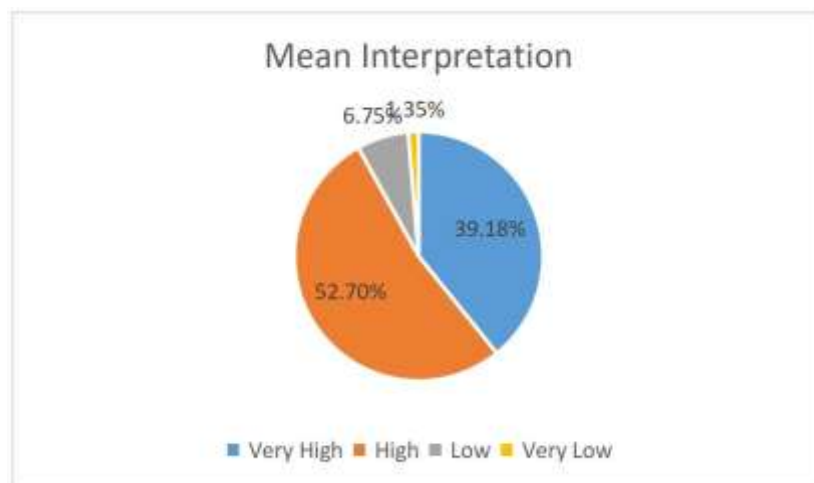
Given these points, EFL students perceive ChatGPT as a highly beneficial tool in their academic writing process, recognizing its ease of use for idea generation and improving writing quality. ChatGPT can save time and effort by offering useful recommendations regarding content, structure, and grammar, allowing them to focus on developing their arguments. Moreover, the positive perceptions of ChatGPT emphasize its contribution to improving writing style and language proficiency, making it an essential tool for EFL students in their academic endeavors.

### **Students' Perception of The Challenges Of Using ChatGPT as A Supporting Tool For Academic Writing**

The following table shows the distribution of the participants' perceptions of the challenges of using ChatGPT as a supporting tool for academic writing.

**Table 3. Distribution of Mean Score Interpretations of ChatGPT's Challenges**

| Mean Value Range | Interpretation | Number of Students   |
|------------------|----------------|----------------------|
| 3.01 – 4.0       | Very High      | 39,18% (29 students) |
| 2.01 – 3.0       | High           | 52,7% (39 students)  |
| 1.01 – 2.0       | Low            | 6,75% (5 students)   |
| 0.01 – 1.00      | Very Low       | 1,35% (1 student)    |



**Figure 2. Percentage of Mean Challenges**

The data indicates that most students experience challenges when using ChatGPT, and some still encounter notable difficulties. It is concluded that they have a high perception of the challenges in using ChatGPT (39,18% very high perception and 52,7% high perception). Respondents perceive that difficulties in using ChatGPT occur when the answer given is not related to the topic. Adjusting the writing with its advice can be difficult to elaborate on the originality of the writing style. ChatGPT can also lead to misleading, incorrect, and inaccurate information, which raises hesitation about the credibility of the academic writing. Therefore, these challenges on ChatGPT for academic writing need to be carefully considered in the use of ChatGPT to avoid misinformation and loss of originality. This distribution emphasizes that ChatGPT is beneficial, but it also shows several challenges for users.

Meanwhile, there are 5 students indicated as having a low perception, and 1 student indicated a very low perception. Students admit that they do not feel ChatGPT significantly interferes with their writing process. They might use the tool to get ideas, but they keep control over their final output. And, student with very low interpretation agree that there is almost no impact from ChatGPT on their writing. It is concluded that this student has confidence in writing skills without letting ChatGPT affect the overall writing style.

In detail, the table below shows the score calculation of each statement.

**Table 4. Mean Result**

| No. | Statements                                                                                                                   | Mean | Interpretation |
|-----|------------------------------------------------------------------------------------------------------------------------------|------|----------------|
| 22  | One challenge I faced while using ChatGPT for academic writing was the generation of irrelevant or off-topic responses.      | 3,18 | Very High      |
| 23  | I find it challenging to adapt my writing style to suit the suggestions provided by ChatGPT                                  | 2,85 | High           |
| 24  | I faced challenges in distinguishing between accurate and inaccurate suggestions provided by ChatGPT for my academic writing | 2,97 | High           |
| 25  | I found it challenging to maintain my own writing style and originality while using ChatGPT for research writing             | 2,92 | High           |

From all statements, there is only one statement that falls into a very high interpretation. Statement number 22 regarding the difficulty of using ChatGPT in academic writing is an irrelevant or off-topic response. When prompts are unclear or missing important context, ChatGPT may produce responses that are far from the main topic. As a result, the generated

content might be well-written but fail to match the students' specific objectives or meet academic writing standards.

Another statement that falls into high perception is the struggle to align ChatGPT's suggestions, which makes it challenging to keep the authenticity of writing. Using ChatGPT sometimes makes it hard for respondents because the answer is taken from a wide range of writing styles. Respondents end up depending too much on what AI suggests, which may reduce their own ideas and inspirations. This can cause their work to lose its originality.

Indeed, statement number 24 about the difficulty in distinguishing between accurate and inaccurate suggestions provided by ChatGPT received high perception from respondents. It happened because ChatGPT has a very large and diverse dataset from the internet, which is not always verified or up-to-date, so the data obtained may contain errors or biases. In addition, if the users write the prompt ambiguously or not specifically, ChatGPT may misinterpret the intent of the user.

In conclusion, respondents perceive several difficulties when utilizing ChatGPT as a supporting tool in academic writing. These include the risk of receiving off-topic responses in consequence of an unclear prompt, challenges in maintaining authenticity, and uncertainty of accuracy in the information provided. These issues appear from unfiltered data sources and focus on fluency rather than factual accuracy. Thus, even though this tool can enhance the quality of writing, students must keep thinking critically and preserve their creativity.

## **Discussion**

Based on the findings of the research, it was identified that the use of ChatGPT was relevant to the needs of EFL students. However, the students exhibited varied perception categories. They perceive that ChatGPT is helpful and effective, yet some students feel it does not make significant changes to their writing output.

## **Students' Perception of The Benefits of Using ChatGPT as A Supporting Tool for Academic Writing**

The study found that the majority of students have a very high perception of the advantages of using ChatGPT. EFL students also view ChatGPT as a useful tool, especially capable of assisting in the process of writing.

### **1. Prewriting**

Students stated that ChatGPT helped them generate creative ideas and select ideas relevant to specific topics. This is in line with research by Kasneci et al. (2023), Taecharungroj (2023), and Alkamel & Alwagieh (2024), which stated that using ChatGPT can engage students in creative and independent tasks that enable them to cultivate ideas and solutions. ChatGPT can also help the brainstorming process by analyzing existing data and patterns to inspire. The result of this study mirrors the findings of Meniado et al. (2024), who highlight brainstorming ideas. In addition, ChatGPT also enables interactive and efficient interaction, where users can continue to explore and develop ideas collaboratively with machines, making the brainstorming process more productive and enjoyable. Students indicate that ChatGPT not only generates creative ideas but also assists in filtering out relevant ideas related to the specific topic. By providing information and diverse ideas, ChatGPT enriches the understanding of the topic being discussed. Additionally, the suggestions it offers are highly useful for improving the quality of content, whether in terms of structure, arguments, or style of writing. Those statements support the prewriting process by Oshima & Hogue (2007), which stated prewriting is a technique for generating as many ideas as possible by selecting a topic and brainstorming various ways to develop and describe it.

## 2. Organizing

The use of ChatGPT is also said to enhance their ability to express complex ideas more clearly and systematically, as the model provides examples of logical and organized sentence and paragraph structure that can serve as references. It is in line with a research by Lund & Wang (2023a), which said AI such as ChatGPT can offer structured, coherent, and appropriate language in a paragraph.

This finding demonstrates the organizing process by Kirsznner & Mandell (2009) that organizing is a crucial step to ensure that the paper is structured clearly with ideas in a clear and logical order so that the message can be clearly understood by the reader. According to the students, ChatGPT has been proven to provide examples of logical and well-organized sentence and paragraph structure. By observing how ChatGPT constructs arguments, connects supporting ideas, and maintains coherence between sections, it becomes easier to write and understand how to present ideas coherently and effectively.

## 3. Writing

Students reported that ChatGPT can accurately understand and respond to writing instructions, including topics, objectives, and the requested academic writing style. Research by Hidayat & Sujarwati (2024) and Ramadhani Idris et al. (2023) revealed the same findings about the use of ChatGPT, which helps them in writing. This made it easier for them to evaluate whether the structure of their writing and the development of their ideas were in line with the assignment requirements. Besides, ChatGPT is considered effective in developing paraphrasing skills, as students can directly observe how a sentence is transformed into another form without reducing its core meaning. It also supports the argument by Alkamel & Alwagieh (2024) that ChatGPT improved paraphrasing skills and expressing complex ideas. Students state that ChatGPT is a learning tool that supports the ability to understand instructions accurately and improves writing quality. It helps students have a better understanding of the process of good writing, including rephrasing information in their own words and adapting writing style to the required academic context. According to Kirsznner & Mandell (2009), this process is putting together ideas that have been collected and organized to convey a complete thought in the form of a paragraph.

## 4. Polishing

Students highlight that ChatGPT provides valuable suggestions and feedback to strengthen the content of their writing, such as adding supporting evidence and clarifying arguments. This is in line with research by Iftianti et al. (2023) and Mohamad (2024), which state that ChatGPT helps with writing drafts and provides instant feedback to improve English language skills, particularly writing. Additionally, students agree that ChatGPT helps edit and proofread the writing, focusing on grammar, punctuation, and spelling. It has been pointed out by Mahapatra (2024) and Meniado et al. (2024) that grammar, organization, and punctuation can be easily performed by ChatGPT.

These findings resonate with Kirsznner & Mandell (2009) and Oshima & Hogue (2007) indicate that polishing divides into two: revising is a process concerned with content and unity that each paragraph should link together using appropriate transitions, also avoiding unnecessary repetition; and editing is checking for minor grammatical errors, spelling, and punctuation. By providing instant and specific feedback, ChatGPT enables students to independently identify and correct weaknesses in their writing, both in terms of content and language.

Additionally, ChatGPT is considered very helpful because it has features that are easy to understand, allowing students to quickly grasp how to use it. As if speaking to someone, ChatGPT enables users to just enter questions, prompts, or instructions. This finding aligns

with research by Meniado et al. (2024). ChatGPT is useful, encouraging, fun, and user-friendly. Many students feel more comfortable with academic writing because ChatGPT can provide quick and relevant responses to their needs, such as when searching for sentence examples, developing arguments, or structuring paragraphs.

One of the main benefits mentioned is that ChatGPT saves time and effort. This result aligns with findings from Phuong et al. (2024), which showed that the immediate responses from ChatGPT might save time for searching in many sources. This is because students no longer need to manually search for references or structure their work from scratch; simply by providing a brief instruction, ChatGPT can provide a writing framework, supporting ideas, and revision directly. This allows students to focus their energy on refining content rather than on time-consuming technical processes. Moreover, ChatGPT has also been proven to increase efficiency and productivity, as students can complete writing assignments in less time without compromising quality. This is in line with the claims by Habib et al. (2024), who found that using ChatGPT to complete a task significantly increased students' creativity and efficiency. With this capability, ChatGPT acts as a partner in the academic creation process, allowing students to compose writing more effectively, purposefully, and by scientific standards.

### **Students' Perception of The Challenges of Using ChatGPT as A Supporting Tool for Academic Writing**

Despite the benefits, there are also challenges in using ChatGPT. One of the challenges often encountered by students is the emergence of irrelevant or off-topic responses. It has been pointed out by Alzubi (2024) that ChatGPT can provide inaccurate information, which leads to responses that are not always reliable or factually correct. Furthermore, students also admitted to having difficulty in distinguishing between accurate and inaccurate suggestions, as not all information provided by ChatGPT is accompanied by valid references or academic evidence (Alkamel & Alwagieh, 2024). At this stage, the writer attempts to gather as many ideas as possible (Oshima & Hogue, 2007). When using tools such as ChatGPT, responses that are not relevant to the desired topic can confuse and distract writers from their main objectives. Without adequate critical thinking skills, such as checking the consistency of arguments, evaluating facts, and assessing the reliability of information, users may include incorrect or misleading content in their academic writing. This underscores the importance of a deep understanding of the prompt, so that writers can more effectively guide the tool to generate relevant and useful information.

Additionally, students agree that they face challenges in adapting their writing style to suit the suggestions provided by ChatGPT. The finding is aligned with research by Kocyigit & Zhaksylyk (2023), which stated that the use of ChatGPT has resulted in a decline in creativity and critical thinking. This occurs because the suggestion provided by ChatGPT is different from students' writing style, which is generally composed with systematic, formal language structure, and uses complex diction. Students also rely on instant answers provided, which results in a lack of exploration and creativity. This finding is aligned with Chui (2023), who said that ChatGPT limits the development of their analytical and creative abilities.

Further, students think that it is difficult to maintain their originality during academic writing when using ChatGPT. ChatGPT tends to produce text that is very formal, neat, and structured, which does not always reflect the way students naturally express ideas. This can make the writing no longer reflect the voice or unique character of the original writer. Although the initial intention may have been simply to seek references or inspiration, students may unknowingly copy text or ideas from ChatGPT without paraphrasing, critically analyzing, or citing the appropriate sources. This finding is in line with research by Phuong et al. (2024) and

Sarwar et al. (2025), which stated that it leads to a loss of originality in writing and can result in plagiarism.

### Limitation

The researcher recognizes that this research has limitations in three areas. First, the present study only concerns one of the universities located in Surabaya, which means the outcomes cannot be generalized to represent the perception of all university students. Second, the main focus of this research is ChatGPT, and the findings might not be directly relevant to other AI technologies or educational chatbots, which limits the scope of technical representation in this research. Third, since this study uses a survey or questionnaire, it lacks understanding of how participants' usage and attitudes of ChatGPT changed over time.

### CONCLUSION

This study revealed that EFL students perceive ChatGPT as a highly beneficial tool for academic writing, particularly in generating ideas, organizing content, and improving language accuracy. The majority of respondents reported very high and high perceptions of its advantages, highlighting ChatGPT's role in enhancing writing efficiency, supporting critical thinking, and facilitating the development of coherent and well-structured texts. However, the findings also indicate notable challenges, such as the risk of receiving off-topic or inaccurate responses, difficulties in maintaining originality, and potential overreliance on AI-generated suggestions. These challenges underscore the importance of critical engagement and the need for students to preserve their unique writing voice and academic integrity.

Despite its strengths, the research is limited by its focus on a single university and the exclusive use of survey data, which may not capture the full spectrum of students' experiences or the evolution of their attitudes over time. Future studies should consider broader and more diverse samples, longitudinal designs, and qualitative approaches to gain deeper insights into the long-term impact of AI tools like ChatGPT on academic writing. Practically, educators are encouraged to integrate AI tools thoughtfully, providing guidance on responsible use and fostering students' critical thinking and creativity. This will help maximize the benefits of technology while minimizing risks, ensuring that students develop strong, independent writing skills alongside digital. AI.

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