



## Perception of the Use of Artificial Intelligence for Improving English Academic Writing Skills

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Article History	ABSTRACT
Received 20-05-2025 Accepted: 12-07-2025 Published: 09-08-2025	<p><b>Background:</b> The rapid development of artificial intelligence (AI) has significantly influenced various aspects of education, particularly in academic writing. English language education students are increasingly utilizing AI-based tools to support their writing activities.</p> <p><b>Purpose:</b> This research aims to explore the perceptions of fourth-semester English Language Education students at UIN Raden Mas Said Surakarta regarding the use of AI in improving their academic writing skills.</p> <p><b>Method:</b> This study employs a descriptive qualitative method using in-depth analysis based on the Technology Acceptance Model (TAM). Data were collected through interviews with ten English students who actively use AI tools in their academic writing. Purposive sampling was used to select 10 participants (out of 24) to ensure participants have relevant experience and who actively used artificial intelligence.</p> <p><b>Results and Discussion:</b> The findings show that students use a variety of AI applications such as ChatGPT, Perplexity, DeepSeek, and others to assist in idea generation, language accuracy, paraphrasing, and reference management. Students acknowledged the benefits of AI in terms of increased productivity, enhanced writing quality, and overcoming writing challenges. However, several concerns were also raised, including overdependence on AI, reduced critical thinking, ethical issues regarding originality, and limited access to premium AI tools.</p> <p><b>Conclusions and Implications:</b> The study concludes that while AI holds great potential in supporting students' academic writing, it must be balanced with ethical awareness to preserve originality and independent thinking. These findings suggest the need for proactive roles from governments and educational institutions in formulating guidelines for the responsible use of AI in academic settings.</p>
<b>Keywords:</b>	<i>Artificial Intelligence, Student Perception, Academic Writing.</i>
	<b>ABSTRAK</b>
	<p><b>Latar Belakang:</b> Perkembangan kecerdasan buatan (AI) yang pesat telah memberikan pengaruh besar terhadap berbagai aspek pendidikan, khususnya dalam penulisan akademik. Mahasiswa Pendidikan Bahasa Inggris semakin banyak memanfaatkan alat berbasis AI untuk mendukung aktivitas menulis mereka.</p> <p><b>Tujuan:</b> Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris di UIN Raden Mas Said Surakarta mengenai penggunaan AI dalam meningkatkan keterampilan menulis akademik mereka.</p> <p><b>Metode:</b> Penelitian ini menggunakan metode kualitatif deskriptif dengan analisis mendalam berdasarkan Technology Acceptance Model (TAM). Data dikumpulkan melalui wawancara dengan sepuluh mahasiswa Bahasa Inggris yang aktif menggunakan perangkat AI dalam tulisan akademis mereka. Pengambilan sampel secara purposif</p>

digunakan untuk memilih 10 partisipan (dari 24 partisipan) guna memastikan partisipan memiliki pengalaman yang relevan dan aktif menggunakan kecerdasan buatan.

**Hasil dan Pembahasan:** Hasil penelitian menunjukkan bahwa mahasiswa menggunakan berbagai aplikasi AI seperti ChatGPT, Perplexity, DeepSeek dan lainnya untuk membantu dalam pencarian ide, keakuratan bahasa, parafrase, serta manajemen referensi. Mahasiswa mengakui manfaat AI dalam meningkatkan produktivitas, kualitas tulisan, dan mengatasi hambatan dalam menulis. Namun, muncul pula beberapa kekhawatiran seperti ketergantungan berlebihan terhadap AI, penurunan kemampuan berpikir kritis, isu etika terkait orisinalitas, dan hambatan akses terhadap fitur premium dari alat AI.

**Kesimpulan dan Implikasi:** Penelitian ini menyimpulkan bahwa potensi besar AI dalam mendukung penulisan akademik mahasiswa perlu diimbangi dengan kesadaran etis agar tetap menjaga orisinalitas dan kemandirian berpikir. Temuan ini menekankan pentingnya peran aktif pemerintah dan institusi pendidikan dalam menyusun pedoman penggunaan AI yang bertanggung jawab dalam konteks akademik.

#### Kata Kunci

*Artificial Intelligence, Persepsi Mahasiswa, Penulisan Akademik*



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## INTRODUCTION

Writing skills is a fundamental skill that bridges communication, critical analysis, and knowledge creation. Hayland (2003). For ESL learners, particularly in Indonesian higher education context, Mastering academic Writing is doubly crucial because it determines their ability to produce the main requirement for essential academic outputs like graduating from college, research, papers, and theses. Beyond degree requirements, Writing is also the capacity to articulate complex ideas in writing, serving as both a maker of intellectual maturity. The ability to express thoughts and findings in a scientific work format is not only one of the foundations of the learning process in higher education, but also a mechanism for the key to disseminating knowledge and creating valuable contributions in science (Hari Kusmanto et al., 2025). This dual function enables learn to develop analytical, synthetic, and critical thinking skills while formulating strong arguments based on scientific evidence. This is reinforced by Harmer's theory (2003) that there are several reasons to teach writing to students who study English as a language development, learning model and most importantly, writing is a separate skill that must be mastered.[1][2][3]

Academic writing provides significant challenges for many students. Especially in the three main areas. First, cognitive demands, students often experience anxiety when facing writing assignments that require the synthesis of complex information. Ariyanti (2017). The main obstacle is generating original ideas, which is often hampered by the limitations of literary academics and laziness in reading. According to Hayland (2017) this obstacle results in stagnation of ideas and repetitive content. Second, linguistic competence. Mastering academic writing requires proficiency in various dimensions Bailey, 2015). The problem that students generally face is the development of competence. discourse. Apart from discourse competence, another problem is the skill of choosing the right words, grammar, which is needed in academic writing. Raviti (2025). *Third* both Hyland (2017) and Baily (2015) said that the time-intensive nature of the writing process itself, from initial to final revision.[4][1][5][6]

The emergence of artificial intelligence presents diverse solutions to academic writing challenges. Especially in the EFL context in Indonesia advanced AI writing assistants now offer support that directly addresses students' problems. Artificial intelligence technology appears to be an alternative solution that can help improve students' academic writing skills. Zawacki-Richter et al. (2019) & setyaningsih (2023). Research found that the massive informations available should

make things easier for writers. Linguistic improvement tools (e.g. Grammarly, Quillbot) provide instant, real-time grammar correction, bridging for non-native speakers. Cognitive scaffolding systems (e.g., ChatGPT, Gemini, DeepSheek) help organize ideas and arguments, reducing writer's block and issues. Logical flow and academic integrity features (e.g., Turnitin and Zotero) optimize citations while flagging potential plagiarism important safeguard in reading pedagogy.[7]

In general, In general, Yulianti (2023). and Zawacki-Richter et. al. (2019) it can be concluded that the use of artificial intelligence can encourage the creation of ideas, concepts, and written sources quickly. Siau (2018).[8] By generating artificial intelligence that can be accessed by anyone without requiring programming skills, it certainly makes it easier for us to be productive in academic writing. The support of this tool can create quality writing that is credible and can be held accountable academically. However, the output of artificial intelligence does not always match the ideas or thoughts we need, so it is important not to use artificial intelligence as a protector. (Yousaf, 2025). We also need to remember that artificial intelligence is a tool to speed up the writing process while ensuring that the academic ideas we produce remain original and in-depth.[9][10]

The potential of artificial intelligence that can process writing, provide feedback, and even provide writing references can be a potential basis that can be utilized in improving the quality of students' academic writing. (Khalifah & Albadawy, 2024) This ability is not only important, but can also help students prepare themselves before entering the professional world, where scientific abilities are highly valued. However, the existence of artificial intelligence must also be taken into account to avoid plagiarism or random picking of the results of generating intelligence, which is a critical step in producing good science.[11]

Apart from the many benefits that artificial intelligence provides, the use of artificial intelligence can also cause laziness in critical thinking and reduce the ability to write authentically. (Nakazawa, et al, 2022) Said that using Artificial Intelligence is not Originality. Apart from that, some artificial intelligence tools are also quite expensive. Only a few of the many artificial intelligences can be used for free. In using artificial intelligence, an important thing to pay attention to is the ethics of using artificial intelligence. Artificial intelligence is created only as a tool. Responsibility as an intellectual is important to pay attention to. By paying attention to the principles, it can direct the development of artificial intelligence towards a direction that is smarter and more responsible in its use.[12]

Before conducting research, researchers have done several things to increase literacy insight. Utami et al. (2023) with the title Using AI Technology in Academic Writing Classes: What are the Perceptions of Indonesian Students?. Utami has explored the use of artificial intelligence in academic writing. However, the context of this research is at the high school level. Apart from that, even though it raised student perceptions, previous research did not use a structured theoretical framework. So in this research we chose to use the TAM method to study systematically and structured the issue of utilization, challenges, dependency issues, ethical use of AI or the role of AI in reference management and plagiarism.

The second is research conducted by Fira (2025) which also examined the impact of artificial intelligence on English students' writing abilities: a systematic literature reflection. The research carried out took the form of a systematic literature review which examined various articles without conducting direct field study observations. The focus of the research carried out is general and has not explored students' empirical experiences when using AI, especially in academic ethics. Meanwhile, in this research, researchers used data collection techniques in the form of direct interviews with students who are active AI users, so they were able to capture psychological nuances, personal experiences and ethical reflections in using AI as well as exploring the negative impacts of using AI.

Based on the explanation above, researchers are interested in conducting research with the title "Students' Perception on Using Artificial Intelligence to Improve Writing Skills at the Fourth Semester English Education UIN Raden Mas Said Surakarta. This research aims to explore the role of using intelligence to improve students' academic writing skills.

## LITERATURE REVIEW

The integration of technology in academic writing is very important for effective learning. One of them is the use of artificial intelligence. Artificial intelligence provides important assistance for the development of students' writing abilities. Artificial intelligence is an effective tool used to provide a positive impact on students in academics.

### Perception

Perception can simply be said to be a way of seeing. In psychology, this is referred to as the process of making meaning of something. Biggs (2011) describes the process of forming a perception in a structured manner. Emphasis on how we interpret sensory information to understand the environment. In practice, perception is usually used to judge something. This perception is not standard and is due to a person's psychological condition because one person's way of capturing phenomena is different from another's. In the educational context, Biggs (2011) emphasizes the importance of perception on 3P (Presage-Process-Product). According to Biggs (2011). Students' perceptions of learning, the environment, and their views on technological innovations such as GenAI, as well as their experience with technology, can influence their willingness to use these tools in the learning process.

Perception is divided into two types. External perception and internal perception. This division is based on the stimulus received by an individual. By the perception, individuals can realize and understand the environmental situation around them or even the condition of the self-individual condition (Walgito, 2004:24).<sup>[13]</sup>

#### 1. Internal Perception

Internal perception involves awareness of sensations or experiences felt from within the body, such as feeling, desire, need, concern, etc. This is an experience felt from within the body without any stimulus from outside the body

#### 2. External Perception

External perception relates to stimuli from outside one's body. The position of this stimulation comes from various things captured by the five senses, such as hearing, sight, taste, etc. This shows that everyone who can feel stimulation is part of a social organization and is connected to their environment.

### Artificial Intelligence

M. C. Huda, & N. Roistika. (2025) stated that artificial intelligence (AI) is usually understood as sophisticated computer programs that have a variety of applications, such as spam filters in email, personal assistants such as Cortana, recommendation systems used by Netflix, or language learning applications such as Duolingo. AI is a computing program designed to assist humans in processing and analyzing data on a large scale.<sup>[14]</sup>

The application of artificial intelligence in language learning has changed the way of learning. With personalized learning, the acquisition of a second language learning will become easier. Applications such as Duolingo and Babbel use artificial intelligence-based algorithms, so that users can learn optimally at their respective ability levels (Loewen et al, 2019).<sup>[15]</sup>

The use of artificial intelligence in academic writing has become quite popular with Turnitin, QuillBot, helping researchers to avoid plagiarism through accurate checking features. These kinds of tools provide corrections and suggestions to writers by improving grammatical accuracy and writing quality to academic standards. The rapid feedback provided by artificial intelligence can also be a medium for developing students' writing skills. AI helps students to improve their writing automatically without having to always depend on the guidance of lecturers or tutors. Apart from that, to reduce dependence on the use of artificial intelligence, which can reduce students' critical abilities, Napitupulu et al. (2020) reminded the importance of monitoring the use of artificial intelligence so that students do not completely rely on this technology and maintain academic integrity.[16]

### Academic Writing

According to Bailey (2015), academic writing is a type of writing that is used to convey information, ideas, and arguments. This writing is different from ordinary writing because it follows stricter academic standards, especially in terms of grammar and consistency of coherent argumentation. Academic writing skills are very important in a higher education environment because they are needed in various activities such as final assignments, research, and scientific work. Bailey also emphasized that every statement in academic writing must be supported by references from trusted sources. According to him, mentioning references is very crucial to strengthen arguments and prevent plagiarism.[6]

### Method

This study uses the qualitative descriptive method. Researchers use this method to uncover underlying meanings, patterns, and themes. Kusmastuti's (2019) book “metode penelitian kualitatif”, qualitative research allows researchers to explore the richness of human experience. In general, qualitative research is descriptive. The qualitative research aims to understand and describe cultural phenomena that are hidden or little known to the people.[17]

The informant of this research is a fourth-semester student of the English language education study program 2025/2026. This class contains 24 students. It will be the research subject and informant. The sample of this research consists of 10 students was chosen. Purposive sampling was used to select 10 participants (out of 24) to ensure participants have relevant experience and who actively used artificial intelligence. Especially for academic writing ensuring data saturation and depth. Nowel et al., (2017).[18]

The interview guideline is based on the fundamental principles of the Technology Acceptance Model (TAM), proposed by Davis (1989) and Dale & Viethen (2021), to align with the research objectives and grounded in relevant literature, thus encompassing various variables, including attitudes towards artificial intelligence, perceived benefits in academic writing, behaviors towards AI usage, and challenges in using artificial intelligence in academic writing. The TAM method is widely used to broadly assess the acceptance and usage of technology by stating perceptions that become determining factors in technology adoption. Each section of the research is designed to understand psychologically and practically the factors that influence the use of artificial intelligence among students. TAM was chosen because it effectively predicts technology adoption by measuring perceived usefulness (PU) and ease of use (PEOU), which align with this study's focus on student acceptance of AI. [19][20]

**Table 1.**  
Technology Acceptance Model Framework

<b>Perception of Use (PU):</b>	<ul style="list-style-type: none"> <li>This section explores beliefs about the potential for using artificial intelligence to improve authorship.</li> </ul>
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The extent to which a person believes that the use of a particular technology can improve their job performance.	<ul style="list-style-type: none"> <li>Barriers and challenges: This section identifies the potential for PU, such as the ethical application of AI</li> </ul>
<b>Perceived Ease of Use (PEOU)</b> To know to what extent using a technology will be easy.	<ul style="list-style-type: none"> <li>Perceived competency in AI: assesses students' self-efficacy in using AI tools, which is directly related to perceptions of AI use.</li> <li>Professional development: develop the development of students' academic writing competence, which is based on the support of artificial intelligence as a tool.</li> </ul>
<b>External Variable:</b> TAM recognizes that external variables can influence PU and PEOU	<ul style="list-style-type: none"> <li>Access to resources: measures the availability of critical technology resources, which impacts PU and PEOU.</li> </ul>

Structured interviews were chosen by researchers to obtain consistent data and make it easier for writers to analyze data. The interview protocol was developed based on technology acceptance model (TAM) constructs. After planning the interview protocol, an interview schedule was determined for each participant with their availability times. To reduce social desirability bias in the data, participants were encouraged to be as honest and open as possible. Each interview was also recorded with the participant's permission to maintain accuracy in responding. The author is committed to maintaining the privacy of interview participant data. After the interviews were carefully recorded and transcribed, they were converted from verbal to textual insights. Will explain later. The approach used is thematic analysis (Nowel et al., 2017).[\[18\]](#)

In collecting data, the researcher conducted a structured interview with 10 questions to obtain the data the researcher needed from the 10 selected respondents. After the data taken has been collected, the researcher will analyze and compile the interview data into interview transcripts and this data will be known as temporary data which will then be returned to the information for confirmation and clarification again. In this process, informants have the right to examine whether to add or subtract temporary data according to their natural perceptions and experiences. The data must receive approval from the informant so that the data obtained by the researcher can be considered credible and valid. This validity process is known as validity with the member check technique.

## RESULT

Based on the results of research on 10 respondents who were interviewed, who had their favorite academic writing Aids. These tools are used based on easy-to-understand features and reliable capabilities to help them create academic writing.

**Tabel 2.Type of Ai**

	AI used	Intended use
1	ChatGPT	Assist in brainstorming, compiling drafts, perfecting writing structure, and providing input regarding language style.
	Grammarly	Grammar checking, spelling, and writing style to make writing more professional and error-free.
	Quilbot	A paraphrasing tool that helps avoid plagiarism and rephrases sentences to make them more academic.
	Zotero	Manage references and automatically generate citations in formats such as APA, MLA, or Chicago.

	Elicit	Assist in AI-based search and analysis of academic literature to support research.
	Hemingway	Assess readability and suggest ways to revise sentences to make them clearer and more effective.
	ChattGPT	to look for ideas and prepare a writing framework.
2	Grammarly	Grammar checking
	Zotero	Manage reference
	Grammarly	Grammar checking
3	ChatGPT	Developing a written framework and looking for references
	Gemini	Developing a written framework and looking for references
	CiciAI	Search resource
4		
5	Perplexity	Search resources because they can provide relevant and accessible references
	Grammarly	Check the language structure and writing style.
6		
	ChatGPT	Paraphrase and sentence correction, and brainstorm
	Quillbot	Plagiarism Check
	ChatGPT	Look for sources when there is a task
7		
	ChatGPT	To explain the answer
8		
	ChattGPT	Search for a resource and an idea.
9		
	Gemini	Search for a resource and an idea.
	ChatGPT	Helping to write essays, looking for ideas, and sources
10		

Based on the findings in the table, we can see variations in the use of artificial intelligence by UIN RM Said English students in academic writing. Almost all respondents (S1, S2, S3, S6, S7, S8, S9, S10) use ChatGPT to develop their academic writing. Some respondents used ChatGPT to create ideas or outlines for writing, while others used it as a tool to find references. However, S8 respondents used ChatGPT to simplify the description or explanation when asking a question.

Meanwhile, Grammarly was used by several respondents (S1, S2, S3, S6) to check the sentence structure they used. Some use it to proofread the writing to make it look more professional. Tools such as Quillbot are used by respondents (S1, S6) to avoid plagiarism, but S1 also uses Quillbot to improve the quality of his writing to be better.

Undergraduates and master's students use Zotero as a tool for automation in organizing the references they use in academic writing. This is different from other S1 respondents who chose to use Elicit when searching for literature or references in writing. Apart from Elicit S4, it uses Cicia in creating literature. S1 also uses Hemingway to help paraphrase paragraphs to create writing so that it can improve the readability of the writing. The use of these tools shows that these tools help them in ensuring quality, clarity, and conformity to academic standards. However, what we need to know is that each tool has a special role in the academic writing process.

**Table 3. Finding**

Construct	Statement	Interpretation
<b>Perception of Use (PU)</b>	<i>Perceptions of AI in Academic Writing:</i> “Dapat mempermudah akses informasi yang terkadang ada	Recognize the potential benefits of AI in academic writing.

beberapa jurnal perlu untuk aksesnya”.

("Can make it easier to access information that sometimes several journals need to access")

“AI dapat membantu meningkatkan pembelajaran, mencari refrensi, lebih efisien waktu”.

("AI can help improve learning, find references, be more time efficient.")

”membantu memperbaiki grammar, memperkaya kosakata, mempercepat proses penulisan, memberikan ide atau referensi awal, dan membantu memahami struktur tulisan akademik”.

("improve grammar, speed up the writing process, provide initial ideas or references, and help understand the structure of academic writing.")

“Banyak sekali potensi dan manfaat penggunaan AI dalam penulisan akademis seperti efisiensi waktu, meningkatkan kualitas tulisan, membantu mengelola referensi, membantu meningkatkan berfikir kritis secara bertahap”.

("There are many potential benefits of using AI in academic writing, such as time efficiency, improving the quality of writing, helping manage references, and helping to gradually improve critical thinking.")

#### *Obstacles and Challenges:*

“Masalah keakuratan refrensi, walaupun AI bisa membantu mencari referensi atau menyarankan topik, kadang informasi yang diberikan tidak selalu sepenuhnya akurat atau relevan”.

("The issue of reference accuracy, although AI can help find references or suggest topics,

Explains how AI is lacking and the challenges of addiction to using it.



sometimes the information provided is not always completely accurate or relevant.")

"Masalah keakuratan referensi, walaupun AI bisa membantu mencari referensi atau menyarankan topik, kadang informasi yang diberikan tidak selalu sepenuhnya akurat atau relevan".

("The issue of reference accuracy, although AI can help find references or suggest topics, sometimes the information provided is not always completely accurate or relevant.")

"Tantangan yang pernah saya alami dalam menggunakan AI dalam penulisan akademik adalah bagaimana menjaga keseimbangan antara bantuan AI dan orisinalitas tulisan saya sendiri. Saat menggunakan AI seperti ChatGPT atau QuillBot, saya sempat merasa tergoda untuk langsung mengambil saran atau hasil yang diberikan tanpa benar-benar memahami atau mengolahnya terlebih dahulu"

("The challenge I have experienced in using AI in academic writing is how to maintain a balance between AI assistance and the originality of my writing. When using AI such as ChatGPT or QuillBot, I felt like I was pretending to immediately take the advice or results given without really understanding or processing it first.")

"Mungkin bisa bentuk dari dampaknya jadi bergantung ke AI karna akses yg instan dan informasinya relevan".

("Perhaps the impact could become dependent on AI because the access is instant and the information is relevant.")

"Dengan sering menggunakan AI kita jadi lebih tidak kreatif dan malas untuk

	<p>berfikir, tidak hanya itu dengan menggunakan AI juga rawan terkena plagiarisme”.</p> <p>("By frequently using AI, we become less creative and lazy to think, not only that, but using AI is also prone to plagiarism.")</p>	
<b>Perceived Ease of Use (PEOU)</b>	<p><i>Perceived competency in AI:</i></p> <p>“Mungkin bisa bentuk dari dampaknya jadi bergantung ke AI karna akses yg instan dan informasinya relevan”.</p> <p>("Perhaps the impact could become dependent on AI because the access is instant and the information is relevant.")</p> <p>“Ai sangat berpengaruh karena dapat meningkatkan kualitas tulisan, mempercepat proses penulisan, koreksi otomatis, dan meningkatkan kesadaran terhadap plagiarisme. Maka dari itu AI sangat membantu dalam mengasah kemampuan menulis saya asal digunakan dengan bijak dan tetap diiringi proses belajar mandiri”.</p> <p>("It is very influential because it can improve the quality of writing, speed up the writing process, auto-correct, and increase awareness of plagiarism. Therefore, AI is very helpful in honing my writing skills as long as it is used wisely and accompanied by an independent learning process.")</p> <p>“penggunaan AI membantu saya menulis lebih cepat dan rapi, tapi saya juga jadi khawatir terlalu bergantung. Jadi, saya tetap berusaha memahami proses menulisnya agar kompetensi saya tetap berkembang”.</p> <p>("Using AI helps me write faster and neater, but I'm also worried about relying too much. So, I'm still trying to understand the writing process so that my</p>	<p>Most students find artificial intelligence useful in honing their writing skills.</p>

	competence continues to develop.") Banyak sekali potensi dan manfaat penggunaan AI dalam penulisan akademis seperti efisiensi waktu, meningkatkan kualitas tulisan, membantu mengelola referensi, membantu meningkatkan berfikir kritis secara bertahap". (There are many potential benefits of using AI in academic writing, such as time efficiency, improving the quality of writing, helping manage references, and helping to gradually improve critical thinking.")	
<b>External Variable:</b>	"penggunaan AI yang tidak premium jadi ada limit penggunaan tertentu". ("The use of AI is not premium, so there are certain usage restrictions".)	Examining how artificial intelligence will become difficult to access.

This table presents findings that explore constructs in students' perceptions of AI use. Including how they perceive the benefits of AI, which helps them in academic writing. Each construct is represented by statements from respondents to provide an insightful picture of the current AI landscape in academic writing among students.

In the first section of the Perceived Use (PU) table, we can see how the AI in Academic Writing section shows that most students are aware of the potential benefits of the AI they use in assisting their writing.

"Banyak sekali potensi dan manfaat penggunaan AI dalam penulisan akademis seperti efisiensi waktu, meningkatkan kualitas tulisan, membantu mengelola referensi, membantu meningkatkan berfikir kritis secara bertahap". (interview, 2025)

The assistance they received shows the potential benefits of artificial intelligence in improving students' academic writing skills, as long as it can be used. Compared to traditional methods that require students to do research manually, organize ideas, write and edit repeatedly, which often takes quite a long time, AI speeds up this process by providing many of the best suggestions automatically, providing idea suggestions, and finding references quickly. This, of course, makes it easier for students to complete writing more efficiently.

Although AI offers numerous advantages in efficiency and quality, traditional methods remain essential for the development of deep and original academic writing skills. The combination of the two, with the use of AI as a tool that is controlled consciously and wisely, can provide the best results for students in improving academic writing skills.

"penggunaan AI membantu saya menulis lebih cepat dan rapi, tapi saya juga jadi khawatir terlalu bergantung. Jadi, saya tetap berusaha memahami proses menulisnya agar kompetensi saya tetap berkembang".(interview 2025)

The students' experiences also highlight the importance of awareness and self-control so that AI is used as a tool rather than a substitute for writing and critical thinking skills. This approach ensures that it can support the learning process optimally without compromising academic integrity.

The next section on Lacking and Challenges, artificial intelligence's inconsistency in finding relevant references, or sometimes none at all, is the main obstacle for students in using AI. Apart from that, excessive use has resulted in concerns about addiction to the use of artificial intelligence among students.

Masalah keakuratan refrensi, walaupun AI bisa membantu mencari referensi atau menyarankan topik, kadang informasi yang diberikan tidak selalu sepenuhnya akurat atau relevan".(Interview 2025)

All respondents admitted that although AI has provided significant benefits, the negative impact is that in the future, if there is no self-control, artificial intelligence will lead them to dependency, laziness of thinking, and other problems. This challenge emphasizes the need for important strategies in practical matters, ethical use, and maintaining the originality of writing.

"Mungkin bisa bentuk dari dampaknya jadi bergantung ke AI karna akses yg instan dan informasinya relevan".(Interview 2025)

Perceived competency. Perceptions of improving academic writing skills were visible among respondents. Most stated the benefits of using artificial intelligence, such as helping to generate ideas, and many other supporting competencies. This certainly proves how the role of AI can help students' abilities in improving the quality of academic writing. It seems like AI can be a very powerful weapon if it can be used well. Therefore, it is important to make changes in important educational technology to get more attention. Developing clear and firm AI use policies and guidelines is very important. Educational institutions must provide adequate education and training so that the academic community can utilize AI optimally, ethically, and sustainably. With this, AI can gain learning and research experience.

"sangat berpengaruh karena dapat meningkatkan kualitas tulisan, mempercepat proses penulisan, koreksi otomatis, dan meningkatkan kesadaran terhadap plagiarisme. Maka dari itu AI sangat membantu dalam mengasah kemampuan menulis saya asal digunakan dengan bijak dan tetap diiringi proses belajar mandiri". (wawancara 2025).

Concerns about dependency on AI become natural if AI is used blindly. Laziness and, death of thinking are bad impacts that occur if you cannot protect yourself from AI technology, which is supposed to be a tool that cannot possibly shift the central position of individual abilities.

"penggunaan AI yang tidak premium jadi ada limit penggunaan tertentu". (Wawancara 2025)

This is the External variable that reliance on artificial intelligence can also lead to inequality in education. Access to free and paid premium AI is very influential. It is not impossible that in the future, all AI will be paid, and if this happens, it will create new problems in the world of education.

In general, this finding is a complex interaction between optimism for the future of education and caution regarding the integration of AI in education, especially academic writing. Students are very aware of the great potential that AI offers, but on the other hand, they also face the challenge of excessive dependence on AI. Addressing this challenge through developing ethical uses of AI is important to foster an environment that supports and encourages the effective, ethical, and sustainable use of AI in education.

## DISCUSSION

This research presents a significant relationship between the use of AI and the performance of UIN Raden Mas SAId Surakarta students. Data collected by researchers proves that AI influences the quality of students' academic writing. This research is in line with Kukulska-Hulme's (2019) and Sila et al., (2023) research that the use of AI applications, as modern technology, has a big impact on student learning, effectively integrating technology to increase students' motivation and autonomy in academic writing.[21][22]

Several studies show the impact of AI on students' writing skills. Stosic, & Jankovic (2023) researched to evaluate the effectiveness of AI in improving grammar and style in academic writing. These results show a significant improvement in writing quality. Supporting the statement above (Nazari et, 2021) explains that Grammarly and ProWritingAid are widely used in professional and everyday educational environments. AI provides space for students to experiment with different language styles, sentence structures, and writing approaches. This encourages students' creative exploration in writing. Oktavia & Suseno (2024). With AI's help, students can try various variations of writing without fear of making big mistakes, because AI is ready to be a space for experimentation for students.[23][24][25]

A study by Astutik (2023) stated that apart from helping in effective writing, the use of AI not only helps aspects of the writing mechanism but also encourages students to think more critically and creatively, especially in the brainstorming process and overcoming writer's block. AI offers various alternative options, such as providing paraphrasing suggestions or suggesting stronger alternative arguments, thus requiring students to think, choose, and adapt these suggestions according to the context and purpose of writing. This process trains students' analytical skills, so that they not only receive information passively but also actively process and criticize writing. Astutik (2024) research shows that AI can facilitate students' writing process in overcoming psychological obstacles in writing, so that it can increase productivity in academic writing. Effective personalization of feedback from artificial intelligence can also have a positive influence on academic writing. Overall, AI's role in compiling academic writing creates a new paradigm in the research and education. The existence of good analysis, both in terms of experience and data, offers great potential in creating work effectiveness in a fast-paced world. However, you still need to remember that this integration must be used ethically. Almassad & Alebaikan. (2024).[26][27]

Despite the various benefits offered by the use of artificial intelligence, this use also presents various challenges. As researchers conducted research. The majority agreed with the benefits, but many said they felt dependent on AI, reducing their ability to think critically and independently. Wirawati & Nashir. (2024) note that although the use of ChatGPT can increase academic efficiency, excessive use can reduce the quality of students' analytical thinking. Still on this research, they saw terrible impacts, such as the ethical issue of using AI, where students just pick it up without understanding the context of the material being studied. Educational institutions need to provide clear training and guidance regarding the use of artificial intelligence to ensure that students continue to develop academic skills, even though they use the help of artificial intelligence. Rindaningsih et al., (2024).[28][29]

All the conveniences provided by AI make students dependent on AI for help. According to Schrock (2006), describing dependency as occurring when someone relies on certain resources, there is a trend of increasing use of AI which reached 100 million active users in two months after its launch in January 2023. Research by Daniela & Elena Litan (2025). The negative impact of dependence on the use of AI is the "Technostress" phenomenon. Namely excessive stress caused by technology such as smartphones and the like. This finding is similar to research conducted by Yunita et. all (2023).[30][31]



Apart from the AI problem, it also has the potential to create existing educational alignment where there is a divide between students who can afford Premium access and those who cannot. This gap can hinder learning experiences and marginalize disadvantaged groups. Future access restrictions will create conflict among students. Financial factors, limited access, and infrastructure also contribute to this inequality. Willingness to integrate artificial intelligence into the educational curriculum is a challenge in itself. Effectively, several strategies can be applied to teaching academic writing: *Firstly*, including AI literacy into the curriculum to prepare students to use AI responsibly. Grace et al., (2023). *Secondly*, encouraging collaborative projects that leverage AI to improve peer learning. (Yundayani et al., 2020). Students can work together to form a practice ecosystem with Sesame to improve each other's writing.[7][32]

## CONCLUSION

This research provides concrete empirical insight into the factors that influence students in using AI to improve their writing skills. The majority of students showed a positive attitude towards AI, which shows that AI has helped them a lot in various aspects of academic writing. Despite all the risks posed by AI, students believe that AI is just a tool, and the most important part of the creative process is their personality.[3]

The findings in this research have significant implications for theory, practice, and educational policy development. First, the identification of the benefits of artificial intelligence in academic writing among English Language Education students at UIN Raden Mas Said shows that there is an urgent need to increase the integration of educational technology among students and teaching staff. Second, there is a need for professional development to integrate a comprehensive and pedagogical use of AI among students. Third, ethical considerations: exploring the ethical dimensions of the use of AI in education will become increasingly important as this technology continues to develop. This is useful for ensuring data privacy and security to build trust and facilitate technology adoption in educational environments.

For Future research can explore the longitudinal effects of using AI on students' writing development or compare perceptions between different academic disciplines to get a comparison of the use of AI by EFL students with different academic disciplines, so that it can be the latest study in formulating how the use of AI can still be effective without sacrificing student humanism. The author underlines all the challenges and complexities of using AI, with integration and support from the government and related institutions, AI is certainly able to help accelerate education in Indonesia.

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