



Artificial Intelligence Application in English Writing Class: Students' Perception and Experiences

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Article Info

Received: 2026-04-08

Revised: 2026-04-25

Accepted: 2026-06-04

Keywords:

Artificial Intelligence;
English Writing;
Perceptions;
Experiences

DOI:

10.24256/ideas.v14i1.10086

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Abstract

This study aims to examine students' perceptions and experiences regarding the application of Artificial Intelligence (AI) in writing English classes. A mixed-methods approach was used to conduct this study. The population and sample consisted of students from English Language Education Study Programs at Muhammadiyah University of Bengkulu, UIN Raden Mas Said Surakarta, and IAIN Curup, with a total of 43 students. Questionnaires and interview were used as instrument to address the research questions. Questionnaires were distributed to 43 students, while only 5 students were interviewed. The data were analyzed both quantitatively and qualitatively. For quantitative analysis, the data were analyzed using simple calculations involving percentages and mean values. For the qualitative data, coding methods were employed. Based on the research findings, students generally expressed positive perceptions toward the use of ChatGPT in writing instruction. The results indicate that ChatGPT contributes to students' interest, motivation, engagement, and confidence in writing activities. Many students also believe that ChatGPT helps improve understanding, organize ideas, and enhance the overall quality of the learning experience. Additionally, some students view ChatGPT as a useful tool to support academic goals and future career development. However, not all students show a strong preference for using ChatGPT over conventional learning methods, as some remain neutral or are unsure of its effectiveness. Overall, although ChatGPT has potential as a tool to support EFL writing instruction, its effectiveness remains dependent on individual students' preferences and experiences.

1. Introduction

Writing is the activity of communicating ideas, opinions, and information through written language. It allows people to share thoughts and messages in a structured and understandable way. Writing is not only about putting words on paper, but also about organizing ideas, choosing appropriate vocabulary, and using correct grammar to make the message clear to readers. In language learning, writing is an important skill because it helps students improve their creativity, critical thinking, and ability to express themselves effectively. Writing is one of the most important language skills and serves as a primary means of expressing ideas, thoughts, and information.

In an academic context, writing plays a crucial role, as most learning activities take place in written form (Lubis, 2025). In addition to serving as a communication tool, writing is also recognized as a complex cognitive process involving several interrelated stages, including planning, organizing ideas, drafting, revising, and evaluating the final text (Asyraf et al., 2025; Siti, 2024). These stages require not only linguistic competence but also critical thinking and the ability to organize ideas logically. Consequently, many students consider writing to be one of the most difficult language skills to master.

Among the various types of academic writing, argumentative writing is considered the most challenging. According to Oshima and Hogue (2007), academic writing can be categorized into four main types: narrative, descriptive, expository, and argumentative. While expository writing focuses on objectively explaining information, argumentative writing requires students to take a stance on an issue and support it with logical reasoning and valid evidence.

This type of writing plays a crucial role in academic and professional contexts, as it helps students develop their ability to think critically, evaluate information, and construct well-reasoned arguments (Kuhn & Moore, 2015). Additionally, argumentative writing encourages students to engage with diverse perspectives, respond to counterarguments, and present their ideas in a clear and persuasive manner (Katie & Trevor, 2021).

Although argumentative writing is highly important, many students struggle to compose effective argumentative texts. Previous research has identified several common challenges, including an inability to distinguish between facts and opinions, difficulty in formulating strong thesis statements, a lack of coherence in organizing ideas, and limited ability to present relevant supporting evidence (Asyraf et al., 2025). Students often struggle with language-related issues, such as grammar, vocabulary, and sentence structure, which further affect the quality of their writing. These difficulties indicate that students need appropriate support and guidance to improve both their writing skills and their ability to construct logical arguments.

In response to these challenges, the integration of technology into language learning has been widely explored as a potential solution. One of the latest developments in this field is the use of Artificial Intelligence (AI) in education. Artificial Intelligence (AI) is defined as a branch of computer science that develops systems capable of performing tasks that typically require human intelligence, such as natural language processing, reasoning, learning, and problem solving (Russell & Norvig, 2010). Several AI-based tools have been widely used in language learning and writing activities, particularly among EFL students.

ChatGPT, developed by OpenAI, is commonly used to generate ideas, answer questions, and assist students in writing tasks. Grammarly helps users improve grammar, spelling, and writing clarity through automatic feedback. QuillBot is mainly used for paraphrasing and summarizing texts while maintaining the original meaning. Gemini, developed by Google, supports information searching and content generation for learning purposes.

Meanwhile, DeepL Translate is an AI translation tool that helps students translate texts more accurately and naturally in different languages. In the context of writing, AI-powered tools are increasingly being used to assist students in various aspects of the writing process, including idea generation, text organization, and language skill enhancement.

Among these various tools, ChatGPT has garnered significant attention due to its ability to generate text that closely resembles human writing and provide interactive support. As a generative AI tool, ChatGPT can assist students in brainstorming ideas, structuring arguments, revising drafts, and improving grammatical accuracy (Zhai, 2022). Its interactive nature allows students to receive immediate feedback and suggestions, which can enhance their learning experience and support independent writing practice. Therefore, ChatGPT has the potential to be a valuable tool in improving students' writing skills, particularly in complex tasks such as argumentative writing.

Many studies have shown that AI tools can have a positive impact on students' writing skills. For example, various studies indicate that AI can help improve grammatical accuracy, enrich vocabulary use, and support idea development through automated feedback (Golan et al., 2023). However, most of these studies tend to focus on the general use of AI in writing or emphasize its technical capabilities. Attention to how AI specifically supports the development of argumentative writing skills, which require higher-order thinking and structured reasoning remains limited.

Furthermore, existing research is largely quantitative or experimental, focusing on measurable outcomes such as test scores or writing performance. While this approach provides valuable insights, it often overlooks students' perceptions and experiences when using AI tools in the writing process. Understanding how students perceive and experience the use of AI is important, as it can influence their engagement, motivation, and overall learning effectiveness. Without this perspective, the implementation of AI in an educational context may

not fully meet students' needs.

Therefore, there remains a significant research gap in exploring the integration of AI, particularly ChatGPT, to support argumentative writing from a mixed-methods perspective. In particular, there is a lack of research that combines quantitative data with in-depth qualitative insights to examine students' perceptions and experiences. Addressing this gap is crucial for gaining a more comprehensive understanding of how AI can effectively support students in developing their argumentative writing skills.

To address this issue, this study employs a mixed-methods approach with a sequential explanatory design. This approach allows for the collection of quantitative data through questionnaires, followed by qualitative data through interviews to provide deeper insights into students' experiences. By combining these two methods, this study aims to provide a more holistic understanding of ChatGPT's role in supporting argumentative writing.

Therefore, this study aims to answer the following research questions: (1) What are students' perceptions of the use of Artificial Intelligence (AI), specifically ChatGPT, in argumentative writing instruction? (2) What are students' experiences in using ChatGPT to support their argumentative writing process? (3) To what extent does the use of ChatGPT help students improve their ability to compose argumentative essays, including organizing ideas, developing arguments, and using appropriate language? This study is expected to contribute to the existing literature by providing empirical insights into the use of AI in teaching English as a foreign language (EFL).

Specifically, this study highlights students' perceptions and experiences in using ChatGPT to write argumentative essays, an area that has been relatively unexplored in previous research. By focusing on cognitive aspects and student experiences, this study offers a more comprehensive understanding of how AI can support not only writing performance but also student engagement and the development of critical thinking skills. Ultimately, the findings of this study are expected to provide guidance for educators on how to effectively integrate AI tools such as ChatGPT into writing instruction to enhance student learning outcomes.

2. Method

Research design

The design of this research was a mixed method with explanatory sequential design. Creswell (2023) defined mix methods research as a research approach that combines both quantitative and qualitative methods to investigate a single research question or problem. This is appropriate for this study because it can answer the research questions or objectives. The first objective is to determine students' views on the use of AI, which can be answered using quantitative design through a questionnaire, while the second objective can be achieved using qualitative method through semi structure interviews.

This type of design is an explanatory sequential design because the data is first analyzed quantitatively, followed by qualitative data from the results of the second research question.

Population and sample

This research was conducted in writing classes involving second semester students of the English Department from three different universities, namely Muhammadiyah University of Bengkulu (UMB), IAIN Curup, and UIN Raden Mas Said Surakarta. The research subjects consisted of 43 students, including 20 students from UMB, 3 students from UIN Raden Mas Said Surakarta, and 20 students from IAIN Curup. Based on the data of the population in this research, participants is used of UIN Surakarta only 3 students were wiling and available to complete the questionnaire during data collection process.

All these students were selected as the research sample because they had experience in using artificial intelligence applications, particularly ChatGPT, in the writing learning process. The sampling technique in this study was used purposive sampling, as the participants were chosen based on specific criteria relevant to the research objectives.

Instrument

The instruments used in this study were questionnaires and interviews. The questionnaire was used to measure students views on the application of artificial intelligence (AI) in writing instruction, while interviews were used to identify obstacles encountered during the learning process. The questionnaire was developed based on the theory of AI advantages in improving writing skills. This instrument used a Likert scale consisting of strongly agree, agree, disagree, and strongly disagree. Before use, the questionnaire was validated through expert assessment. The questionnaire was distributed to all 43 students in the research sample.

In addition, semi structured interviews were used to explore in more depth the obstacles faced by students and lecturers in the application of AI in writing classes. Five students and one lecturer were selected as interview participants to obtain more in-depth data.

Method of data collection

Data was collected through questionnaires and interviews. The data collection procedure was as follows: (1) requesting permission from the head of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu, UIN Raden Mas Said Surakarta, and IAIN Curup; (2) providing a draft of the instrument; (3) validating the instrument; (4) asking research participants whether they were willing to be research subjects or not. The results showed that they did not mind being participants in this study; (5) distributing questionnaires via Google Form to forty-three students; (6)

interviewing five students; and (7) archiving questionnaire and interview data.

Method of Data Analysis

The data were analyzed quantitatively and qualitatively. Quantitative data obtained from the questionnaires were analyzed using descriptive statistics, including percentages, frequencies, and mean scores, to identify patterns in students' perceptions of ChatGPT in writing instruction.

Meanwhile, qualitative data from the interviews were analyzed using thematic analysis proposed by Braun and Clarke (2012). The analysis involved several stages, including familiarizing with the interview transcripts, generating initial codes, identifying recurring patterns, and developing themes related to students' perceptions and experiences in using ChatGPT. For example, responses related to generating ideas, improving grammar, and organizing arguments were grouped into themes associated with writing support benefits. This process helped the researchers comprehensively.

No	Statements	Scale				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I enjoy working on my writing assignments using ChatGPT	1 (4,7%)	5 (11,6%)	17 (39,5%)	7 (16,3%)	12 (27,9%)
2	I enjoy learning in an environment that incorporates ChatGPT	3 (7%)	4 (9,3%)	17 (39,5%)	6 (14%)	13 (30,2%)
3	I would describe using ChatGPT as interesting	2 (4,7%)	3 (7%)	17 (39,5%)	9 (20,9%)	12 (27,9%)
4	I study hard in writing using ChatGPT because I want to get a good grade	4 (9,3%)	4 (9,3%)	16 (39,2%)	8 (18,6%)	11 (25,6%)
5	I want to learn writing using ChatGPT for my future carrier	4 (9,3%)	7 (16,3%)	17 (39,5%)	3 (7%)	12 (27,9%)
6	ChatGPT makes me feel more engaged with my writing learning	1 (2,3%)	5 (11,6%)	16 (39,2%)	9 (20,9%)	12 (27,9%)
7	If given a choice, I prefer learning using ChatGPT to learning using a conventional textbook	6 (14%)	7 (16,3%)	15 (34,9%)	6 (14%)	9 (20,9%)
8	ChatGPT directly improves the quality of my learning experience in writing	1 (2,3%)	6 (14%)	17 (39,5%)	8 (18,6%)	10 (23,3%)
9	There is a connection between the ChatGPT content and specific learning objectives in learning writing	2 (4,7%)	4 (9,3%)	21 (48,8%)	6 (14%)	10 (23,3%)

10	I believe I can learn more through ChatGPT than through a textbook	4 (9,3%)	7 (16,3%)	14 (32,6%)	6 (14%)	12 (27,9%)
11	ChatGPT helps me understand topics better than textbooks	5 (11,6%)	5 (11,6%)	12 (27,9%)	9 (20,9%)	12 (27,9%)
12	I can organize course material in the writing class using ChatGPT	3 (7%)	3 (7%)	17 (39,5%)	8 (18,6%)	12 (27,9%)
13	I can intelligently criticize the ChatGPT used in learning writing	3 (7%)	4 (9,3%)	20 (46,5%)	7 (16,3%)	9 (20,9%)
14	I have changed my attitude in learning writing using ChatGPT	3 (7%)	7 (16,3%)	20 (46,5%)	5 (11,6%)	8 (18,6%)
15	I feel more confident because of this course using ChatGPT	4 (9,3%)	6 (14%)	17 (39,5%)	5 (11,6%)	11 (25,6%)

Table 1. The result of students' perception on using ChatGPT in writing class

3. Result

Based on the results of questionnaire, students generally tended to view ChatGPT positively in the context of writing instruction. However, a more in-depth analysis revealed that neutral responses consistently dominated for most items, indicating that students' perceptions have not yet solidified and remain provisional.

For the first statement, "I enjoy working on my writing assignments using ChatGPT," 1(4,7%) strongly disagreed, 5(11,6%) disagreed, 17(39,5%) were neutral, 7(16,3%) agreed, and 12(27,9%) strongly agreed. Although the combined positive responses (44,2%) were significantly higher than the negative responses (16,3%), the dominance of neutral responses indicates that this enjoyment is felt by a specific group, not majority. This suggests that ChatGPT influence on emotional engagement does exist, but it is not strong enough to alter students' overall perceptions.

Regarding the second statement, "I enjoy learning in an environment that incorporates ChatGPT," 3(7%) strongly disagreed, 4(9,3%) disagreed, 17(39,5%) are neutral, 6(14%) agreed, and 13(30,2%) strongly agreed. Compared to the first statement, the slightly higher percentage of "strongly agree" indicates stronger acceptance of the environment than of the task itself. However, the equally large neutral group suggests that this acceptance remains passive rather than fully internalized.

The third statement, "I would describe using ChatGPT as interesting," 2(4,7%) strongly agreed, 3(7%) disagreed, 17(39,5%) were neutral, 9(20,9%) agreed, and 12(27,9%) strongly agreed. With nearly half of the respondents (48,8%) expressing a positive view, this item showed one of the strongest affective responses. However, the consistent neutrality suggests that interest may be situational and does not always reflect sustained engagement.

In the fourth statement, "I study hard in writing using ChatGPT because I want to get a good grade," 4(9,3%) strongly disagreed, 4(9,3%) disagreed, 17(39,5%) are neutral, 8(18,6%) agreed, and 11(25,6%) strongly agreed. The relatively balanced distribution between positive (44,2%) and neutral responses suggests that ChatGPT supports learning efforts for some students, but not as a consistent motivator. The presence of an equal percentage of disagreement also indicates that some students do not associate ChatGPT with increased learning effort at all.

Concerning the fifth statement, "I want to learn writing using ChatGPT for my future career," 4(9,3%) strongly disagreed, 7(16,3%) disagreed, 17(39,5%) were neutral, 3(7%) agreed, and 12(27,9%) strongly agreed. This uneven distribution highlights a clear polarization: while a sizeable group highly values ChatGPT for future use, the large combined group (neutral + negative = 65,1%) does not yet see its relevance. This suggests that long-term acceptance of ChatGPT remains limited.

The sixth statement, "ChatGPT makes me feel more engaged with my writing learning," 1(2,3%) strongly disagreed, 5(11,6%) disagreed, 16(39,2%) are neutral, 9(20,9%) agreed, and 12(27,9%) strongly agreed. The relatively high positive response rate (48,8%) combined with a low level of disagreement suggests perceived more positively. However, the dominance of neutrality once again indicates that this engagement is not experienced consistently or deeply.

Responses to the seventh statement, "If given a choice, I prefer learning using ChatGPT to learning using a conventional textbook," 6(14%) strongly disagreed, 7(16,3%) disagreed, 15(34,9%) were neutral, 6(14%) agreed, and 9(20,9%) strongly agreed. Here, negative responses (30,3%) were nearly equal to positive responses (34,9%), while the percentage of neutral responses remained high. This near-balance indicates that ChatGPT has not yet gained strong preference, reinforcing its position as a supplementary learning tool rather than a dominant one.

The eighth statement, "ChatGPT directly improves the quality of my learning experience in writing," 1(2,3%) strongly disagreed, 6(14%) disagreed, 17(39,5%) are neutral, 8(18,6%) agreed, and 10(23,3%) strongly agreed. Although the positive responses (41,9%) indicate perceived benefits, they are weaker compared to items related to engagement. This suggests a gap between feelings of engagement and the perception of actual improvements in learning quality.

With regard to the ninth statement, "There is a connection between ChatGPT content and specific learning objectives in learning writing," 2(4,7%) strongly disagreed, 4(9,3%) disagreed, 21(48,8%) were neutral, 6(14%) agreed, and 10(23,3%) strongly agreed. The dominance of neutral responses, the highest among all items, indicates a lack of clarity in how students perceive the instructional relevance of ChatGPT. This suggests that students may use the tool without fully understanding its academic purpose.

The tenth statement, "I believe I can learn more through ChatGPT than through a textbook," 4(9,3%) strongly disagreed, 7(16,3%) disagreed, 14(32,6%) were neutral, 6(14%) agreed, and 12(27,9%) strongly agreed. The relatively high disagreement (25,6%) combined with moderate positive responses (41,9%) indicates divided opinions. This suggests that ChatGPT is not consistently perceived as superior to traditional learning methods.

Findings from the eleventh statement, "ChatGPT helps me understand topics better than textbooks," 5(11,6%) strongly disagreed, 5(11,6%) disagreed, 12(27,9%) were neutral, 9(20,9%) agreed, and 12(27,9%) strongly agreed. While positive responses (48,8%) are relatively strong, the equally notable disagreement (23,2%) indicates that its effectiveness in improving understanding varies significantly among students.

For the twelfth statement, "I can organize course material in the writing class using ChatGPT," 3(7%) strongly disagreed, 3(7%) disagreed, 17(39,5%) were neutral, 8(18,6%) agreed, and 12(27,9%) strongly agreed. This shows a functional advantage of ChatGPT, with relatively strong positive responses (46,5%). However, the persistent neutrality suggests that not all students actively leverage this feature.

Regarding the thirteenth statement, "I can intelligently criticize the ChatGPT used in learning writing," 3(7%) strongly disagreed, 4(9,3%) disagreed, 20(46,5%) were neutral, 7(16,3%) agreed, and 9(20,9%) strongly agreed. The dominance of neutral responses and relatively lower positive responses indicate that critical engagement remains limited, suggesting that students tend to use ChatGPT passively rather than reflectively.

The fourteenth statement, "I have changed my attitude in learning writing using ChatGPT," 3(7%) strongly disagreed, 7(16,3%) disagreed, 20(46,5%) were neutral, 5(11,6%) agreed, and 8(18,6%) strongly agreed. The combination of high neutrality and relatively strong disagreement indicates that ChatGPT has minimal impact on deeper attitudinal change.

Lastly, the fifteenth statement, “I feel more confident because of this course using ChatGPT,” 4(9.3%) strongly disagreed, 6(14%) disagreed, 17(39.5%) were neutral, 5(11.6%) agreed, and 11(25.6%) strongly agreed. Although some students report increased confidence, the large neutral group and notable disagreement suggest that confidence gains are uneven and not consistently experienced.

Overall, the results reveal a consistent and meaningful pattern: while positive responses are present across all items, they rarely dominate. Instead, neutral responses frequently represent the largest proportion, indicating that students are still in a transitional phase in adopting ChatGPT. This suggests that ChatGPT is effective in supporting surface-level aspects such as engagement and task assistance, but has not yet produced strong or stable perceptions in deeper aspects such as preference, critical awareness, and attitude change.

Positive Perceptions toward ChatGPT

Based on positive responses of the “agree” across the 15 questionnaire items, students demonstrate a moderate level of favorable perception toward the use of ChatGPT in writing instruction, with an overall mean of 15,82%. The proportion of agreement ranges from 7% to 20,9%, with higher levels found in items related to interest, engagement, and understanding (Items 3, 6, and 11; 20.9%), indicating that students are more likely to recognize the immediate and practical benefits of ChatGPT in supporting their writing activities.

Similarly, items related to effort and learning experience (Items 4 and 8; 18.6%) suggest a moderate acknowledgment of its role in enhancing the learning process. In contrast, lower agreement is observed in items associated with long-term relevance and attitudinal change, such as future use (Item 5; 7%) and attitude and confidence (Items 14 and 15; 11.6%), indicating that students are less convinced about the broader impact of ChatGPT beyond classroom contexts. Overall, despite the presence of agreement across all items, the relatively low mean and limited variation suggest that students tend to hesitate in expressing moderate agreement, reinforcing the pattern that their perceptions remain tentative and not yet fully established.

A stronger pattern of positive perception emerges from the distribution of “strongly agree” responses across the 15 questionnaire items, with an overall mean of 25.60%. The proportion ranges from 18.6% to 30.2%, with the highest level found in Item 2 (30.2%), suggesting that students show a strong acceptance of learning environments that incorporate ChatGPT.

Consistently high levels of strong agreement (27.9%) are also evident in several items related to enjoyment (Item 1), interest (Item 3), engagement (Item 6), understanding (Item 11), and organization of ideas (Item 12), indicating that a considerable number of students perceive clear and immediate benefits of ChatGPT in supporting their writing activities.

Moderate levels are observed in items associated with effort (Item 4; 25.6%) and confidence (Item 15; 25.6%), suggesting that ChatGPT contributes to motivation and self-assurance, although not uniformly across all students. In contrast, lower levels of strong agreement are found in items related to critical evaluation (Item 13; 20.9%) and attitudinal change (Item 14; 18.6%), indicating that deeper cognitive engagement and long-term impact are less strongly perceived.

Overall, the higher mean of “strongly agree” compared to “agree” responses suggests that when students express positive perceptions, they tend to do so with stronger conviction rather than moderate agreement; however, this tendency remains limited to a portion of students, as neutral responses continue to dominate across items.

Neutral Perceptions toward ChatGPT

Based on neutral responses across the 15 questionnaire items, students demonstrated a relatively high level of uncertainty toward the use of ChatGPT in writing instruction, with an overall mean of 39,79%. The proportion of neutral responses ranged from 27,9% to 48,8%, indicating that many students had not yet formed fully stable perceptions regarding the effectiveness of ChatGPT in supporting their writing activities.

The highest level of neutrality appeared in Item 9, related to the connection between ChatGPT content and specific learning objectives (48,8%), followed by Items 13 and 14 concerning critical evaluation and attitude change (46,5%). This suggests that students were still unsure about the deeper pedagogical value of ChatGPT, particularly in relation to critical thinking and long-term learning development. Similarly, high neutral responses were also found in Items 1, 2, 3, 8, 12, and 15 (39,5%), indicating hesitation in fully perceiving ChatGPT as enjoyable, engaging, or confidence-building.

Meanwhile, lower neutrality was observed in Item 11 regarding understanding topics better than textbooks (27,9%) and Item 10 about learning more through ChatGPT than textbooks (32,6%), suggesting that students tended to have more definite opinions when comparing ChatGPT with traditional learning resources. Overall, the dominance of neutral responses across most items indicates that students are still in a transitional stage of adapting to AI-assisted learning. Although ChatGPT is perceived positively in several aspects, many students remain cautious and have not yet fully internalized its role in writing instruction.

Negative Perceptions toward ChatGPT

Based on the “disagree” responses to the 15 questionnaire items, students demonstrated relatively low to moderate levels of negative perception regarding the use of ChatGPT in writing instruction, with an overall average of 11,95%. The

proportion of disagreement ranged from 7% to 16,3%, with higher levels found on items related to future use and preference for conventional learning methods (items 5,7,10, and 14; 16,3%).

This suggests that some students remain uncertain about ChatGPT long-term relevance and still prefer traditional learning approaches such as textbooks. Similarly, disagreement regarding self-confidence and learning experiences (items 8 and 15; 14%) indicates that not all students view ChatGPT as a consistently beneficial tool in supporting their writing development. Conversely, lower levels of disagreement were observed on items related to interest and organization of learning materials (items 3 and 12; 7%), suggesting that fewer students reject ChatGPT practical functions is assisting writing activities.

Overall, although disagreement was present across all items, the relatively low average suggests that negative perceptions are not dominant. However, recurring disagreement on several key aspects reflects that some students still doubt ChatGPT effectiveness and educational value.

A weaker pattern of negative perceptions is reflected in the distribution of “strongly disagree” responses across the 15 questionnaire items, with an overall average of 7,30%. The proportion ranged from 2,3% to 14%, indicating that only a small proportion of students expressed strong opposition to the use of ChatGPT in writing instruction. The highest rate of strong disagreement appeared on item 7(14%), suggesting that some students prefer conventional textbooks over ChatGPT based learning. Relatively higher levels were also found in items related to understanding and self-confidence (items 10, 11, and 15; 9,3%-11,6%), indicating that some students remain unconvinced of ChatGPT ability to enhance learning effectiveness.

Meanwhile, lower levels of strong disagreement were identified in items related to engagement and learning experiences (items 6 and 8; 2,3%), indicating that only a small number of students completely reject the interactive aspects of ChatGPT in writing classes. Overall, the low average “strongly disagree” response rate suggests that strong negative perceptions of ChatGPT are relatively limited. Nevertheless, the presence of firm disagreement on specific items indicates that resistance to AI-assisted learning still exists among some students, particularly regarding the replacement of traditional learning methods.

Regarding the interview findings, the majority of students expressed positive perceptions toward the use of ChatGPT in writing activities, although they also emphasized the importance of maintaining independent thinking and teacher guidance. Analysis and interpretation of the interview data revealed several themes related to students’ experiences in using ChatGPT for argumentative writing.

The firsts themes showed that ChatGPT helped students generate and organize ideas more effectively during the writing process. Most students explained that ChatGPT assisted them when they writing or arranging their

arguments clearly. Students also reported that ChatGPT made the writing process easier and less stressful.

"ChatGPT helps me generate ideas more easily and improve my understanding of how to structure sentences and paragraph. It also gives quick feedback, which makes the writing process faster and less stressful" (S1, S3, & S5)

"Sometimes I find it difficult to organize my ideas, and ChatGPT gives me a clearer direction." (S2)

"Yes, I enjoy working on my writing assignment using ChatGPT because it helps me find ideas and organize my writing." (S4)

These responses indicate that students perceived ChatGPT as a practical learning support tool that facilitated idea development and organization in writing activities.

The second theme revealed that ChatGPT created a more interactive and flexible learning environment. Students stated that they could ask questions anytime and receive immediate explanations, which helped them understand learning materials more efficiently.

"Learning with ChatGPT feels more interactive and flexible. I can ask questions anytime and get explanations instantly, which helps me understand topics better." (S1, S3, & S5)

"It makes the learning process more flexible because I can access explanations anytime I need." (S2)

"Yes, I enjoy learning in an environment that incorporates ChatGPT because it can make learning easier and faster." (S4)

These findings suggest that students appreciated the accessibility and responsiveness of ChatGPT, which contributed positively to their engagement in learning writing.

The third theme indicated that ChatGPT supported students in improving technical aspects of writing, such as grammar, vocabulary, and sentence structure. Students explained that they frequently used ChatGPT to revise and improve the quality of their writing.

"My experience using ChatGPT in writing has been interesting and helpful. It allows me to explore different writing styles, expand my vocabulary, and learn how to organize my ideas clearly." (S1, S3, & S5)

"I also learn new vocabulary and different ways to express my thoughts." (S2)

"It can give suggestions for grammar, vocabulary, and sentence structure." (S4)

This finding demonstrates that students considered ChatGPT beneficial in enhancing the linguistic quality of their writing.

The fourth theme showed that ChatGPT increased students' motivation to improve their writing performance. Several students explained that seeing examples of better writing encouraged them put more effort into their assignment.

"Yes, it motivates me because it helps me see examples of better writing writing, which encourages me to improve my own work." (S1, S3, & S5)

"When I see examples of better sentences or paragraphs, I feel encouraged to do better." (S2)

"Yes, using ChatGPT can motivate me to work harder on my writing in order to achieve good grades because it helps me when I have difficulties." (S4)

These responses indicate that ChatGPT functioned as a motivational support tool that reduced writing difficulties and encouraged students to participate more actively in writing tasks.

The fifth theme revealed that students believed ChatGPT could support their future academic and career goals. Students recognized that writing skills are important for higher education and professional contexts, and they viewed ChatGPT as a tool that could help them develop those skills more effectively.

"Yes, I think it can support my future academic and career goals. Strong writing skills are important in many fields, and ChatGPT helps me develop those skills by providing guidance and feedback." (S1, S3, & S5)

"It helps me improve my writing skills and makes my work more efficient." (S2)

"Writing skills are important in many fields. ChatGPT can be a useful tool, but real improvement depends on practice and hard work." (S4)

These findings suggest that students perceived ChatGPT not only as a classroom tool, but also as a resource that may support their future professional development.

However, despite the generally positive perceptions, another important theme emerged regarding the limitations of ChatGPT. Many students emphasized that ChatGPT should not replace independent thinking, teacher guidance, or personal effort. Students also expressed concerns about overreliance and the accuracy of AI-generated responses.

"However, I still try to think independently so I don't 2193el yon it too much." (S1, S3, & S5)

"I still think guidance from the lecturer is important to make sure the information is correct." (S2)

"However, I still need to check the answers because they are not always perfect." (S4)

These responses indicate that although students viewed ChatGPT positively, they remained aware of its limitations and believed that human guidance and critical thinking were still essential in the writing process.

Overall, the interview findings support the questionnaire results, which showed that students generally had positive perceptions toward the use of ChatGPT in writing instruction. Nevertheless, students' acceptance of ChatGPT remained conditional, as they continued to emphasize the importance of independent learning, teacher support, and critical evaluation when using AI-assisted writing tools.

4. Discussion

This study aims to examine EFL students' perceptions and experiences of using ChatGPT in argumentative writing. The findings indicate that while students generally expressed positive perceptions, their responses also varied, suggesting that the effectiveness of ChatGPT is not uniformly perceived. This section discusses these findings based on several key themes: motivation and engagement, effectiveness in writing, variations in student perceptions, and the limitations of AI use.

Motivation and Engagement

One of the key findings of this study is that ChatGPT contributes to students' motivation and engagement in writing activities. Many students reported that using ChatGPT made the writing process more enjoyable and encouraged them to participate more actively. This finding aligns with the views of Hatmanto et al. (2023), who argue that integrating ChatGPT into learning can enhance student engagement and create a more meaningful learning experience.

Additionally, some students demonstrated increased effort in completing writing assignments when using ChatGPT, particularly when aiming for better grades. This reflects the role of extrinsic motivation in learning. As stated by Dwivedi et al. (2023), generative AI tools can boost user productivity and support academic achievement. However, the presence of neutral responses indicates that not all students experience the same level of motivation, suggesting that individual differences—such as learning preferences and familiarity with technology—play a significant role.

Perceptions of Effectiveness in Argumentative Writing

The findings also indicate that ChatGPT is considered beneficial in supporting various aspects of argumentative writing. Students reported that this tool helps them generate ideas, construct arguments, and improve their understanding of writing topics. This aligns with the findings of Tlili et al. (2023), who highlighted that AI-based tools can enhance the quality of learning by

providing adaptive and personalized support.

Furthermore, ChatGPT's ability to provide immediate feedback helps students improve their writing skills and build confidence. This aligns with Chiu (2023), who states that AI-based tools can facilitate personalized learning experiences. Similarly, Zawacki-Richter et al. (2022) emphasize that AI can support student understanding through interactive and responsive features.

Diversity in Student Perceptions

Although the findings are generally positive, students' perceptions of ChatGPT are not uniform. Some students expressed a neutral stance, particularly regarding their preference for ChatGPT over traditional learning methods. These findings align with Susnjak's (2022) view, who argues that AI tools are more likely to complement rather than replace conventional learning approaches.

Variations in responses may be influenced by several factors, including students' digital literacy, prior experience with AI, and individual learning styles. Additionally, not all students demonstrated the ability to critically evaluate ChatGPT's outputs. While some students demonstrated an awareness of the need to verify information, others tended to rely on the tool without adequate evaluation. This aligns with Khalil and Er (2023), who state that AI can support critical thinking if students are properly guided.

Limitations and Critical Perspectives on AI Use

Another key finding of this study pertains to the limitations of using ChatGPT. Some students reported overreliance on the tool, which could undermine their ability to think independently and their writing skills. These concerns align with the findings of Kasneci et al. (2023), who highlighted that while AI offers significant opportunities in education, this technology also presents potential risks that need to be carefully considered.

Additionally, students expressed concerns regarding the accuracy of AI-generated content, indicating that the information provided by ChatGPT is not always reliable. This suggests that students need to develop critical evaluation skills when using AI tools. Therefore, the role of teachers becomes crucial in guiding students to use ChatGPT effectively and responsibly in the learning process.

Research Contributions

This study contributes to the existing literature by providing insights into students' perceptions and experiences of using ChatGPT in argumentative writing. Unlike previous studies, which have largely focused on the technical capabilities of AI or students' performance outcomes, this study highlights the importance of understanding students' perspectives in the learning process.

Using a mixed-methods approach, this study offers a more comprehensive understanding of how ChatGPT supports the development of writing skills,

particularly in terms of motivation, engagement, and the organization of ideas. The findings suggest that while ChatGPT has strong potential as a learning tool, its effectiveness depends on how it is used and how students respond to it.

5. Conclusion

The conclusion of this study is that the use of ChatGPT in English as a Foreign Language (EFL) writing classes generally contributes positively to students' learning experiences, particularly in enhancing their interest, motivation, engagement, comprehension, and confidence in writing. ChatGPT can also help students organize their ideas, develop arguments, and improve the overall quality of their writing, particularly in argumentative essays. However, not all students experience these benefits, as some still exhibit neutral or less positive responses. This indicates that while ChatGPT has strong potential as a learning tool, its utility has not yet been fully optimized and depends on how it is integrated into the learning process, as well as each student's readiness, preferences, and digital literacy. Therefore, ChatGPT should be viewed as a supplementary or supportive tool, not a replacement for conventional teaching methods.

This study has several limitations. First, the sample size was relatively small and limited to students from three universities, which may affect the generalizability of these findings. Second, this study focused primarily on students' perceptions and experiences, rather than on measuring actual improvements in writing skills. Third, the use of self-reported data via questionnaires may introduce subjective bias.

Based on these findings, it is recommended that teachers integrate ChatGPT more effectively into writing instruction by providing clear guidance and structured activities to maximize its benefits. Future research is recommended to involve a larger and more diverse sample to obtain results that are more generalizable. Additionally, further studies need to examine the actual impact of ChatGPT on students' writing performance using experimental or longitudinal designs. Researchers are also encouraged to explore how varying levels of digital literacy and learning styles influence the effectiveness of AI tools in writing instruction.

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