



Students' Perception Towards ChatGPT for Academic Writing at English Study Program FKIP Universitas Riau

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Abstract

This research aims to find out students' perception towards ChatGPT for academic writing at English Study Program, FKIP Universitas Riau. In this research, quantitative method was used and data was collected using online questionnaire from G-form. For the sample, this research used purposive sampling technique, where 73 respondents met the criteria set by the researcher so that they were used as respondents in this research. The findings show that students have a positive perception of ChatGPT, with an overall average score of 3.73 which falls into the high category. Students responded positively to the ease of using ChatGPT, improving the quality of academic writing, improving students' writing skills, helping in finding ideas or finding additional references quickly, improving grammar, helping to paraphrase so that overall, it can be said that ChatGPT is useful for students who help them in the academic writing process. However, there are some students who are still hesitant to use ChatGPT in the long run. This hesitation may be due to concerns related to the impact caused by its use such as the emergence of dependency, and the accuracy of answers that are sometimes less precise or misleading. To address this, students are advised to use ChatGPT by not rely entirely on this tool. They still need to verify information and combine it with credible academic sources.

Keywords: ChatGPT; Academic Writing; Students' Perception

Introduction

In this era, technology has developed rapidly so that it has an impact on various aspects of life, especially in the field of education. The use of technology in education is very beneficial for teachers and students because the materials available through information and communication technology (ICT) are unlimited,

allowing students to learn independently by accessing various learning resources from the internet and improving their understanding of school subject matter (Ghavifekr & Rosdy, 2015). With this technological advancement, the potential of learning resources is increasingly being utilized, so technology is an important thing that must be mastered by educators and learners as a provision in 21st century learning, especially in English language learning today.

In Indonesia, English is taught formally from elementary school to university and even becomes a compulsory course in some faculties. To help understand English materials, complete assignments, and improve language skills, students often utilize technologies such as ChatGPT (Murcahyanto, 2023). ChatGPT, developed by OpenAI, is a versatile chatbot capable of responding to questions in both text and voice (Setiawan & Luthfiyani, 2023). This technology helps students in explaining various materials, summarizing, generating ideas, translating, and improving skills such as writing, grammar, vocabulary, speaking and is also useful for academic writing (Hidayah et al., 2023; Hady et al., 2023).

Academic writing is an important skill for college students, especially for English as a foreign language (EFL) learners, as it affects academic success, scholarship opportunities, and graduation (Giridharan, 2012). However, students often face challenges such as grammar problems, limited vocabulary, and difficulty in organizing ideas. Therefore, there is a need for tools such as ChatGPT to overcome these problems, which can assist users in finding ideas, checking grammar, paraphrasing, translating, and providing feedback to improve the quality of academic writing.

Based on previous research conducted by Munawar et al., (2023), who found that ChatGPT can be used as a tool in academic writing, assisting authors in organizing material, checking writing, creating literature outlines, assisting with problem solving, paraphrasing, summarizing, assisting with literature reviews, and assisting with tasks such as formatting. However, there are some challenges in using this technology, such as the possibility of manipulating research data and creating fake articles. So, it can be concluded that this technology has a positive impact, but also brings challenges in its use.

Based on a pre-survey conducted by the researcher with 38 the sixth semester students at English Study Program, the researcher asked two main questions: "1. How often do you use ChatGPT for your academic writing?" and "2. What are the problems when you use ChatGPT in your academic writing?". Based on the results of interviews with 38 the sixth-semester students at English Study Program, 27 of them said that they use it frequently, while 11 others said that they use it sometimes. Then, 13 of them said that they trust ChatGPT by not checking their mistakes because they rely too much on ChatGPT and do not actively learn to correct their mistakes. Furthermore, the other 25 people argued that they use ChatGPT to help them correct mistakes in writing. However, sometimes the suggestions provided by ChatGPT are out of context and inaccurate. Given these problems, students may have different perception of the ChatGPT application.

Therefore, it is important to evaluate ChatGPT by conducting research on students' perception of ChatGPT in academic writing. Based on the explanation above, the researcher wants to know the perception of students in using ChatGPT as a tool in academic writing, by considering four criteria: perceived usefulness, perceived ease of use, behavioral intention and actual use. As a result, this research interested researcher to answer the research question, namely: "How are students' perception towards ChatGPT for academic writing at English Study Program FKIP Universitas Riau?".

Based on the researcher reading of several previous research articles on "perception of the use of ChatGPT for academic writing", the researcher found only 2 articles discussing this topic conducted in Indonesia, namely Hasanah & Nurcholis research (2024) and Artiana & Fakhurriana's research (2024), while others were mostly researched abroad. So that researcher has not found research on the topic of "perception of the use of ChatGPT for academic writing" conducted in Riau. Research on this topic is still rare in Indonesia. This gap is important to research because it is still rarely researched, and this research will enrich the literature on this topic. Therefore, this research aims to fill the gap, and researcher is interested in conducting research in Riau, specifically at Universitas Riau, with the research title "Students' Perception Towards ChatGPT for Academic Writing at English Study Program FKIP Universitas Riau."

Method

This research aims to find out students' perception of ChatGPT for academic writing at English Study Program FKIP Universitas Riau. A quantitative approach was used, with data collection conducted through a Likert-type closed questionnaire. The population of this research was the sixth-semester English students of Faculty of Teacher Training and Education, Universitas Riau who have used ChatGPT. In selecting the sample, the researcher used purposive sampling technique. Purposive sampling is a sampling technique using certain criteria based on the researcher consideration (Sugiyono, 2021). There were 73 sixth-semester English students who met these criteria and became respondents in this research. Which consists of class 6A with 37 students and class 6C with 36 students. Data collection was carried out through distributing questionnaires online using Google Form. The questionnaire distributed consisted of 20 question items which were divided into 4 sections based on indicators. The indicators consist of: perceived usefulness, ease of use, behavioral intention, and actual use. The questionnaire questions were adapted from Zebua, 2023, Salmi & Satiyanti, 2023 and Amanda, 2023. Students were asked to choose Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD).

The results of the questionnaire were analyzed to observe the frequency

distribution, percentage and mean of responses for each question item. The data were analyzed using Microsoft Excel 2010 and calculated manually using the formula. After getting the frequency, percentage, and mean values, the researcher calculated the average. The following is a descriptive interpretation of the average score adopted from Sozen and Guven (2019):

Table 1. Interpretation of Mean Score

No	Mean Score	Descriptive Interpretation
1	1.00 – 1.80	Very Low
2	1.81 – 2.60	Low
3	2.61 – 3.40	Medium
4	3.41 – 4.20	High
5	4.21 – 5.00	Very High

The table above shows the average score criteria categorized into five categories: very low, low, medium, high and very high. If the average score is high, then students have a positive perception. Conversely, if the average score is low, then students have a negative perception.

Results

The results of this research discuss student perception of the use of the ChatGPT for academic writing. The data was analyzed using Microsoft Excel 2010 to find the interpretation of the collected data.

a. Perceived Usefulness

The first indicator of this questionnaire is the usefulness perceived by users. This indicator consists of 5 items, namely ChatGPT is useful for academic writing, finds references quickly, checks and corrects grammatical errors, improves writing skills, and provides useful feedback. The results are presented in Table 2 as follows:

Table 2. The Findings of Perceived Usefulness

Item		Frequency and Percentage					Mean	Interpretation
		SD	D	N	A	SA		
1	I find ChatGPT useful in my academic writing.	3	1	18	24	27	3.97	High
2	ChatGPT assists me quickly finding relevant references, thereby saving my time.	5	5	10	31	22	3.82	High

3	ChatGPT is useful for correcting my grammatical errors in the in the academic writing process.	1	3	26	23	20	3.79	High
4	ChatGPT helps me to improve my writing skills.	2	5	16	37	13	3.73	High
5	ChatGPT provided useful explanations and suggestions to improve the quality of my academic writing.	0	3	18	33	19	3.93	High
Average		3.0%	4.7%	24.6%	41.4%	28.2%	3.85	High

Based on table 2, it was found that 3.08% of respondents chose strongly disagree, 4.7% disagree, 24.6% neutral, 41.4% agree, and 28.2% strongly agree. The findings also show that the highest mean is found in the first item at 3.97, which contains the statement “I find ChatGPT useful in my academic writing”. In contrast, the lowest average was found in the fifth item which contained the statement “ChatGPT helps me to improve my writing skills” with an average value of 3.73 which is classified as high. Overall, the majority of respondents felt that ChatGPT was useful in their academic writing such as helping students to find relevant references quickly, helping to correct grammatical errors, providing useful feedback to improve the quality of their academic writing as well as improving their writing skills. Finally, the mean score of the total responses is 3.85, which indicates that students' perception of this indicator is high.

b. Perceived Ease of Use

The second indicator of the questionnaire is perceived ease of use. This indicator consists of 5 items such as the features of ChatGPT are easy to use, flexible, interactions are clear and easy to understand, it is not easy to become proficient in using ChatGPT (negative statement), and comfort of use. The results are presented in Table 3 as follows:

Table 3. The Findings of Perceived Ease of Use

Item		Frequency and Percentage					Mean	Interpretation
		SD	D	N	A	SA		
6	The features of ChatGPT	1	7	8	28	29	4.05	High

	are easy to use.							
7	ChatGPT is very flexible in its use.	0	3	13	35	22	4.04	High
8	Interactions with ChatGPT are clear and easy to understand.	1	6	20	24	22	3.82	High
9	It is not easy for me to become proficient in using ChatGPT.	20	28	18	5	2	3.80	High
10	I feel comfortable using ChatGPT for academic writing.	0	5	23	25	20	3.82	High
Average		6.1 %	13.7 %	22.9 %	32.7 %	26.6 %	3.90	High

Table 3 shows that there are 6.1% of respondents who chose strongly disagree, 13.7% disagree, 22.9% neutral, 32.7% agree and 26.6% strongly agree. The highest mean value is found in the sixth item, namely 4.05 which contains the statement “The features of ChatGPT are easy to use”. The lowest mean is located on the ninth item which contains a negative statement “It is not easy for me to become proficient in using ChatGPT”, namely with a mean value of 3.80 which is classified as high. Overall, the majority of respondents felt that using ChatGPT is easy for users. In addition, respondents felt that ChatGPT was flexible in its use and interactions with ChatGPT were clear and easy to understand. Finally, perception on this indicator were the highest at 3.90.

c. Behavioral Intention

The third indicator of the questionnaire is behavioral intention. This indicator consists of 5 items, namely regarding the intention to use ChatGPT in the future, often return to using ChatGPT for academic writing, believe that they will continue to use ChatGPT in the long term, the use of ChatGPT in the writing process is a bad idea (negative statement) and will recommend ChatGPT to friends. The results are presented in Table 4 as follows:

Table 4. The Findings of Behavioral Intention

Item		Frequency and Percentage					Mean	Interpretation
		SD	D	N	A	SA		
11	I intend to use ChatGPT in the future.	0	7	21	28	17	3.75	High
12	I will return to ChatGPT often for academic writing.	0	7	21	35	10	3.65	High
13	I am confident that I will continue to use ChatGPT for academic writing.	1	13	25	25	9	3.38	Medium
14	Using ChatGPT during the academic writing process is a bad idea.	14	20	30	6	3	3.49	High
15	I would recommend ChatGPT to friends for academic writing.	2	3	22	34	12	3.69	High
Average		4.7%	14.0%	33.3%	35.8%	14.2%	3.59	High

Table 4 shows that 4.7% of respondents chose the strongly disagree option, 14.0% disagree, 33.3% neutral, 35.8% agree and 14.2% strongly agree. The item with the highest mean is the eleventh item with a mean value of 3.75 which states "I intend to use ChatGPT in the future". On the other hand, the item with the lowest mean was the thirteenth item with a mean value of 3.38 which falls into the medium category, stating "I am confident that I will continue to use ChatGPT for academic writing". Overall, the majority of respondents have the intention to continue using ChatGPT in the future and intend to use it frequently for academic writing. In addition, many respondents would like to recommend ChatGPT to their friends.

However, there were some respondents who were undecided regarding their belief in the continued use of ChatGPT. Overall, these results show that the majority of respondents have a high perception of this indicator. This is evidenced by the average result of respondents' responses of 3.59 which is still classified as high.

d. Actual Use

The last indicator of this questionnaire is actual use. This indicator consists of 5 items, such as often using ChatGPT in writing essays/articles or other academic writing, checking and correcting grammar, paraphrasing, getting additional references, finding ideas for writing topics. The results are presented in Table 5 as follows:

Table 5. The Findings of Actual Use

Item		Frequency and Percentage					Mean	Interpretation
		SD	D	N	A	SA		
16	I often use ChatGPT in my academic writing process such as essays/articles/research proposals etc.	0	10	22	27	14	3.61	High
17	I often use ChatGPT to correct grammar and spelling in my academic writing.	2	11	21	28	11	3.47	High
18	I often use ChatGPT for paraphrase purposes.	2	12	16	26	17	3.60	High
19	I often use ChatGPT to find references or additional sources of information for my academic writing.	6	9	17	26	15	3.47	High
20	I often use ChatGPT to find ideas for my writing topics	2	4	14	33	20	3.89	High
Average		3.3%	12.8%	25.2%	39.2%	21.5 %	3.61	High

The table above shows that 3.3% of respondents chose the option strongly disagree, 12.8% disagree, 25.2% neutral, 39.2% agree, and 21.5% strongly agree. Furthermore, the highest mean value was obtained from the twentieth item valued at 3.89, which contains the statement "I often use ChatGPT to find ideas for my writing topics". Meanwhile, the lowest mean scores were found in the seventeenth and nineteenth items which were both worth 3.47. Finally, the total mean value of

the responses was 3.61, which indicates that students' perception of this indicator is high.

After analyzing the results of each indicator, the researcher then summarized the overall mean into the following table:

Table 6. The Result of the Research Indicators

Indicator	Mean	Interpretation
Perceived Usefulness	3.85	High
Perceived Ease of Use	3.90	High
Behavioral Intention	3.59	High
Actual Use	3.61	High
Average	3.73	High

From table 6 above, it can be seen that the average score of student perception of the use of ChatGPT for academic writing is at a score of 3.73 which is included in the high category. In addition, the highest average score is on the perceived ease of use indicator, with an average score of 3.90. While the lowest indicator is behavioral intention, with a mean value of 3.59.

Discussion

The results showed that students' perception towards using ChatGPT for academic writing at English Study Program, FKIP Universitas Riau were in the high category, with an overall average score of 3.73. This means that the sixth-semester English students have a positive perception of the use of ChatGPT in academic writing. Students considered ChatGPT very helpful in the academic writing process, such as generating ideas, improving grammar, getting information and providing feedback to improve the quality of writing. This finding is in line with Artiana & Fakhurriana (2024) research which states that ChatGPT can help organize ideas, provide suggestions, and offer alternative phrases that enrich writing, as well as improve grammar. In addition, this finding is also relevant to Abdullayeva research (2023), which revealed that ChatGPT is able to provide writing ideas, feedback, and suggestions to improve writing style.

The ease-of-use indicator has the highest average value of 3.90, indicating that students have a positive perception of this indicator. Most respondents felt that the ChatGPT feature was easy to use, flexible, comfortable and Interactions with ChatGPT are clear and easy to understand. This is evidenced by the average scores on the sixth, seventh, ninth and tenth items, namely 4.05, 4.04, 3.82 and 3.82. This finding is in line with the research of Hasanah & Nurcholis (2023) which states that students consider ChatGPT easy to use and can improve their quality, creativity, knowledge, and skills in producing scientific work. This finding also supports the

Technology Acceptance Model (TAM), which states that users tend to accept technology if they find it easy to use, which has a positive impact on satisfaction and intention to continue using it in the future (Granic & Marangunic, 2019).

Meanwhile, the behavioral intention indicator has the lowest mean score (3.59), but is classified as high category. The questionnaire results show that the majority of students have the intention to use ChatGPT in the future, as seen in the eleventh item "I intend to use ChatGPT in the future" with an average of 3.75. In addition, they plan to frequently return to using this app in academic writing, with an average score of 3.65 on the twelfth item. They also recommend the app to their friends, as seen in the fifteenth item's average score of 3.69. However, there was hesitation on the thirteenth item "I am confident that I will continue to use ChatGPT for academic writing," which had a mean of 3.38 and fell into the medium category. This shows that although most students intend to use ChatGPT, there are students' doubts regarding consistent use in the long run. This finding is in line with the research of Yilmaz et al. (2023) and Rojas (2024), which showed that their respondents also had a moderate interest in using the ChatGPT application consistently.

Overall, this research showed that students responded positively to the use of this AI technology, which opens up great opportunities to integrate it in the classroom, especially in academic writing classes. This AI technology can potentially increase student participation, improve teachers' ability to teach, and can provide adaptive teaching strategies (Fahreni et al., 2024). In addition, ChatGPT can act as a personal tutor that helps students overcome various difficulties, such as lack of understanding of subject matter, improving grammar skills, writing skills (Hady et al., 2023), assisting in the writing process such as developing initial ideas, checking informal words, providing examples of more relevant phrases or sentences, checking writing structure, as well as offering additional information to enrich writing and other aspects that can improve writing quality.

This finding is consistent with the research of Memarian et al. (2023), which showed that ChatGPT can act as a personal tutor that can provide guidance to students, help students better understand concepts, and provide immediate feedback to correct errors, thus improving student learning outcomes. In addition, the use of ChatGPT in writing classes can also facilitate collaboration between students. In group discussions, ChatGPT serves as a tool that helps students exchange ideas, compare arguments and provide feedback to each other.

This enriched the writing learning process and improved collaboration skills when completing writing tasks together. This finding is in line with the research of Merentek et al. (2023), which showed that technology such as ChatGPT can increase students' engagement in learning, as well as provide quick access to real-time information and feedback, thereby enhancing the learning spirit of the younger generation.

However, although ChatGPT offers a lot of potential, there are some concerns regarding its use in education, such as the risk of plagiarism, over-reliance, possible

data bias or inaccurate information, as well as the potential to hinder the development of students' critical thinking skills (Memarian et al., 2023). Therefore, it is crucial for educators to design writing class activities that creatively integrate these tools to encourage students' participation and critical thinking skills. This can be done by adjusting teaching methods, strengthening examination standards, and implementing policies to prevent and address academic misconduct (Baidoo, 2023).

In addition, institutional assessment practices and protocols need to be developed to address the risks that AI-based tools pose to academic integrity (Sok & Heng, 2023). Educational institutions can also provide AI-based plagiarism detection tools to help educators identify academic integrity violations (Grassini, 2023). Furthermore, educational institutions can also train educators to understand how to maximize the potential of ChatGPT in teaching (Fahreni et al., 2024). Students also need to be taught how to use these tools effectively to maximize learning without facing the risk of academic fraud (Grassini, 2023).

Overall, these implications emphasize the importance of educator collaboration as well as the implementation of appropriate policies so that technologies such as ChatGPT can be optimally utilized without violating academic integrity.

Conclusion

Based on the findings, the sixth-semester English students of classes A and C have a positive perception of ChatGPT for academic writing. This can be seen from the average score of the questionnaire of 3.73, which falls into the high category. Students found ChatGPT helpful in ease of use, improvement of writing quality, idea search, grammar, and improving students' writing skills so overall it can be said that ChatGPT is useful for students which helps them in the academic writing process. However, there are some students who are still hesitant to use ChatGPT in the long term. This hesitation may be caused by concerns related to the impact caused by its use such as the emergence of dependence, and the accuracy of answers that are sometimes less precise or misleading. Therefore, it is recommended that users continue to verify information with credible academic sources so as not to fully rely on this tool.

This research has limitations that need to be improved in future research. Therefore, the researcher would like to provide some recommendations: For students, students are advised to use ChatGPT as a tool in academic writing because this tool allows them to get ideas, improve grammar, and provide information quickly and easily. ChatGPT also helps them check their writing by providing useful feedback and suggestions to improve the quality of their writing as well as their writing skills. Furthermore, for lecturers, lecturers are advised to integrate ChatGPT into writing classes to help students in the academic writing process, such

as providing useful feedback to improve the quality of students' writing and can improve students' writing skills. Finally, for future researchers, it is expected to develop this research by using different populations, samples, locations, and methods. For example, researchers can apply qualitative or mixed methods, as well as use interviews to gain deeper insights into students' perceptions of the use of ChatGPT in the context of academic writing.

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