



# The Use of Artificial Intelligence in Writing Classes: A Qualitative Study on the Perceptions of Lecturers and EFL

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Article Info	Abstract
<b>Article History</b> Received: 2025-10-07 Revised: 2025-11-13 Published: 2025-12-06	<p>The research aims to understand two main aspects: lecturers' perceptions of students' use of AI in writing activities, and students' own views toward these technologies. Using a qualitative research design, data were collected through semi-structured interviews with three lecturers and nine EFL students selected through purposive sampling. The researcher served as the primary instrument, engaging directly with participants to capture their authentic experiences. Data were analyzed using open thematic analysis to identify key themes and patterns emerging from participants' responses. The findings reveal a nuanced understanding of AI's role in writing education. Lecturers acknowledged the usefulness of AI in assisting students with grammar, organization, and idea generation but expressed concerns about excessive dependence, diminished creativity, and weakened critical thinking skills. Meanwhile, students appreciated AI tools such as Grammarly and ChatGPT for improving clarity, expanding vocabulary, and supporting brainstorming processes, yet noted that these tools occasionally misinterpreted topics or made their writing sound impersonal. Overall, both groups agreed that AI should function as a supportive aid rather than a substitute for human effort. The study concludes that the effective integration of AI in writing instruction requires clear pedagogical guidance, ethical awareness, and critical reflection to foster responsible and meaningful use in academic writing contexts.</p>
<b>Keywords:</b> <i>Artificial Intelligence;</i> <i>Writing Classes;</i> <i>Lecturers' Perceptions;</i> <i>Students' Perceptions;</i> <i>EFL;</i> <i>Qualitative Study;</i> <i>Language Education.</i>	

Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2025-10-07 Direvisi: 2025-11-13 Dipublikasi: 2025-12-06	<p>Penelitian ini bertujuan untuk memahami dua aspek utama: persepsi dosen tentang penggunaan AI oleh mahasiswa dalam kegiatan menulis, dan pandangan mahasiswa sendiri terhadap teknologi ini. Dengan menggunakan desain penelitian kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dengan tiga dosen dan sembilan mahasiswa EFL yang dipilih melalui purposive sampling. Peneliti berperan sebagai instrumen utama, terlibat langsung dengan partisipan untuk menangkap pengalaman autentik mereka. Data dianalisis menggunakan analisis tematik terbuka untuk mengidentifikasi tema dan pola utama yang muncul dari respons partisipan. Temuan ini mengungkapkan pemahaman yang bernuansa tentang peran AI dalam pendidikan menulis. Para dosen mengakui kegunaan AI dalam membantu mahasiswa dengan tata bahasa, organisasi, dan pengembangan ide, tetapi menyatakan kekhawatiran tentang ketergantungan yang berlebihan, berkurangnya kreativitas, dan melemahnya keterampilan berpikir kritis. Sementara itu, para siswa mengapresiasi perangkat AI seperti Grammarly dan ChatGPT karena meningkatkan kejelasan, memperluas kosakata, dan mendukung proses curah pendapat, namun menyadari bahwa perangkat-perangkat ini terkadang salah menafsirkan topik atau membuat tulisan mereka terdengar impersonal. Secara keseluruhan, kedua kelompok sepakat bahwa AI seharusnya berfungsi sebagai alat bantu, alih-alih sebagai pengganti upaya manusia. Studi ini menyimpulkan bahwa integrasi AI yang efektif dalam pembelajaran menulis membutuhkan panduan pedagogis yang jelas, kesadaran etis, dan refleksi kritis untuk mendorong penggunaan yang bertanggung jawab dan bermakna dalam konteks penulisan akademis.</p>
<b>Kata kunci:</b> <i>Kecerdasan Buatan;</i> <i>Kelas Menulis;</i> <i>Persepsi Dosen;</i> <i>Persepsi Mahasiswa;</i> <i>Bahasa Inggris sebagai</i> <i>Bahasa Asing (EFL);</i> <i>Studi Kualitatif;</i> <i>Pendidikan Bahasa.</i>	

## I. INTRODUCTION

The teachers' teaching style, writing style, subject, and classroom environment are all external elements. In English language learning, writing is a crucial skill for foreign language students to master. In language learning, mastering writing is crucial for students, as it

facilitates the learning, discovery, development, and enhancement of language abilities (Astuti & Chakim, 2023). It is very significant in the profession and in college. Writing is a key skill in language production. The importance of writing in English, a language that is widely used for sharing information around the world increases

(Windy Astuti & Chakim, 2023). Academic writing is also very important for English language learners since they need to be good at many things, such as organizing their writing, making it flow, using proper syntax, and using a wide range of words (Campbell, 2019)

Even though it's important, a lot of pupils have a hard time putting together sentences or writing paragraphs in English. Even though it's important, writing is a hard skill to learn. The level of difficulty goes up a lot when you have to cope with a foreign language. Many people think that English writing skills, especially those needed for writing academic papers, are among of the hardest to learn since they need both problem-solving skills and the strategic use of language to get your point across (Fithriani dkk., 2023). Writing is the hardest part of learning a second language. The basis of this is the careful and correct use of language that may be used for communication and is structurally correct (Dar & Khan, 2015).

While writing, students require guidance on several fronts, including topic selection, sentence structure, vocabulary, grammar usage, and proper execution. (Khairunnisa dkk., 2020) investigated the challenges faced by students in the English Language Education Department concerning essay writing, revealing that they often struggle with grammar, vocabulary, formal language usage, and the development of essay concepts. (Budjalemba & Listyani, 2020) identified two factors—internal and external—that lead to students' difficulty in academic writing in their research. Factors Contributing to Students' Difficulties in Academic Writing Class: Students' Perspectives. Internal issues include feeling anxious, not having enough information, not being driven, and not being sure of yourself. The external determinants include the educators' pedagogical approaches, writing style, topic matter, and classroom atmosphere. But it's hard to keep an eye on and give appropriate feedback on student writing because it takes time, effort, and is subjective (Lim & Phua, 2019). Moreover, English language learners struggle to maintain motivation due to insufficient time, hindering their efforts to improve their writing skills (Lee, 2017). Conversely, ChatGPT poses issues such as subpar data quality, ethical concerns, and the possibility of impeding students' critical thinking skills (Fuchs, 2024). (Dar & Khan, 2015) assert that writing is the most challenging aspect of second language acquisition. (Mijwil dkk., 2023) supported this perspective by stating, "ChatGPT was employed in research writing to generate the

introduction, abstract, codes, conclusions, organize references, enhance writing quality, and perform additional tasks." (Perkins, 2023) asserts that ChatGPT is capable of "generating new text and aiding students in the writing process." The impact of technology on human morality requires comprehensive examination. ChatGPT possesses numerous advantageous characteristics to assist students in enhancing their essay writing; yet, it also entails certain limitations that warrant critical discussion and evaluation. Academic English writing remains a challenge for students (Hamzaoui, 2021; Ruscetti dkk., 2018) and students studying English as a foreign language (EFL) face even more significant challenges (Alsied & Ibrahim, 2017). Students face obstacles in mastering English as an extra language (EAL) stemming from issues in grammar, vocabulary, and writing mechanics (Phuong, 2023). They struggle to manage information (Flowerdew, 2019) and adhere to genre-specific conventions (Finn & Avni, 2018). They also have difficulty ensuring the originality of their writing and following the rules for their genre (Finn & Avni, 2018). They also have trouble making sure that their writing is original (Liu & Wang, 2024).

To mitigate these challenges, AI writing tools have surfaced as indispensable assets for authors. Mobile AI-driven writing tools have emerged as novel solutions to the issues posed by conventional writing education approaches (Zawacki-Richter dkk., 2019). These AI-assisted writing tools enhance writing proficiency by providing automatic feedback on structure, coherence, syntax, and vocabulary. Contemporary AI software offer comprehensive instructional assistance and plagiarism detection technologies that significantly aid ESL students in enhancing their research writing abilities (Zawacki-Richter dkk., 2019). Moreover, AI technologies aid students in identifying and rectifying lexical and grammatical errors, while also suggesting alternative sentence structures to enhance the overall quality and organization of their writing, thereby facilitating accelerated writing development (Salvagno dkk., 2023). ChatGPT has been utilized in academic settings as a writing assistance tool, providing comments on style, coherence, and grammar, hence enhancing writing proficiency (Aljanabi dkk., 2023). Additionally, it plays a role in enhancing academic writing proficiency (Aydın & Karaarslan, 2022).

The impact of AI on improving English language learning outcomes has been the subject

of numerous research investigations (Sun et al., 2021; Huang A. Y. et al., 2023). For example, Huang X. et al. (2023) examined the academic performance and engagement levels of students enrolled in an AI course vs those in a non-AI course. The results demonstrate that students participating in the AI course outperformed their peers in the non-AI course in terms of academic success and involvement in learning activities. Additionally, other research have examined the impact of AI-assisted language learning tools on improving the writing skills of English language learners (Liu et al., 2021; Seufert et al., 2021; Wu et al., 2021; Fitria, 2023; Hsiao and Chang, 2023; Yan, 2023). For example, in their study of the effects of AI-supported language learning on the writing abilities of English as a Foreign Language (EFL) learners, Liu et al. (2021) discovered that the AI-assisted method significantly enhanced the writers' proficiency in writing. Adams and Chuah (2022) stated that the emergence of AI technology has generated significant interest among educational technologists over its potential applications in teaching and learning. Mushtoha et al. (2023) posited that AI can improve English teaching and learning through tailored training, immediate feedback, educational content curation, automated language assessments, and translation services.

The use of AI tools presents significant advantages in education. Researchers can instruct AI to generate outlines for papers or other writings, aiding students in organizing their thoughts for projects. Students can set reminders through AI to plan ahead, though they might need to modify the content. AI is already being used by scholars for drafting outlines and summarizing research publications, helping researchers quickly grasp key points (Sok & Heng, 2023). AI also helps with writing by coming up with article ideas. For example, Zhai (2022) used AI to help him organize and write parts of his essay. Researchers should probably take a look at AI-generated content to ensure it's accurate. AI, backed by extensive data training, can produce text that fits the context (Setiawan & Luthfiyani, 2023) and deliver precise language translations (Wu et al., 2016). The availability of AI writing tools offers a nice benefit, allowing students to improve their skills whenever they feel like it. Silva and Janes (2020) and Ali (2020) all agree that the integration of AI technology in the classroom and EFL writing instruction has the potential to significantly improve students' writing abilities and help them overcome challenges.

Despite the AI strengths, the use of AI tools presents significant challenges in education, particularly in terms of the reliability and quality of information provided. Qadir (2022) emphasizes the risk of misinformation stemming from user-generated prompts, the caliber of training data, and the constraints of applications. Consequently, it is imperative for educators and learners to rigorously evaluate AI-generated replies to ascertain their validity and efficacy. Excessive dependence on AI may impede the cultivation of vital skills, like critical thinking, problem-solving, and creativity, as students could utilize AI to fulfill tasks without engaging their own abilities (Sok & Heng, 2023). This dependence may lead to less creativity, as generative models produce solutions based on existing data patterns, hence limiting originality (Baidoo-Anu & Ansah, 2023). For example, teachers are responsible for selecting and applying suitable approaches to the writing learning process. However, in practice, writing instruction in Indonesian classrooms is often dominated by teachers (Antika, 2014).

Although automatic paraphrasing tools (APTs) can help students save time and effort, excessive dependence on them may result in poor-quality writing and hinder the achievement of learning objectives in certain writing courses. It is essential for students to understand the nuanced difference between effective paraphrasing and plagiarism when utilizing these tools (Rogerson & McCarthy, 2017).

While AI offers promising advantages, user perception is crucial. In the context of technology integration in education, particularly in language learning, educators' perceptions are especially significant. A large portion of educators continue to have negative opinions about technology and would rather not use it, which has prevented AI from being fully used in the classroom (Prensky, 2008; Kaban and Ergul, 2020; Istenic et al., 2021). They have a desire to stick to tried-and-true materials and methods (Tallvid, 2016), and resistance to implementing technology in the classroom (Hébert et al., 2021). According to research on educators' perceptions of AI generally, educators had previously been heavily influenced by the idea of AI that was spread through science fiction and the media. As a result, they believed that AI would replace their jobs rather than be used to support the improvement of learning and instruction (Luckin et al., 2016).

However, according to Panigrahi (2020), recent research has raised teachers' expectations for important developments in the field of

education, namely the integration of AI in various learning environments. Different factors, such as pedagogical beliefs, teaching experiences, past technology use, and the necessity and effectiveness of a given technology, can affect teachers' perceptions of artificial intelligence in education systems and their willingness to adopt new technology (Gilakjani et al., 2013; Ryu and Han, 2018). Yıldız (2018) suggested that teachers' enthusiasm contributed to fostering students' motivation in writing studies. Fhonna (2014, p. 27) states that teacher comments and feedback play a crucial role in enhancing students' writing abilities. This suggests that teacher feedback is among the most significant factors in helping students improve and expand their writing skills in the future. Sumakul et al. (2022) found that all participating teachers expressed positive views on the use of AI in the classroom, agreeing that it can support both teaching and student learning. Likewise, Alhalangy and AbdAlgane (2023) reported that AI has a beneficial influence on English language teaching (ELT) and learning.

Besides educators' perceptions, in the context of technology integration in language learning, students' perception is of great importance as well. Students exhibit a spectrum of perspectives, from enthusiasm regarding the enhancement of writing through generative AI to apprehensions about dependency and anxiety related to originality and authenticity (Cotton et al., 2023; Dwivedi et al., 2023). Students' acceptance or rejection of generative AI in academic writing is shaped by their perspectives, illustrating the complex relationship between students and technology (Chan & Hu, 2023). The success of utilizing AI-driven tools to improve students' English proficiency is heavily dependent on how students react to their introduction (Syahnaz & Fithriani, 2023). However, ESP students still struggle with understanding how to construct coherent and accurate English texts, which poses a significant obstacle in the classroom.

According to Zulfa et al. (2023), generative AI has improved writing quality, grammar, vocabulary, and reduced plagiarism. It has also increased engagement and fostered a good learning environment. There are still concerns about plagiarism detection and how it can affect students' credibility as writers (Khabib, 2022; Fitria, 2023). Haryanto (2019) found that his EFL students were excited about the use of AI in their classroom. Bailey et al. (2021) additionally employed narrative bots in their courses. Their research indicated that students perceived AI as

beneficial for achieving their L2 learning objectives, pertinent to their academic pursuits, and user-friendly. The digital era is transforming educational methodologies and providing innovative technologies that can assist in various capacities. Technological advancements and the Internet are revolutionizing students' writing practices in academic composition and language learning (Moore et al., 2016; Peters & Cadieux, 2019). Conversely, Wang and Wen (2023) contend that AI technology in writing can facilitate reflective thinking when properly directed. Consequently, students' perspectives of utilizing ChatGPT for essay composition serve as a vital indicator in comprehending this emerging dynamic.

The study of lecturers and students' perception of AI use in writing has been carried out several times by past researchers, such as Phan (2023) and Mutanga et al. (2024). The writer believes that this issue remains pertinent for discussion, as many students continue to rely on AI for writing purposes as an alternative approach. What makes this research different from previous research is that this research does not only focus on one perception; for example, previous research only focused on student perceptions or lecturer perceptions. Instead, this study examined the students' and lecturers' perceptions of the use of AI tools in writing classes simultaneously and how AI tools in writing classes can be used based on the lecturers' and students' perceptions

## II. METHOD

This study employs a qualitative case study method, concentrating on a particular entity: the English Language Education Study Program at FKIP, Sriwijaya University.

The participants in this study were selected using a purposive sampling technique, focusing on individuals with direct experience using AI in writing courses at Sriwijaya University, South Sumatra. The participants consisted of three lecturers—identified as HW, TR, and MY—who have taught writing-related subjects such as paragraph writing, essay writing, and academic writing, and have integrated AI tools into their teaching practices. In addition, eight students from various semesters were involved: AI, AS, FN, and FA from the 2nd semester; MH from the 4th semester; R and TD from the 6th semester; and KA and MA from the 10th semester. This combination of lecturers and students provided a comprehensive perspective on how AI is utilized and perceived in writing courses, allowing the

researcher to gain deeper insights into both teaching and learning experiences related to AI-assisted writing at Sriwijaya University.

The data collection technique in this study employed a qualitative approach, with the researcher serving as the primary instrument in gathering and interpreting data. Following Creswell (2014), the researcher was directly involved in interacting with participants and collecting information from multiple sources to gain a deeper understanding of the research problem.

The main method used for data collection was interviews, which served as a key instrument for obtaining rich and detailed information. The researcher conducted open-ended interviews with both lecturers and students, allowing for flexibility and follow-up questions based on participants' responses. This approach enabled a natural flow of discussion and provided opportunities for participants to express their perspectives freely. All interviews were recorded and later transcribed for analysis. In total, 10 interview questions were designed for both lecturers and students, focusing on their experiences, reflections, and perceptions regarding the use of AI in writing. Through this method, the researcher was able to gather comprehensive and nuanced data that captured the authentic views of participants at Sriwijaya University.

The data analysis technique in this study employed a qualitative approach, following the systematic guidelines proposed by Creswell (2014). The data were analyzed using inductive thematic analysis, which allowed themes and patterns to emerge naturally from the data without relying on predetermined frameworks or concepts.

The analysis process consisted of several stages. First, data reduction was carried out by filtering and selecting only the information relevant to the focus of the research, removing unnecessary or repetitive details. Next, during the coding phase, key concepts and recurring ideas were identified and labeled to represent specific issues found in the interview and observation data. After that, the researcher proceeded with categorization and theme development, where similar codes were grouped together to form overarching themes that reflected common patterns and shared experiences among participants. Finally, the process ended with interpretation and drawing conclusions, in which the researcher synthesized and interpreted the emerging themes in relation

to existing theories and literature to answer the research questions.

Overall, this analytical process aimed to integrate data from interviews, observations, and documentation into coherent themes that provided a comprehensive understanding of lecturers' and students' perspectives on the use of AI in writing at the Faculty of Teacher Training and Education (FKIP), Sriwijaya University.

### III. RESULT AND DISCUSSION

This section discusses the findings from the analysis of the lecturers' perceptions on the students' use of AI tools in writing classes and the students' perceptions on the use of AI tools in writing classes at the English Language Education Study Program (FKIP) Sriwijaya University Palembang, in relation to the research questions and existing literature. The results highlighted the various benefits and drawbacks encountered by both educators and learners. The conversation is structured around these themes and examines how they align with or differ from the current body of knowledge on AI in education.

#### 1. Lecturers' perceptions on the students' use of AI tools in writing classes

When AI tools enter the writing classroom, they change the way students learn and the way lecturers see their progress. Many teachers see how AI can help students feel less trapped by providing them ideas, fixing their language, and making writing flow better. But they are also worried at the same time. Some students depend too much on AI, which means they don't have to think as deeply as they do when they write. They also trust AI even when the solutions aren't exactly right. These mixed feelings show how lecturers are trying to welcome the benefits of AI while also protecting students' ability to think, create, and grow as independent writers.

#### 2. Advantages Idea Generation / Brainstorming

The lecturers all saw idea generation as one of the biggest ways AI can really help in writing classes. HW described AI almost like a friendly helper that students can turn to when they feel stuck. It doesn't just give random topics but shows them how to start, how to keep their ideas moving, and even points out what fits or doesn't fit in their writing. TR also admitted that starting a piece of writing is often the hardest part, not only for students but even for teachers themselves. In those moments, AI can give a little push—offering

themes, directions, or fresh inspiration that make the blank page less intimidating. MY agreed that AI can be useful for brainstorming and quick feedback, but also gave a gentle warning: students should not lean on it as an easy shortcut. For MY, AI works best when it's used to spark ideas, while the real effort and creativity still need to come from the students. These perspectives are strongly supported by earlier studies. Barrett et al. (2023) discovered that both students and teachers typically considered the use of AI for brainstorming acceptable, provided the student was already proficient at brainstorming or utilized the result just as a model.

### 3. Grammar And Language Mechanics

The lecturers agreed that AI helps students write more smoothly and accurately. HW noticed that students' grammar, vocabulary, and flow improved when they used AI. HW's observation of smoother writing flow. Similarly, (Park, 2019) Stated that, with regard to English teachers, the AI-based grammar checker is very helpful to support their teaching-learning process, especially in writing class, by reducing the workload of checking minor grammar errors and concentrating on giving feedback on the overall writing quality. MY thought AI was a useful tool for making paragraphs clearer, boosting vocabulary, and making the whole thing more coherent. TR stated that it can assist with grammar, structure, and tone; however, it also advised students to exercise caution and not rely on it excessively. Overall, there was a strong belief that AI served as a remarkable tool capable of helping individuals improve their language and grammar skills, as long as it was used as a supportive guide rather than a means to rush through tasks.

### 4. Skill Development Focus

The instructors viewed AI as an esteemed companion in guiding students toward the refinement of their writing skills. Homework highlighted essential skills, affirming that it elevates students' mastery in grammar, punctuation, and sentence structure. I noticed the swift capabilities of AI in pinpointing errors, enriching vocabulary, and promoting seamless paragraph coherence. TR advanced the argument by asserting that AI not only enhances writing but also provides children

with innovative and superior thoughts that augment their creativity. These experiences corroborate findings from prior studies: Generative AI techniques have demonstrated efficacy in mitigating writer's block, augmenting creativity, and enhancing the overall coherence and quality of academic works (Yan 2023).

### 5. AI Used For Feedback

Lecturers HW and MY highlighted the incredible benefits of AI tools like ChatGPT in boosting the efficiency and speed of delivering structured feedback on student writing, focusing on key elements such as topic sentences, supporting facts, coherence, and cohesion. TR, however, noted some practical challenges, like the struggle with uploading lengthy texts and the lack of premium accounts among students, which limits the effectiveness of AI in peer or self-evaluation. Recent research underscores these viewpoints, demonstrating that the time efficiency of AI-generated feedback can be especially beneficial in large classes where delivering personalized feedback by the instructor is logistically demanding and time-intensive. (Escalante, 2023).

### 6. Disadvantages Loss of Motivation and Creativity

The lecturers expressed a shared concern that an overreliance on AI could diminish students' motivation and creativity. HW observed that certain students have ceased to engage in the art of crafting sentences or organizing their writing, as they anticipate AI to handle it on their behalf. MY also observed this in class, where students occasionally regard AI as an easy way out, hindering their ability to deeply contemplate their ideas. TR was the most critical, explaining that many students just copy and paste what AI gives them. When asked to explain their work—even in thesis writing—they often couldn't, showing that they didn't fully understand what they had written. These experiences reflect what other researchers have also found. Studies by Kasneci et al. (2023) warn that too much dependence on AI can reduce independence and critical thinking.

### 7. Dishonesty and Lack of Accountability

The teachers said that many students use AI to copy outcomes without thinking about them or making changes. HW noted that

ethical rules alone were not enough, MY pointed out that relying too much on AI makes it harder to think critically, and TR had to deal with students turning in work that was fully made by AI. Research corroborates these concerns: Lund (2025) found that students often think that using AI is a small crime, while Balalle (2025) stressed how hard it is to tell if something was made by AI.

#### 8. Reduced Comprehension

The lecturers observed that many students use AI unethically, often copying and pasting outputs without reflecting or understanding the content. HW noted that even with clear guidelines, students ignored the rules; MY highlighted that over-reliance on AI reduces critical thinking, and TR found students submitting entirely AI-generated work. Research backs this up too: Nguyen (2024) found that heavy AI use can reduce creativity and ownership, and AI can greatly reduce the workload of manually scoring each essay (Hockley, 2018).

#### 9. Reduced Writing Engagement

The lecturers noticed that relying too much on AI can make students less engaged in their writing. HW mentioned that students really need to think carefully about AI suggestions instead of just using them as-is. MY said that relying too much on AI can make it harder to think critically, and TR said that some students rely on AI so much that they don't do much of their own work. Research corroborates these concerns: Rudolph et al. (2023) noted that overreliance on AI-generated content could lead to reduced critical engagement and a superficial understanding of the writing process.

#### 10. Students' Perceptions On The Use Of AI Tools In Writing Classes

When students sit down to write with AI tools in their classes, it can feel like having a helper right there with them. Many say it's a relief when ideas start to feel stuck—AI can give them suggestions, fix grammar, and help their sentences flow more naturally. But things don't always go as planned. Some people are afraid that they won't be able to think deeply or write down their own ideas if they rely too much on AI. Some people know that AI can make mistakes, so they ponder about it for a time. Many students think of AI as a helpful companion, but it really shines

when they use it correctly and let their own ideas and creativity come through.

#### 11. Advantages Grammar And Punctuation Correction

The students feel that AI tools really make writing easier and less stressful, especially when it comes to grammar and punctuation. They said that using tools like Grammarly and ChatGPT helps them organize their sentences better and gives them more confidence in their work. These experiences are underpinned by extensive research. Park (2019) revealed that AI-driven grammar checkers can elegantly aid learners in refining their writing and elevate their learning approaches for independently cultivating grammatical comprehension. Zhang (2025) revealed that AI feedback assists students in developing essential writing skills, resonating with students' beliefs that AI enriches their ideas and language. Putra (2023) says that AI can help students learn about language, structure, and concept formation, but only if they use it actively and think about each proposal instead of just following it.

#### 12. Learning From AI Suggestion

The students' experiences show that AI has become more than just a writing tool — it has become a learning companion. Many of them said that AI feedback helps them notice their mistakes, think more critically, and understand how to improve their writing. Some students, like AI and AS, learned to pause and reflect before accepting suggestions, which made them more careful and confident writers. Others, like FN, preferred to write on their own but still used AI for ideas and structure. MA, MH, and TD especially valued how AI explained their errors, helping them learn from those corrections instead of just fixing them. Moreover, Kasneci et al. (2023) posited that the pinnacle of AI's educational worth resides in its capacity to cultivate metacognitive skills, including self-monitoring and error analysis—insights that elegantly align with the current findings. The insights shared by the students, especially those from AI, AS, and MA, elegantly illustrate that they embraced AI suggestions as inspirations for contemplation, rather than substitutes for human intellect.

### 13. Writing Confidence Increase

Most of the students thought that using AI tools made them much more confident in their work. They said that AI makes them feel better about language, style, and clarity, which makes them less stressed and lets them focus more on content and creativity (AI, AS, FN, MA, TD). AI also helps students organize ideas, plan texts, and find better ways to express themselves, which makes starting and developing writing less intimidating (AS, MH, R). Some students, however, noted that their confidence is also shaped by experience, reading, and prior writing practice, suggesting that AI acts as a supportive aid rather than the sole factor in developing self-assurance (KA). These experiences resonate with prior studies indicating that AI can elevate focus and boost motivation, ultimately enhancing learning performance. Students who embrace a growth mindset understand that their capabilities can be enhanced through dedication and education (Chen, 2024).

### 14. Real-time feedback

Students often discover that AI writing tools such as Grammarly and ChatGPT are incredibly advantageous, as they provide quick feedback, making the writing process smoother and more enjoyable. A plethora of customers have expressed their satisfaction with how AI proficiently assists them in detecting grammatical errors, enhancing sentence structure, and stimulating novel thoughts during creative blockages. For instance, AS emphasized how AI enables reserved or uncertain students to embark on their writing journey, while FN conveyed their gratitude for structuring their thoughts yet still relishes the assistance of AI in revealing grammatical nuances. Some individuals, such as FA and MA, found that AI's suggestions elevated their writing, making it clearer and more expressive, leading to a beautifully refined final product. R mentioned that ChatGPT is an absolutely amazing "tutor" that can offer you advice, explanations, or feedback whenever you desire it. TD added that using AI often makes their drafts a lot better. These experiences are supported by research. AI-generated content systems can significantly enhance the critical writing skills of undergraduate students when utilized as structured feedback interventions (Zhang, 2023). In a previous study, Dai et al. (2023) used ChatGPT to provide corrective feedback

in undergraduate writing. They found the GenAI feedback to be more readable and detailed than instructor feedback, but still maintained high agreement levels with instructor feedback on certain (but not all) aspects of student writing.

### 15. Brainstorming And Idea Generation

The students say it very well: AI tools are very important for improving thinking and coming up with new ideas during the writing process. AI said that even though they have some issues, tools like ChatGPT can be very useful for coming up with ideas and starting projects, as long as people are careful when they use them. As shown by AS, AI can also help you think of new ideas, rewrite, and learn new words. It can be useful at different stages of the writing process. When you compare these results to those of other studies, you can see that many of them agree that AI can help with thinking. Foreign English teachers knew that AI chatbots were good at coming up with new ideas and using polished language, but they liked the brainstorming ideas that students came up with better because they were more in-depth, made more sense, and had more room for growth (Karanjakwut, & Charunsri, 2020y).

### 16. Disadvantages Inaccurate Topic Understanding

The students shared similar frustrations about AI writing tools struggling to truly understand the topics they were working on. For example, AI and FA said that the tools often get their meanings wrong and respond in a way that seems inappropriate or off-topic. AS and FN also noticed that AI gives general or useless answers sometimes, especially when it doesn't fully "get" the context of the task. FN even said that AI-suggested sources, like journal links, might be wrong or not exist at all, so students need to check everything themselves. KA and MA also said that AI doesn't always understand the details of complicated topics, which can lead to advice that isn't clear or accurate. MH and R saw that AI writes a lot in a formal, general way, which can make the text seem impersonal. Then TD said that if you write too much like AI, your writing can lose its own style and sound fake or robotic. What these kids said is in line with what experts have found. Ashurafat et al. (2023) say that this kind of abuse could turn learning into just making output that might be

false and misleading instead of gaining, applying, and critiquing knowledge.

#### 17. Risk of over-reliance

From talking to the students, it's clear that AI writing tools bring both fun and problems. On the plus side, many students, like AS and R, said that AI has helped them find language mistakes, organize their thoughts better, and come up with new ways to say what they mean. TD shared that AI offers swift, refined suggestions that are incredibly useful when he encounters a block, serving as a supportive companion throughout the writing journey. However, there's an exciting twist to the tale. Many students expressed that relying on AI can be quite effortless. A number of students agreed that AI can be used too much. AI, FN, FA, MA, MH, and TD described times when they found themselves depending on AI simply because it was there—because it was easy. Some even said it made them feel “lazy” or less motivated to think through their writing on their own. KA pointed out a practical worry too: if you rely entirely on AI, it can cause problems with plagiarism or get in trouble with rules against AI use. These experiences aren't just anecdotal—they reflect what researchers have found. Studies by Lund (2025) and Zhai (2024) show that leaning too heavily on AI can dull critical thinking and analytical skills, because students might accept AI suggestions without really questioning them.

## IV. CONCLUSION AND SUGGESTION

### A. Conclusion

The findings of this research reveal that both lecturers and students at Sriwijaya University's English Language Education Study Program hold balanced and reflective views toward the integration of AI in writing courses. They acknowledge that AI brings significant benefits—such as improving grammar, generating ideas, providing quick feedback, and enhancing writing fluency—but also recognize its potential drawbacks related to overreliance, reduced creativity, and weakened motivation.

Lecturers perceive AI as a supportive teaching tool that facilitates student learning and creativity, yet they express concern that excessive dependence on AI may hinder students' critical thinking and sense of responsibility. Similarly, students find AI tools like Grammarly and ChatGPT helpful

companions that boost their confidence and make writing less intimidating. However, they also admit that AI sometimes produces irrelevant or mechanical suggestions and may lead to laziness or reduced engagement in independent thinking.

Overall, both groups share the belief that AI should be seen as a complementary aid rather than a replacement for human effort and intellectual engagement. They agree that AI is most effective in the early stages of writing—such as brainstorming, organizing ideas, and refining grammar—but cannot substitute the depth of understanding and creativity that come from genuine learning.

This shared awareness highlights the importance of responsible and guided use of AI in academic contexts. The study concludes that clear institutional guidelines are essential to prevent misuse and to ensure that AI serves as an educational ally rather than a crutch. When used thoughtfully and within appropriate boundaries, AI can enhance the learning process and empower both lecturers and students to develop their writing skills more effectively.

### B. Suggestion

Based on the study's findings, several recommendations can be made to promote responsible and effective use of AI writing tools in academic settings.

First, students are advised to use AI as a supportive learning companion, not as a shortcut. While tools like Grammarly or ChatGPT can assist with grammar, vocabulary, and idea generation, students should remain critical and reflective in evaluating AI's suggestions. By actively engaging with these tools rather than copying results, students can strengthen their writing confidence and maintain their authentic voice.

Second, lecturers are encouraged to guide students in developing critical awareness of AI usage. Instead of prohibiting AI, lecturers can integrate it into teaching practices by encouraging students to analyze AI-generated feedback, discuss their revisions, and reflect on their decision-making process. This approach helps students understand both the strengths and limitations of AI, while fostering autonomy and academic integrity.

Third, both students and lecturers should recognize that AI cannot replace human creativity and critical thinking. Lecturers can design activities that emphasize independent

thinking and originality, while students should challenge themselves to draft their ideas before relying on AI assistance.

Lastly, open dialogue and collaboration between students and lecturers are essential. Clear discussions about responsible AI use will help establish shared understanding and expectations. By working together, both parties can ensure that AI becomes a constructive and empowering educational tool one that supports learning, builds confidence, and encourages genuine intellectual growth.

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