

STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS THE USE OF CHATGPT IN LANGUAGE WRITING

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ABSTRACT

The rapid development of artificial intelligence (AI) has influenced language learning, particularly in writing activities. This study aimed to investigate students' perceptions and attitudes toward the use of ChatGPT in writing tasks. The study employed a descriptive qualitative approach using both closed-ended and open-ended questionnaire data. The participants were 30 sixth-semester students of the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten. Data were collected via an online questionnaire administered through Google Forms, comprising both closed-ended and open-ended questions. Responses from the closed-ended questionnaire were summarized using frequencies and percentages, while data obtained from the open-ended questionnaire were analyzed using thematic analysis. The findings revealed that most students had positive perceptions of ChatGPT, particularly for generating ideas, organizing writing, improving grammar, and supporting various stages of the writing process. Students also showed generally positive attitudes, particularly regarding comfort, confidence, and reliance on ChatGPT as a writing assistant, although some uncertainty about its long-term impact was evident. However, concerns regarding dependency, plagiarism, reduced critical thinking, and inaccurate information were also identified. Therefore, guidance and AI literacy are necessary to promote ethical and effective use of AI in academic writing.

Keywords: Artificial Intelligence, ChatGPT, Students' Attitudes, Students' Perceptions, Writing Skills

A. INTRODUCTION

Writing is considered one of the essential skills in language learning because it allows students to express ideas, communicate information, and demonstrate their language competence. In academic contexts, writing also plays an important role in helping students organize their thoughts and develop critical thinking abilities. According to Bezbaruah (2025) Writing requires students to express their ideas clearly while maintaining linguistic accuracy. This indicates that writing is not only a productive language skill but also a complex cognitive process involving idea development, language organization, and

grammatical competence. Therefore, the ability to write effectively is important for supporting students' academic achievement and overall language development.

Despite the importance of writing skills, many students still experience difficulties in writing activities. Learners often struggle to develop ideas, organize their writing, and maintain grammatical accuracy in their texts (Derakhshan & Karimian Shirejini, 2020). These challenges can affect students' confidence and make the writing process more demanding, particularly in second-language learning contexts. As a result, some students have begun using AI-based tools such as ChatGPT to assist them during writing activities, especially for generating ideas and overcoming writer's block (Werdiningsih, Marzuki, & Rusdin, 2024). Recent developments in digital technology have significantly transformed modern classroom environments and influenced how teaching and learning are conducted. Educational activities are no longer limited to conventional face-to-face interaction, as digital platforms now provide more flexible and accessible learning experiences for students. This transformation is particularly evident in language learning, where digital tools help students access information, practice language skills, and complete writing tasks more efficiently. According to Kalyani (2024) The integration of digital technology has reshaped classroom practices and expanded learning opportunities beyond traditional classroom boundaries. In addition, Yadav (2024) explains that modern learning spaces have become more interactive and adaptable through digital innovation. These developments indicate that technology is not merely an additional learning medium but an important component in supporting communication, collaboration, and language learning activities. Therefore, the integration of digital technology into language education is increasingly considered essential to improving the effectiveness of teaching and learning.

Among the digital innovations currently used in education, artificial intelligence (AI) has become one of the most widely discussed developments, particularly through AI-based tools such as ChatGPT (Grassini, 2023). ChatGPT is capable of generating human-like responses, answering questions, and assisting users in various language-related tasks (Bansal et al., 2024). In language learning contexts, its use has attracted increasing attention because it can support students during writing activities and help them organize and develop their ideas more effectively. Rahman and Watanobe (2023) state that ChatGPT can provide automated explanations and responses, making it a potentially useful learning support tool. Furthermore, its accessibility and ease of use allow students to utilize it for problem-solving and second-language writing activities (Song & Song, 2023). These characteristics suggest that ChatGPT may function not only as an information provider but also as a supportive tool that influences students' learning experiences and writing practices.

Although ChatGPT offers several potential benefits in language learning, its use in academic writing has also raised various concerns. The increasing use of AI in educational settings has triggered debates regarding students' critical thinking, creativity, and academic independence (Suryanto et al., 2025). Some researchers argue that excessive reliance on AI tools may reduce students' ability to think critically and develop original ideas independently (Zhai et al., 2024). In addition, the emergence of AI-based chatbots such as ChatGPT has intensified discussions about academic ethics, plagiarism, and the responsible use of technology in educational contexts (Zeb et al., 2024). These concerns indicate the importance of understanding how students perceive and respond to the use of AI-assisted tools in writing activities. Students' acceptance of technology is often influenced by their perceptions of its usefulness and ease of use. Users are more likely to adopt a technology when they perceive it as useful and easy to

use (Choung et al., 2023). In addition, Alyoussef (2021) explains that technology adoption tends to increase when users believe the technology can improve their performance and facilitate their learning. In the context of AI-assisted learning, students' perceptions and attitudes toward ChatGPT may influence how they utilize the tool in writing activities. Therefore, understanding students' responses to using ChatGPT is important for evaluating its role in language learning and academic writing practices.

Given this context, understanding students' perceptions and attitudes toward using ChatGPT in writing activities has become increasingly important. As AI-assisted tools continue to expand in language learning, students' responses toward these technologies may influence their use in academic writing practices. Therefore, the present study investigates sixth-semester students' perceptions and attitudes toward using ChatGPT in writing tasks within the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten.

B. METHOD

This study employed a descriptive qualitative design to explore students' perceptions and attitudes toward the use of ChatGPT in English writing (Tisdell et al., 2025). The study aimed to explore students' perceptions and attitudes toward the use of ChatGPT in English writing. The participants were sixth-semester students enrolled in the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten. The respondents were purposively selected because they had experience using ChatGPT during writing activities. Purposive sampling was used to select participants who were considered relevant to the objectives of the study (Ahmad & Wilkins, 2025). In total, 30 students participated in this study.

The primary instrument used in this study was an online questionnaire administered through Google Forms. The questionnaire consisted of closed-ended and open-ended questions. The closed-ended questions were designed to measure students' perceptions and attitudes toward the use of ChatGPT in writing activities, particularly regarding its usefulness and ease of use. A five-point Likert scale ranging from "strongly disagree" to "strongly agree" was used to collect closed-ended responses. Meanwhile, the open-ended questions were intended to elicit more detailed responses about students' opinions and experiences with ChatGPT in writing activities. Data obtained from the open-ended questions were used to support and enrich the descriptive response patterns from the closed-ended items. After all responses had been collected, the data were analyzed using both descriptive and thematic analysis techniques.

The data obtained from the questionnaire were analyzed using descriptive and thematic analysis methods. Descriptive analysis was employed to examine the data collected from the closed-ended questions, while thematic analysis was used to analyze the responses obtained from the open-ended questions. While, responses from the closed-ended questionnaire items, which were measured using a five-point Likert scale, were analyzed descriptively by calculating frequencies and percentages for each response category. This analysis aimed to identify patterns and trends in students' perceptions and attitudes toward the use of ChatGPT in writing activities. The results were then presented in tables to facilitate data interpretation and provide a clear overview of the distribution of students' responses. The response distributions were further categorized to determine the overall tendency of students' perceptions and attitudes toward ChatGPT.

Meanwhile, responses from the open-ended questions were analyzed using thematic analysis. The analysis began with reading all responses several times to gain a comprehensive understanding of the data. The responses were then reviewed, coded, and grouped into themes based on recurring patterns and shared meanings related to students' experiences of using ChatGPT during different stages of the writing process. After the themes had been identified, they were examined and refined to ensure that they accurately represented the participants' responses. The identified themes were subsequently interpreted to provide deeper insights into students' opinions, experiences, and attitudes regarding the use of ChatGPT in writing activities. By combining descriptive and thematic analysis, this study aimed to obtain a more comprehensive understanding of students' perceptions and attitudes toward the use of ChatGPT in English writing tasks.

C. FINDINGS AND DISCUSSION

This section presents the study's findings based on questionnaire responses from 30 students. The results describe students' perceptions and attitudes toward using ChatGPT in writing tasks.

1. Students' Perceptions toward the Use of ChatGPT

Students' perceptions toward the use of ChatGPT in writing activities are presented in Table 1. The results indicate that most responses fall within the Agree and Strongly Agree categories across all statements, showing generally positive perceptions toward ChatGPT as a writing support tool.

Table 1. Students' Perceptions toward the Use of ChatGPT					
Statements	SD	D	N	A	SA
Helps generate ideas	0%	3,3%	10%	66,7%	20%
Improves organization	0%	3,3%	23,3%	66,7%	6,7%
Improves grammar accuracy	0%	0%	53,3%	33,3%	13,35%
Enriches vocabulary	0%	3,3%	36,7%	46,7%	13,3%
Improves overall quality	0%	0%	40%	46,7%	13,3%
Supports writing structure	0%	0%	23,3%	63,3%	13,3%
Effective writing tool	0%	0%	33,3%	53,35%	13,3%

ChatGPT as an Idea Generation Tool

The statement “Helps generate ideas” received the highest positive response, with 86.7% of students selecting Agree and Strongly Agree. This indicates that the majority of students perceive ChatGPT as an effective tool for supporting idea generation during the writing process. This outcome is in line with process writing theory, which highlights the value of pre-writing exercises in assisting students in developing concepts prior to drafting (Trang & Barrot, 2024). Additionally, it validates earlier research demonstrating that AI technologies might help students overcome writer's block and start writing assignments more successfully (Deep & Chen, 2025).

ChatGPT as a Writing Organization and Structure Assistant

Furthermore, 73.4% of students agreed that ChatGPT improves organization, while 76.6% agreed that it supports writing structure. These results suggest that students use ChatGPT not only for generating ideas but also for organizing and structuring their writing outputs.

This indicates that ChatGPT functions as a cognitive support tool that helps students manage the writing process more efficiently (Werdiningsih, Marzuki, Indrawati, et al., 2024). In contrast, responses to the statement regarding grammar accuracy show a different pattern, where 53.3% of students were neutral, while 46.6% expressed agreement or strong agreement. This suggests that students are uncertain about the effectiveness of ChatGPT in improving grammatical accuracy. Although they acknowledge its usefulness, they still perceive the need for human verification and revision of AI-generated text. This reflects principles of digital literacy, particularly the importance of critically evaluating machine-generated outputs (Marín & Castaneda, 2023).

ChatGPT as a Writing Process Support Tool

Beyond idea generation and structure, data obtained from the open-ended questionnaire reveal that students perceive ChatGPT as a tool that supports them across all stages of the writing process, including pre-writing, drafting, revising, and editing. P1 stated,

“In pre-writing, I use it to find ideas. In drafting, I use it to help develop sentences. In revising, I check if my writing is clear. In editing, I fix grammar and vocabulary.” (P1)

Similarly, P2 explained,

“I usually use ChatGPT in the pre-writing, drafting, and revising stages. In pre-writing, it helps me generate ideas and organize them.” (P2)

These responses suggest that students do not perceive ChatGPT as a single-purpose tool, but rather as a continuous cognitive support system that assists them throughout the writing process. This aligns with process writing theory, which conceptualizes writing as a recursive process involving planning, drafting, revising, and editing (Ferris & Hedgcock, 2023). The use of ChatGPT across these stages indicates that AI functions as a scaffolding tool that supports students' writing development.

ChatGPT as a Tool for Writing Efficiency and Language Learning

In addition, students emphasized the functional benefits of ChatGPT in improving writing efficiency and overcoming writing difficulties. Many participants stated that ChatGPT helps them generate ideas, organize thoughts, and complete writing tasks more quickly.

P3 stated, *“I use ChatGPT because it helps me generate ideas, improve grammar, and make writing faster and easier.”* (P3)

P4 explained, *“It gives me ideas when I feel stuck, helps me write sentences, and checks my grammar.”* (P4)

These responses indicate that students perceive ChatGPT as a practical writing tool that reduces cognitive load and facilitates writing production. This finding aligns with previous research suggesting that AI-assisted tools support learners by improving writing efficiency and idea development (Zhao, 2025).

ChatGPT as a Language Learning Support Tool

Furthermore, students also perceived ChatGPT as beneficial for their language learning development. They reported improvements in grammar understanding, vocabulary acquisition, writing skills, and overall learning processes.

P5 stated, *"It helps me learn faster and improve my writing, but I should not depend on it too much."* (P5)

P6 explained, *"ChatGPT helps me understand ideas more easily, improve my writing skills, and learn new vocabulary."* (P6)

These findings suggest that students perceive ChatGPT not only as a writing assistant but also as a learning support tool that contributes to language development. However, the presence of caution in students' responses indicates an awareness that AI should be used as a supplement rather than a replacement for independent learning. This result is in line with other research on the dangers of relying too much on AI in the classroom (Su & Yang, 2023). The findings from the open-ended questionnaire demonstrate that students' perceptions of ChatGPT are multidimensional. Across the four dimensions identified, ChatGPT is perceived as an idea generation tool, a writing organization and structure assistant, a process support tool, and a facilitator of writing efficiency and language learning. Collectively, these dimensions indicate that students' position ChatGPT as a complementary tool that supports, but does not replace, their own writing competence.

2. Students' Attitudes toward the Use of ChatGPT

Students' attitudes toward using ChatGPT are presented in Table 2. The responses show a tendency toward Neutral, Agree, and Strongly Agree categories.

Table 2. Students' Attitudes toward the Use of ChatGPT

Statements	SD	D	N	A	SA
Comfortable using ChatGPT	0%	0%	36,7%	50%	13,3%
Confident using ChatGPT	0%	0%	36,7%	43,3%	20%
Feel guilty using ChatGPT	0%	6,7%	46,7%	33,3%	13,3%
Worry reduces ability	0%	3,3%	50%	30%	16,7%
Allowed with guidelines	0%	0%	50%	46,7%	3,3%
Continue using in the future	0%	3,3%	60%	30%	6,7%
Negatively affect learning	3,3%	10%	46,7%	40%	0%
Rely when facing difficulties	3,3%	0%	43,3%	53,3%	0%

Positive Acceptance of ChatGPT as a Writing Assistant

Students' attitudes toward using ChatGPT show a generally favorable but cautious acceptance. Table 2 indicates that 63.3% of students felt comfortable using ChatGPT, while 63.3% also reported feeling confident in using it for writing tasks. These findings suggest that most students perceive ChatGPT as easy to use and supportive in assisting their writing process. This aligns with the Technology Acceptance Model (TAM), which posits that perceived usefulness and ease of use significantly influence users' acceptance of technology (Tiwari et al., 2023). This implies that students' familiarity with digital tools contributes to their positive acceptance of AI-assisted writing. Furthermore, 53.3% of students agreed that they rely on ChatGPT when facing writing difficulties. This indicates that ChatGPT functions as a scaffolding tool that helps students overcome writing obstacles by providing ideas, examples, or linguistic support. In this sense, ChatGPT reduces cognitive load and

assists learners in completing tasks that may exceed their current writing competence, which is consistent with findings in AI-supported learning literature (Zou & Huang, 2023).

Students' Uncertainty about the Long-Term Impact of ChatGPT

However, several items show a relatively high proportion of Neutral responses, particularly regarding concerns about learning impact and future use. For instance, 46.7% of students remained neutral regarding whether ChatGPT negatively affects learning, while 60% were neutral about their intention to continue using ChatGPT in the future. Additionally, 50% of students were neutral regarding whether ChatGPT reduces writing ability. These results indicate that students' perceptions of AI in education are still developing, and they remain uncertain about its long-term implications for their writing development despite recognizing its benefits. This finding reflects previous studies suggesting that although students acknowledge the usefulness of AI tools, they also express concerns about dependency, critical thinking, and the long-term effects of AI-assisted learning (Abdaljaleel et al., 2024).

Concerns about Dependency and Academic Risks

Students' responses also reflect a balanced awareness of both advantages and limitations of AI-assisted learning. This finding is consistent with the concept of digital literacy and critical technology awareness, where learners are expected not only to use technology but also to evaluate its consequences critically (Kasneci et al., 2023). Regarding dependency and reduced writing autonomy also reflect ongoing debates in educational technology discourse about the potential risks of over-reliance on AI tools in academic writing. Students expressed concerns related to dependency on ChatGPT and its potential impact on their writing development. Several participants indicated that excessive use of ChatGPT may reduce independent thinking and weaken students' ability to write autonomously. These concerns suggest that although students recognize the benefits of AI-assisted writing, they are also aware of the potential risks associated with over-reliance on such tools. Excessive dependence on AI may limit opportunities for learners to develop critical thinking skills and practice their own writing abilities.

P7 stated, *"My concerns are becoming too dependent on it, risking plagiarism."*
(P7)

These concerns were also reflected in other participants' responses, which suggested that excessive reliance on ChatGPT may hinder the development of independent writing practices. Such findings indicate that students recognize the importance of maintaining their own critical thinking and writing skills while using AI-assisted tool.

Ethical Concerns and Academic Integrity

In addition to concerns about dependency, students also expressed ethical concerns regarding the use of ChatGPT in academic writing. These concerns included plagiarism, loss of originality, and the reliability of AI-generated information.

P7 stated, *"My concerns are becoming too dependent on it, risking plagiarism."*
(P7)

P8 explained, *"There is a risk of plagiarism or losing one's own voice if overused."*(P8)

Several students were concerned that excessive use of ChatGPT could diminish originality and make it difficult for learners to maintain their own writing voice. Some participants also highlighted the possibility of inaccurate information, noting that AI-generated responses may not always be reliable. This finding aligns with discussions in educational technology literature regarding academic integrity and the need for critical evaluation of AI-generated outputs (Kasneci et al., 2023).

Support for Guided and Responsible AI Integration

Additionally, 96.7% of students agreed that ChatGPT should be used with clear guidelines, indicating strong support for regulated and ethical use of AI in educational contexts. This suggests that students do not reject institutional control over AI usage but instead expect structured guidance for responsible integration. This emphasizes the importance of embedding AI literacy into language education, particularly in relation to academic integrity and critical evaluation of AI-generated content. Students generally suggested that ChatGPT should not be banned but regulated through clear guidance. They emphasized the importance of responsible use, originality, and critical thinking in writing classes.

P9 stated, *“Lecturers should guide students to use ChatGPT responsibly, encourage original thinking, and set clear rules to avoid plagiarism.”* (P9)

P10 explained, *“Instead of banning it, lecturers can integrate it as a learning tool, such as for brainstorming ideas, checking grammar, or improving drafts.”* (P10)

These responses indicate strong support for lecturer supervision and guided AI use in academic settings. Rather than viewing ChatGPT as a threat, students perceive it as a supportive learning tool when used within appropriate ethical and educational boundaries. This finding highlights the importance of AI literacy in helping students use AI critically, responsibly, and effectively. It is consistent with the concept of AI literacy, which emphasizes users' ability to understand and critically evaluate the ethical use of AI in learning processes (Ng et al., 2021). Overall, students' attitudes toward ChatGPT reflect a balance between acceptance and caution. Therefore, ChatGPT is positioned as a supportive tool that should be used within guided and responsible academic practices. The findings suggest that students value AI assistance while still emphasizing the importance of maintaining their own creativity and critical thinking. Thus, proper guidance and AI literacy are needed to ensure that ChatGPT supports learning without limiting students' independent writing development.

D. CONCLUSION

This study examined students' perceptions and attitudes toward the use of ChatGPT in writing tasks among sixth-semester students of the English Education Study Program at UIN Sultan Maulana Hasanuddin Banten. The findings indicate that students generally hold positive perceptions of ChatGPT, particularly as a tool for idea generation, writing organization, writing process support, and writing efficiency. Students also demonstrated positive attitudes toward its use, reporting comfort, confidence, and reliance on ChatGPT when facing writing difficulties. However, the findings also reveal uncertainty regarding the long-term impact of ChatGPT on learning and writing development. In addition, students expressed concerns about dependency, reduced critical thinking, plagiarism, loss of originality, and the reliability of AI-generated information. Despite these concerns, students

supported the integration of ChatGPT in educational settings when accompanied by clear guidelines, lecturer supervision, and responsible use practices. Therefore, ChatGPT can serve as a supportive tool in writing activities, provided that its use is guided by ethical awareness, critical evaluation, and AI literacy. The study highlights the importance of integrating AI literacy into language learning to promote the responsible and effective use of AI in academic writing.

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