

NAVIGATING THE USE OF AI IN ACADEMIC WRITING: CHALLENGES AND STRATEGIES FOR EFL STUDENTS

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Abstract

This study aims to explore the perceptions, challenges, and strategies of using ChatGPT by EFL students in academic writing. The study involved 81 fifth semester students in one public university in Jambi. This study is part of a mixed-methods research planned by the researchers. This research contributes to the understanding of the integration of AI in writing and the importance of developing digital literacy and ethical awareness among students. Data were gathered by using a close-ended questionnaire and analyzed descriptively. The findings show that students perceive ChatGPT as highly effective in supporting key aspects of academic writing, particularly in brainstorming, organizing ideas, summarizing, paraphrasing, and improving writing style. When interpreted through Self-Regulated Learning theory, the results indicate that ChatGPT acts as a scaffold that strengthens learners' planning, monitoring, and self-reflection processes. However, students also express concerns related to ethical risks such as plagiarism, misinformation, reduced creativity, and weakened critical thinking. Overall, the findings highlight the need for responsible use, clear institutional guidelines, and targeted training to ensure that ChatGPT enhances rather than replaces essential academic skills.

Keywords: academic writing, AI writing assistant, ChatGPT, mixed-methods design

INTRODUCTION

For students enrolled in English Language Education programs, proficiency in English academic writing constitutes a fundamental competency. Nevertheless, many students continue to encounter substantial challenges in producing well-structured academic texts. These difficulties include limitations in writing mechanics such as grammar, vocabulary, spelling, and punctuation as well as challenges in idea development and critical thinking, particularly in argumentative writing (Fajaryani et al., 2021; Nawangsih et al., 2024; Ananda et al., 2024). Prior research also indicates that students struggle to locate and utilize appropriate scholarly sources when composing literature reviews aligned with their research topics (Abrar et al., 2023; Nawangsih et al., 2024; Ananda et al., 2024).

The emergence of AI-based writing assistants such as ChatGPT has offered several advantages for academic writing, including enhanced access to information, flexibility in content and format, improved time efficiency, and opportunities for personalized learning (Felisa et al., 2024). However, the use of ChatGPT is also associated with several drawbacks, such as concerns about information accuracy, limited contextual understanding, diminished analytical and critical

thinking skills, heightened risks of plagiarism, and user overreliance on the tool (Yasmar and Amalia, 2024; Husnaini and Makrifatul, 2024; Pratama et al., 2024).

Given these contrasting impacts, academics must remain vigilant regarding the ethical and integrity-related implications of ChatGPT use in academic writing. This study seeks to examine EFL students' experiences in utilizing ChatGPT, focusing on their perceptions, the challenges they face, and the strategies they employ when integrating the tool into their academic writing practices. The findings are expected to illuminate both the potential and the risks of employing AI-assisted writing tools in educational contexts and to inform policy development related to academic ethics and originality. Additionally, the study aims to provide pedagogical insights for enhancing writing instruction through the integration of relevant digital technologies.

Although global research on ChatGPT in academic settings particularly within English as a foreign language (EFL) learning has proliferated (Hongxia and Razali, 2025; Rahma and Fithriani, 2024; Mahapatra, 2024; Nguyen et al., 2024; Teng, 2024; Pasaribu et al., 2025; Polakova and Ivenz, 2024; Khampusaen, 2025; Bouzar et al., 2024; Werdiningsih et al., 2024), studies focusing on its use within Indonesian higher education contexts remain limited, especially in universities in Jambi. English Language Education students represent a particularly relevant population for such inquiry, as mastery of academic writing is integral to their academic and professional development. The novelty of this research lies in: (1) its focus on exploring students' lived experiences in using ChatGPT; (2) its use of an exploratory mixed-methods design; (3) its contributions to policy development concerning academic ethics and integrity; and (4) its implications for technology-enhanced writing pedagogy aligned with contemporary digital advancements.

Based on this background, the researchers formulated the following research questions:

1. To what extent does the use of ChatGPT enhance the quality of academic writing among English Language Education students?
2. What challenges do students encounter when integrating ChatGPT into their academic writing processes?
3. What strategies can be developed to address these challenges and support effective use of ChatGPT in academic writing?

METHODS

Research Design

The study was a part of mixed-method research, however it focused on survey study as the quantitative data. The first phase involved collecting quantitative data from an online questionnaire (Google Form). The researchers then analyzed the data and used the results to move on to the qualitative phase, using semi-structured interviews with selected students. These interviews aimed to gain deeper insights into their experiences using ChatGPT in academic writing.

Research Respondents

This research were conducted on 81 fifth-semester students enrolled in the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi. The respondents in this study were students who met the criteria determined by the researchers, including: active students in the English Language Education Study Program, students already taking several academic writing courses, currently writing their thesis proposals, and volunteering to participate in this study.

Research Instruments

This study used a closed-ended questionnaire adapted from previous research (Al-Sofi, 2024). The questionnaire, using a Likert scale, consisted of four sections: the first section contained information on the frequency of ChatGPT use in academic writing; the second section

focused on the effectiveness of ChatGPT and its role in improving students' academic writing skills; the third section inquired about potential challenges that may arise from using ChatGPT; and the final section focused on strategies for overcoming these challenges. Based on previous research, the Cronbach's Alpha test demonstrated a very high level of reliability for the questionnaire ($p = 0.965$).

Data Collection Techniques

To ensure ethical considerations, students are explicitly informed that their participation is voluntary and that their data will be kept confidential (voluntary, confidential) through an informed consent form. They are asked to assess their experience with ChatGPT, including the benefits they perceived, the challenges they faced, and the alternative solutions they pursued. Subsequently, several students are interviewed to gather further information to clarify and validate the quantitative data from the questionnaire.

Data Analysis Techniques

To analyze the questionnaire data, the researchers used descriptive statistics. Interview results were transcribed and then analyzed using thematic analysis. The quantitative data results were followed by the qualitative data results to obtain a holistic analysis of the research problem formulation. The credibility of the qualitative data was assessed through member-checking and triangulation.

FINDINGS AND DISCUSSION

A total of 81 respondents completed the questionnaire (9 males, 72 females). General information about the respondents included the frequency of using ChatGPT in academic writing, the semester they were enrolled in, and the courses they had taken related to academic writing. The following diagram presents the general questions and responses from the respondents.

1. How often do you use Chat GPT for academic writing?

81 responses

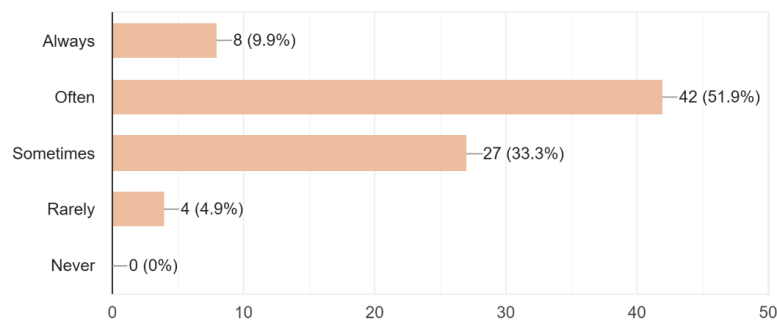


Figure 1 Frequency of using ChatGPT

2. What is your current semester?

81 responses

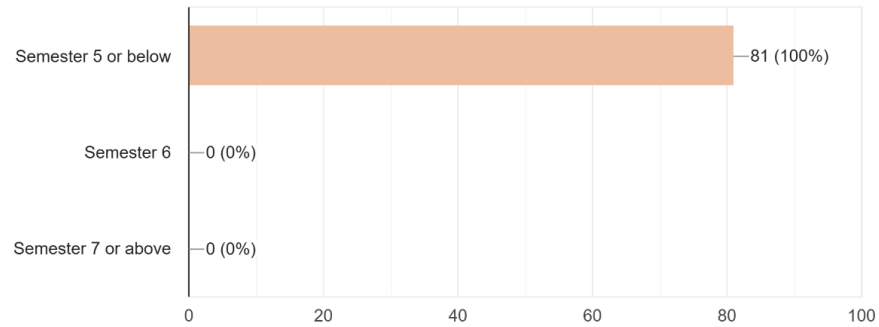


Figure 2 Students' current semester

3. Have you taken any of the following courses? (Select all that apply)

81 responses

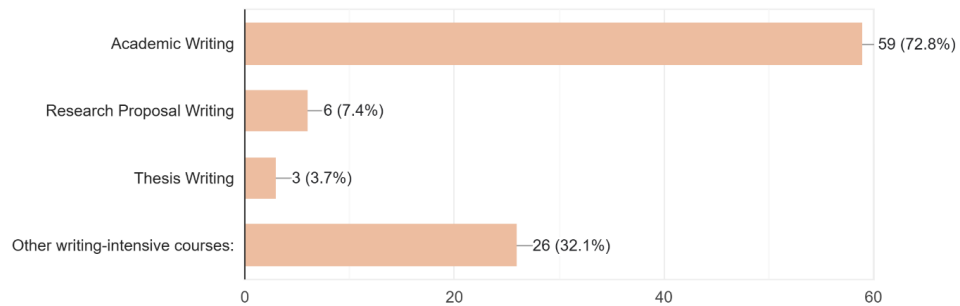


Figure 3 Academic writing courses taken

The results of the study are presented in the following table based on three main categories in the questionnaire.

Table 1. Effectiveness of ChatGPT in Enhancing Academic Writing

No.	Statements	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1.	ChatGPT assists me in brainstorming ideas for my research work.	32.1%	59.3%	6.2%	3.7%	0%
2.	ChatGPT assists me in outlining my research work.	22.2%	54.3%	18.5%	6.2%	0%
3.	ChatGPT generates helpful texts for my research work.	13.6%	49.4%	29.6%	8.6%	0%

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4.	ChatGPT enhances my writing style when writing assignments and research work.	9.9%	51.9%	29.6%	7.4%	2.5%
5.	ChatGPT assists me in summarizing relevant literature in my selected field.	12.3%	54.3%	27.2%	4.9%	1.2%
6.	ChatGPT assists me in paraphrasing ideas.	8.6%	51.9%	24.7%	13.6%	2.5%
7.	ChatGPT helps me in the process of reviewing and editing my research work.	6.2%	58%	25.9%	8.6%	2.5%
8.	ChatGPT enables me to remain up-to-date with the latest research trends.	11.1%	55.6%	25.9%	6.2%	2.5%
9.	ChatGPT increases my confidence in writing academic papers in English.	11.1%	48.1%	28.4%	11.1%	2.5%
10.	ChatGPT helps me learn how to structure and organize my writing more effectively.	8.6%	70.4%	16%	3.7%	1.2%
11.	ChatGPT improves my ability to use academic vocabulary and formal style.	11.1%	65.4%	23.5%	4.9%	0%

The findings of the study reveal that the majority of respondents perceive ChatGPT as a highly supportive tool in various stages of academic writing and research works. When interpreted through the lens of self-regulated learning theory, these results suggest that ChatGPT functions as a technological scaffold that supports learners' forethought, performance, and self-reflection phases (Zimmerman, 2000; Pintrich, 2004). According to Zimmerman (2000), the forethought phase involves task analysis, planning, and motivational beliefs that guide learners before they begin a task. The strong positive responses indicate that ChatGPT provides cognitive support in goal-setting and strategic planning, enabling learners to conceptualize their research more efficiently. The relatively low percentages of disagreement also suggest an increase in self-efficacy, which Zimmerman (2002) identifies as a critical motivational component of SRL. When students feel more confident initiating complex writing tasks, they are more likely to engage in effective self-regulation and persist through challenges.

Within SRL theory, the performance phase includes strategy use, self-monitoring, and comprehension management (Pintrich, 2004). The results show that ChatGPT acts as a cognitive strategy facilitator by supporting: summarizing and synthesizing literature, paraphrasing, editing and revising academic writing, improving organization and clarity. These functions align with Pintrich's (2004) emphasis on cognitive and metacognitive control strategies, as learners use tools

and techniques to guide their understanding and monitor their writing progress. In SRL, the self-reflection phase involves evaluating one’s performance and making adaptive decisions for future learning (Zimmerman, 2002). Increased writing confidence suggests that ChatGPT helps learners evaluate their strengths and weaknesses, make informed revisions, and enhance their belief in their ability to succeed. This aligns with Boekaerts’ (1999) framework, which highlights that positive self-reflection promotes adaptive learning behaviors, such as persistence, deeper engagement, and willingness to revise and improve academic work.

Table 2. Challenges in Using ChatGPT for Academic Writing

No.	Statements	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1.	ChatGPT generates inaccurate or misleading content when used in writing research projects.	7.4%	45.7%	37%	9.9%	0%
2.	ChatGPT encourages plagiarism in my academic writing.	7.4%	44.4%	34.6%	12.3%	2.5%
3.	ChatGPT prompts me to become overly reliant on its assistance when used in writing research projects.	6.2%	33.3%	40.7%	21%	1.2%
4.	ChatGPT prompts ethical concerns when used in academic research writing.	6.2%	46.9%	38.3%	8.6%	0%
5.	Using ChatGPT in academic research writing results in a decline in my creative abilities.	7.4%	39.5%	38.3%	14.8%	0%
6.	Using ChatGPT in academic research writing prompts me to abandon my critical thinking.	3.7%	42%	28.4%	24.7%	1.2%
7.	Using ChatGPT in academic research writing reduces the integrity of academic writing.	7.4%	40.7%	35.8%	14.8%	1.2%
8.	I believe ChatGPT can complement, but not replace,	42%	43.2%	13.6%	2.5%	0%

	feedback from my lecturer.					
9.	I worry that using ChatGPT may affect the originality of my writing.	19.8%	50.6%	23.5%	7.4%	0%
10.	I find it difficult to decide which parts of the text should be revised by ChatGPT and which should be my own.	6.2%	44.4%	28.4%	22.2%	0%
11.	I sometimes feel unsure if using ChatGPT violates academic rules.	11.1%	48.1%	32.1%	8.6%	2.5%

The findings reveal that students perceive several ethical challenges associated with using ChatGPT in academic writing. Interpreted through Ethical Literacy Theory, which emphasizes the development of ethical sensitivity, ethical reasoning, and ethical action (Campbell, 2003; Tirri, 2010), the results suggest varying levels of ethical awareness among respondents. Ethical literacy involves recognizing ethical issues, evaluating them through moral reasoning, and acting responsibly (Campbell, 2008). The data indicate that while students recognize risks, their ability to reason through and act on these concerns varies. Ethical sensitivity refers to the capacity to detect ethically charged situations (Tirri, 2010). The high levels of agreement suggest that students recognize ChatGPT's potential to introduce misinformation or compromise academic integrity. Similarly, 51.8% agree that ChatGPT may encourage plagiarism, reflecting awareness of the ethical risks of misusing AI-generated text. As Campbell (2003) notes, ethical literacy begins with the ability to identify actions that may violate academic norms. Ethical reasoning involves weighing consequences and judging the morality of actions (Tirri, 2010). Concerns about the decline of creativity (46.9% agreement) and critical thinking (45.7%) indicate that students perceive potential cognitive implications of relying heavily on ChatGPT. Ethical literacy theory states that learners must understand how actions affect broader values such as intellectual growth and autonomy (Campbell, 2008). Additionally, 48.1% believe that ChatGPT may reduce the integrity of academic writing. This aligns with ethical reasoning principles, where students recognize long-term consequences such as dependence on AI, reduced originality, and compromised scholarly values.

Ethical action involves behaving in ways aligned with ethical principles. The strongest agreement appears in the belief that ChatGPT can complement but not replace lecturer feedback (85.2%). This shows responsible ethical judgment and an understanding that human guidance is essential for maintaining academic integrity (Campbell, 2008). Moreover, many students worry about the originality of their writing when using ChatGPT (70.4%). This suggests an ethical intention to maintain authorship integrity, an important aspect of ethical action. However, 50.6% report difficulty deciding which parts should be revised by ChatGPT and which should remain their own, reflecting challenges in applying ethical principles to practical decisions. According to Tirri (2010), this indicates that students require clearer institutional frameworks to support responsible decision-making. Consistent with ethical literacy theory (Campbell, 2003; Tirri, 2010), this suggests that students require structured guidance, awareness training, and clear academic policies to navigate the ethical complexities of AI-assisted writing.

Table 3. Strategies for Responsible and Effective Use of ChatGPT

No.	Statements	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
1.	Students should use ChatGPT as an assistant tool rather than relying on it exclusively.	39.5%	37%	22.2%	2.5%	0%
2.	Students should use ChatGPT responsibly to enhance their academic writing skills.	32.1%	46.9%	18.5%	2.5%	0%
3.	Students should critically evaluate the information provided by ChatGPT.	43.2%	44.4%	11.1%	2.5%	0%
4.	Students should be trained on how to use ChatGPT effectively.	44.4%	46.9%	6.2%	2.5%	0%
5.	Students should use ChatGPT for proofreading and editing already-written texts rather than generating texts.	22.2%	53.1%	23.5%	3.7%	0%
6.	Lecturers should be equipped with tools and strategies to identify AI-generated content.	16%	58%	23.5%	3.7%	0%
7.	Lecturers should reexamine their teaching methods and assessment techniques.	16%	56.8%	23.5%	3.7%	0%
8.	I believe universities should provide clear guidelines on the ethical use of ChatGPT for academic writing.	23.5%	59.3%	19.8%	1.2%	0%
9.	I have received formal training or instruction on how to use ChatGPT responsibly for writing tasks.	3.7%	27.2%	40.7%	27.2%	2.5%

10.	I actively try to blend ChatGPT's suggestions with my own ideas and writing style.	22.2%	63%	16%	0%	0%
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The findings of this study indicate that students strongly believe ChatGPT should be used as a supportive tool for learning rather than as a substitute for key academic processes. When viewed through the lens of Self-Regulated Learning (SRL) Theory, the results show that students acknowledge the importance of maintaining control over their own learning activities, particularly in the stages of forethought, performance, and self-reflection (Zimmerman, 2000; Pintrich, 2004). Overall, the perceptions highlight students' awareness of how ChatGPT can be integrated into academic work in ways that support planning, monitoring, and evaluating learning, while also ensuring academic integrity and preserving agency in the writing process.

A large proportion of respondents agree that ChatGPT should be used as an assistant tool rather than relied on exclusively (76.5%). Additionally, 79% believe students should use it responsibly to enhance academic writing skills. According to Zimmerman (2000), the forethought phase includes strategic planning, task analysis, and self-motivation beliefs, all of which guide learners before they begin a task. These findings indicate that students recognize the importance of setting strategic goals for using AI such as complementing, not replacing, their own cognitive processes. The emphasis on responsible use aligns with SRL literature that highlights self-efficacy and self-determination as essential for initiating self-regulated learning (Pintrich, 2004). The fact that many respondents support training on effective ChatGPT use (91.3%) further suggests that students believe forethought requires knowledge of how to apply tools strategically and ethically. Training equips learners with the procedural skills necessary to plan and regulate their engagement with AI in alignment with academic goals.

The performance phase in SRL involves implementing strategies, monitoring comprehension, and adjusting approaches during the learning process (Zimmerman, 2002). The findings strongly highlight the importance of critical evaluation with 87.6% agreeing that students should critically assess ChatGPT's suggestions. This perception reflects metacognitive monitoring, a key component of SRL. Students understand that AI output must be evaluated for accuracy, relevance, and coherence, indicating an active engagement with the learning process. Moreover, many respondents believe ChatGPT should be used mainly for proofreading and editing existing work rather than generating text (75.3%). This preference aligns with SRL principles, which emphasize active involvement in constructing one's own understanding rather than passively consuming content (Pintrich, 2004). Using ChatGPT for refinement supports cognitive engagement and encourages iterative self-monitoring. Additionally, 85.2% of students report that they actively blend ChatGPT's suggestions with their own ideas. This reflects sophisticated metacognitive strategy use, where learners integrate external feedback into their internal writing processes rather than simply accepting AI-generated text.

SRL theory states that after completing a task, learners engage in self-evaluation, causal attribution, and adaptive reactions (Zimmerman, 2002). The findings reveal that students desire clear institutional guidelines (82.8%) on ethical use of ChatGPT, suggesting they seek standards that can help them reflect on whether their use of AI aligns with academic expectations. The high percentages supporting the idea that lecturers should reexamine teaching and assessment methods (72.8%) and be equipped with tools to identify AI-generated content (74%) indicate students recognize the role of external feedback and evaluation in regulating learning environments.

CONCLUSION

The study concludes that ChatGPT is perceived by students as an effective and valuable tool that enhances various aspects of academic writing. Its contributions to idea development, text organization, linguistic refinement, and confidence building are evident in the overwhelmingly

positive responses. However, the study also highlights significant concerns related to accuracy, ethical use, creativity, and overdependence. Although students recognize the benefits of ChatGPT, they also acknowledge that the tool cannot replace lecturer feedback or the critical thinking required in academic writing.

Overall, the findings suggest that ChatGPT is most effective when utilized as a complementary tool rather than a primary writing mechanism. Responsible and meaningful use of AI requires student training, lecturer guidance, and institutional policy development. The integration of ChatGPT into academic writing should therefore be viewed as an opportunity to enhance learning while simultaneously reinforcing academic integrity, critical thinking, and self-regulated writing practices.

The study recommends that students employ ChatGPT as a complementary tool while critically evaluating its outputs, maintaining originality, and adhering to principles of academic integrity. Lecturers should integrate AI literacy into pedagogical practice, redesign assessments to emphasize critical thinking and writing processes, and provide clear guidance on the ethical and responsible use of AI. Institutions are advised to establish comprehensive policies on AI use, implement structured training programs, and update curricula to reflect the pedagogical implications of generative AI, supported by appropriate technological and instructional resources. Future research is encouraged to examine the long-term effects of AI on students' writing development, disciplinary variations in AI adoption, students' experiential perspectives, the effectiveness of institutional policies, and the broader impact of AI on creativity, critical thinking, and research competencies.

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