

Perception of the Non-English Department Students toward the Use of Artificial Intelligence in English Language Writing Activities

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Article Info

Article History:

Accepted:

15 May 2026

Revised:

20 May 2026

Approved:

25 May 2026

Keywords:

Artificial Intelligence,
Students' Perception,
Writing Activities

Abstract. The rapid advancement of Artificial Intelligence (AI), especially generative AI applications such as ChatGPT, Grammarly, Google Translate, or Quillbot, has significantly influenced every aspect of educational practices. In English language learning class, especially for Non-English Department students, Artificial Intelligence has widespread used to help the students deal with their English inadequacy competence whether speaking, reading, and even writing. This study aims to investigate Non-English Department students' perception toward the use of AI in writing activities. The research focuses on how students view the benefits and challenges related to AI enhanced writing. A qualitative descriptive approach was employed through questionnaires and interviews involving 28 students. The findings indicate that most students perceive AI positively because it helps in expanding vocabulary, enhancing grammar, generating ideas, and improving writing efficiency. However, students also raise concerns regarding the challenges related to lack of competence, limited access, inaccuracy information, and plagiarism issue in using AI. The study concludes that AI can be a supportive tool in writing activities if used responsibly and ethically under proper academic guidance.

How to Cite:

Ariani, D., Putri, R. E., & Jayanti, A. D. (2026). Perception of the Non English Depatment Students toward the Use of Artificial Intelligence in English Language Writing Activities. *Jurnal Pendidikan Vokasi Raflesia*, 6(1), 129-136. <https://doi.org/10.53494/jpvr.v6i1.1380>

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INTRODUCTION

Writing is an essential skill in language learning and higher education. Through writing, students express ideas, develop arguments, and communicate knowledge. To support this, various writing activities are assigned for the students during their learning process. In English language class, especially for non-English students, English writing proficiency is one of the substantial learning outcomes that students are expected to achieve. Nevertheless, students' English writing performance is often constrained by their limited English language proficiency, particularly in terms of vocabulary knowledge required for sentence production and grammatical competence necessary for constructing accurate and appropriate sentences. As technological development continues to progress, students' challenges in English writing can be supported through the use of internet-based tools and applications, particularly those powered by Artificial Intelligence (AI).

Artificial Intelligence (AI) has emerged as a significant technological advancement in contemporary education. Artificial Intelligence refers to computer-based systems that



can carry out activities typically associated with human intelligence, including understanding language, solving problems, and making decisions. In the field of education, AI has been extensively implemented to tailor learning experiences to individual needs and enhance students' academic performance. Particularly in the writing, the development of AI-based writing applications, including ChatGPT, Grammarly, Quillbot, and Google translate have changed the way students complete their writing assignments. Writing activities involve several stages such as planning, drafting, revising, and editing. AI technologies, then, can support these stages by offering writing suggestions, correcting language errors, and improving sentence structure.

One of the primary ways AI is used in writing is during the early stages of the writing process, particularly for idea generation and outline development. Many students utilize AI-powered tools, such as ChatGPT to brainstorm topics, organize essay structures, and create preliminary drafts. Research has shown that these tools can reduce students' barrier and assist learners in arranging their thoughts more systematically before expanding their arguments in greater detail (Jelson et al., 2025). Therefore, AI functions as a supportive resource that facilitates the initial phases of academic writing. Beyond idea generation, AI is widely employed to improve language accuracy and writing quality. Tools such as Grammarly help students detect and correct grammatical, spelling, and syntactic errors while enhancing clarity and maintaining an academic writing style. Similarly, QuillBot is often used to paraphrase sentences, making them more fluent and concise. In addition, Google Translate has become one of the most widely used tools in writing activities, particularly among students learning English class. It assists writers in translating words, phrases, and sentences, enabling them to express ideas more easily and efficiently. Many students use Google Translate to overcome vocabulary limitations, understand unfamiliar expressions, and improve the grammatical accuracy of their writing. Studies have demonstrated that AI-based writing applications can significantly enhance the grammatical correctness and overall linguistic quality of students' work, particularly for learners writing in a second language (Jaya & Susyla, 2024). Furthermore, AI is becoming more deeply embedded in the entire writing process, including drafting, revising, and editing academic work. Students now rely on AI not only for final proofreading but also across different stages of writing development. This shows that AI has developed into a versatile writing assistant that helps students to enhance productivity and efficiency in academic writing tasks (Utami & Ariati, 2025).

The benefits of AI use highlighted above not only influence students' writing outcomes but also shape how students perceive and evaluate the use of such technologies in their learning processes. Therefore, it is important to understand students' perceptions of AI closely related to their experiences in terms of ease of use, usefulness, and the quality improvement provided by these tools. This perception is essential in understanding their acceptance and use of AI in language learning and academic writing. In addition, understanding students' perceptions toward AI in writing activities is important for educators to design effective and ethical learning strategies. Previous studies indicate that students generally hold positive attitudes toward AI-assisted writing because it saves time and improves language accuracy. However, students also recognize potential disadvantages, including dependency and inaccurate information generated by AI systems. Kohnke, Moorhouse, & Zou (2023) identify the problem of inaccurate or unreliable information generated by AI systems. Although AI tools can support writing tasks, they may occasionally provide incorrect facts, fabricated references, or misleading explanations. Therefore, students need to critically evaluate and verify AI-generated content before using it in academic writing. In relation to this, the study aims to explore students' perceptions

regarding the use of AI in writing activities, including the benefits and challenges they experience while using AI tools.

RESEARCH METHODOLOGY

This study used a qualitative descriptive method to explore students' perceptions toward the use of AI in writing activities. The participants of this study were 28 Non-English Department students enrolled in Bahasa Inggris and Studi Naskah Bahasa Inggris subject. The data about the benefits and challenges in using AI in students' writing activities were collected by distributing questionnaire. To support the questionnaire data and to gain deeper insights into students' opinions and attitudes, semi-structured interview then was conducted to the students. The questionnaire and interview contained several statements related to students' experiences using AI tools in writing activities, including the AI applications that the students used, the primary functions of those applications used, the benefits that the applications offer, and the challenges the students had dealing with the use of those applications. The collected data were analyzed descriptively by categorizing students' responses into two aspects; benefits and challenges.

FINDINGS AND DISCUSSION

Benefits of AI Use in Students' Writing Activities

The results on questionnaires distributed to 28 students are as follow:

Table 1. Students' Use and Benefits of AI in Writing Activities

No	AI Applications	Primary Function in Writing	Frequency (f)	Percentage (%)
1	ChatGPT	Brainstorming, idea generating, drafting, paraphrasing, translating	24	85.7%
2	Grammarly	Grammar checking, spelling	5	17.8%
3	QuillBot	Paraphrasing, rewriting	3	10.7%
4	Google Translate	Translating and vocabulary support	20	71.4%

The table presents that the Non-Department students are familiar to the 4 AI Applications performed in the table; ChatGPT, Grammarly, Quillbot, Google Translate to help them in the writing activities. Overall, ChatGPT is the most widely used tool, with 24 out of 28 students (85.7%) reporting its use. Students mainly rely on ChatGPT for idea generation, brainstorming, and drafting their written work. Its high usage suggests that it plays a central role in supporting the early stages of the writing process. The interview conducted to the students supports this finding. Students admitted that ChatGPT serves them an easy and quick assistance when the students faced difficulties in generating content that hence reduce their writing anxiety. In general, students used ChatGPT for tasks that require them to write fairly long compositions within a limited amount of time. For example, when they were assigned to write an essay about the career they aim to pursue in the future, they used ChatGPT to determine an appropriate outline of ideas to write about. This explains why students tend to depend more on ChatGPT compared to other applications, as it provides immediate and flexible support during the early stages of writing. These findings are consistent with Kasneci et al. (2023), who argue that ChatGPT is highly effective in supporting cognitive writing processes, including ideation and text generation. Similarly, Kohnke, Moorhouse, & Zou (2023) emphasize that ChatGPT assists

learners in developing initial drafts and improving writing fluency, especially in English as a foreign language (EFL) contexts.

Furthermore, the finding also shows another factor contributing to the high use of ChatGPT in students' writing activities is its comprehensive functionality compared to the other three applications. Based on the interview, students stated that they could use Chat GPT for more than 1 function. Besides assisting with idea generation, ChatGPT can also perform translation and paraphrasing tasks, making it a multifunctional tool for academic writing. Wang et al. (2024) are inline to this finding, found that students view ChatGPT as an effective translation tool because it generates contextually appropriate translations and provide instant feedback, offering advantages over traditional machine translation systems. Similarly, Zhao et al. (2024) and Yan & Zhang (2024) reported that students frequently utilize ChatGPT to paraphrase content, revise written drafts, and enhance the overall linguistic quality of their academic work. The integration of these functions in a single application reduces the need to switch between multiple tools, contributing to its widespread adoption among students.

The second most commonly used application by a considerable number of students is Google Translate, which is used by 20 students (71.4 %). Based on the interview, students acknowledged that Google Translate is the application they were most familiar with and proficient in using before the emergence of other applications. Students explained that they used Google Translate more for writing activities that involve relatively short texts or when writing simple, short sentences. In this case, this tool was mainly used for vocabulary support which is to find out the meaning of unknown vocabularies and to do simple translation. Furthermore, this application was more frequently utilized by students for translating essays from Indonesian into English. Students reported that they first developed their ideas in Indonesian, a language in which they felt more comfortable expressing complex thoughts and arguments. After completing their initial draft, they used Google Translate to convert the text into English. This approach allowed students to focus on content development without being constrained by their limited English proficiency. Students tend to rely on Google Translate when they encounter difficulties in understanding or expressing ideas in English. According to Yang et al. (2024), translation-based tools remain popular among students because they help bridge linguistic gaps and reduce anxiety when writing in a second language.

In contrast, Grammarly and Quillbot are used less frequently among students. Only 5 students (17.8%) reported using Grammarly for grammar and spelling correction, while only 3 students (10.7%) used Quillbot for paraphrasing and rewriting sentences. Student interviews revealed that many students were unfamiliar with these tools and preferred more comprehensive AI systems such as ChatGPT and Google Translate. Besides, Grammarly and Quillbot offer only limited function free to help them dealing with their writing exercises. This finding is supported by Tlili et al. (2023) that the adoption of AI tools in education is often influenced by students' awareness, accessibility, and perceived usefulness. Therefore, limited exposure and lack of knowing may contribute to the lower usage of Grammarly and Quillbot. Furthermore, Kohnke et al. (2023) highlight that tools like Grammarly and Quillbot are more focused on post-writing support, such as grammar correction and text refinement, rather than idea generation. This may explain why students prioritize ChatGPT, which supports multiple stages of the writing process in a more integrated manner.



The results discussed above show that the majority of students viewed AI-assisted writing positively. They believed that AI tools provided significant support in their language learning writing tasks. These tools contributed to improvements in grammar, vocabulary, and sentence construction. Moreover, AI helped students develop ideas and structure their essays more efficiently. Many participants also noted that AI reduced the time required to finish writing assignments. In addition, students felt more confident in their writing because they could receive instant feedback and corrections. AI was particularly helpful for Non-English students with lower levels of English proficiency. The findings also reveal that students employed AI tools strategically rather than relying on a single application. Instead, they combined multiple AI-powered tools to meet different writing needs within the same task. For example, many students used ChatGPT during the pre-writing stage to generate ideas, develop outlines, or obtain suggestions for essay content. Once ideas had been established, they often turned to Google Translate to convert their thoughts into English sentences or to verify the meaning of specific expressions.

Challenges of AI Use in Students' Writing Activities

Although AI offers many benefits as discussed earlier, non-English department students also reported several challenges they faced in using these AI applications in their writing activities. Those are listed in the table below:

Table 2. Students' Challenges in Using AI Applications in Writing Activities

No.	Challenges	Explanation
1	Lack of Understanding of How AI Works	Students did not fully master the AI applications they used, or they only understood how to use them for limited functions.
2	Limited access and Cost of Premium Features	Some applications only provide restricted access to their features, so students need to pay to obtain full access to these applications.
3	Inaccurate Information	Students were sometimes concerned about the accuracy of the information provided, which requires them to conduct fact-checking and necessary verification.
4	Concern about potential plagiarism allegation	Students expressed concerns that using AI could make their writing appear to be plagiarized.

The challenges identified in this study reveal that although AI tools are widely used in students' writing activities, their use is still accompanied by several important limitations. One of the main issues is students' lack of understanding of how AI applications work. Many participants reported that they were not fully proficient in using AI tools and tended to rely only on basic or limited functions. This fact supports the previous finding on the benefits of AI use that students were mostly used 2 AI application only in their writing activities; ChatGPT and Google Translate. To get better benefit of AI applications, students should have not only the skill to operate AI systems but also the understanding of how these systems function, their strengths and limitations, and how to use them in a critical and effective manner. Those who do not possess these competencies are more likely to interact with AI in a superficial way, relying only on simple functions rather than maximizing its more advanced capabilities for learning and writing purposes (Long & Magerko, 2020). In the same tone, Selwyn (2016; 2022) contends that effective engagement with educational technology depends largely on users' digital skills and level of confidence. Learners with limited technological competence tend to adopt a "functional use" pattern, in which technology is utilized only for straightforward tasks rather than as a means to support deeper learning or cognitive growth. In relation to AI-assisted writing, this suggests that students may use AI merely for basic assistance such as translation or generating ideas,

without making use of more advanced features like critical editing or iterative drafting processes. In short, the absence of such knowledge, students may find it difficult to critically assess AI-generated content and to utilize these tools effectively in academic writing tasks.

Another issue relates to restricted access and the expense of premium features. Many AI applications reserve advanced functionalities for paid subscriptions, which prevents students with limited financial means from fully utilizing these tools. The students admitted that only ChatGPT and Google translate which offer unlimited access. This situation reflects wider concerns that unequal access to digital resources can intensify educational disparities. Selwyn (2016) argues that digital education technologies often reproduce existing social inequalities, because access depends on financial, technical, and institutional resources. Students with fewer resources are less able to benefit fully from advanced digital tools, including paid platforms. Educational inequalities are influenced not only by access to technology but also by the quality of that access and users' capacity to make effective use of technological resources. Consequently, students who rely solely on free versions of AI applications may have limited opportunities to utilize advanced features that could enhance their learning experiences and improve the quality of their writing (Warschauer, 2004).

In addition, students raised concerns about the reliability of information produced by AI tools. Although these applications are useful for generating ideas and supporting writing tasks, their outputs are not always accurate or verifiable. This corresponds with the findings of Bender et al. (2021) who explain that using AI may come to misleading or fabricated information. Consequently, students who use AI tools for academic writing are required to engage in fact-checking and verification processes to ensure the accuracy, validity, and credibility of the information they incorporate into their work. This involves comparing AI-generated content with trusted academic sources, evaluating the correctness of factual claims, and revising any misleading or unsupported information. Mollick (2023) emphasizes that user of generative AI need to critically assess and verify the outputs produced by these systems, as AI should be viewed as a collaborative assistant rather than a fully reliable authority. This highlights the importance of fact-checking and careful reading when integrating AI-generated content into academic writing.

Finally, students also expressed apprehension about the possibility of being accused of plagiarism when using AI tools. They were concerned that AI-assisted writing could be interpreted as academic dishonesty or identified as plagiarized work. This issue is closely tied to ongoing discussions on academic integrity in the era of generative AI. Eaton (2023) contends that the use of AI in academic writing raises complex ethical issues related to authorship, originality, and institutional regulations. As a result, the lack of clear guidelines on AI usage in academic settings may heighten students' anxiety and lead them to adopt more cautious approaches when incorporating AI into their writing processes. Furthermore, the emergence of AI has challenged traditional understandings of academic integrity, as students are now able to generate high-quality written content with relatively little effort. This development raises questions about how originality should be assessed and how the use of AI in academic work should be recognized. As a result, students may feel concerned that their legitimate use of AI tools could be misinterpreted as academic misconduct (Dawson, 2024).



CONCLUSION

Artificial Intelligence has become an important component of students' writing practices in educational contexts. The findings of this study indicate that students largely perceive AI tools positively due to their ability to enhance writing quality, increase efficiency, and boost confidence during the writing process. Nevertheless, several challenges appear, including limited proficiency in using AI applications, concerns about plagiarism, doubts regarding the reliability of AI-generated information, and the financial burden associated with premium features. The results also emphasize the need for a balanced approach to AI use. Rather than replacing students' critical thinking and creativity, AI should serve as a complementary tool that supports independent learning and skill development. Therefore, educational institutions should promote responsible AI use by providing clear ethical guidelines and strengthening students' digital and AI literacy skills to facilitate the effective integration of AI into academic writing.

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