STUDENTS' PERCEPTIONS OF USING CHATGPT TO ENHANCE ACADEMIC WRITING SKILLS AMONG ENGLISH DEPARMENT STUDENTS AT UIN SMDD BUKITTINNGGI

A THESIS

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STATEMENT LETTER OF ORIGINALITY

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Declare truly that my scientific work (thesis) with the title above is truly my own work. If in the future it is proven that this thesis is not my own work, then I am willing to be processed according to applicable law and have my undergraduate degree revoked indefinitely. Thus, I have made this statement letter to be used properly.

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LETTER OF ADVISOR APPROVAL

Thesis with the title "**Students' Perceptions of Using ChatGPT to Enhance Academic Writing Skills Among English Department Students At UIN SMDD Bukittinggi**" written by Tekas Hudaya with NIM 2321036, English Language Education Study Program, faculty of Tarbiyah and Teacher Training, Sjech M Djamil Djambek Bukittinggi State Islamic University, Academic Year 2025/2026, has fulfilled the scientific, requirements and has been approved for submission to the Munaqasyah session.

Thus, this approval is given so that can be used properly.

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ABSTRACT

Tekas Hudaya, 2321036, "Students' Perceptions of Using ChatGPT to Enhance Writing Skills in English Language Learning among English Department Students at UIN Sjech M. Djamil Djambek Bukittinggi". A Thesis, English Education Department, Islamic State University of Sjech M. Djamil Djambek Bukittinggi, 2025.

The development of technology made ChatGPT as one of the tools students used to support English learning, especially in writing. Although ChatGPT was increasingly used by students, there had been little research exploring how English Education students actually perceived its role in helping them write, especially in the context of Indonesian universities. Many students found ChatGPT helpful for generating ideas, improving grammar, and organizing sentences. However, there were also concerns about over-reliance and the possibility of plagiarism. This study aimed to find out how students perceived the use of ChatGPT to improve their writing skills.

This research used a quantitative approach with a descriptive method. The participants were 133 students from the 2021 and 2022 classes of the English Education Department at UIN SMDD Bukittinggi. Data were collected using a Likert-scale questionnaire consisting of 20 closed-ended statements based on four indicators of perception: attention, interpretation, evaluation, and response.

The results showed that most students viewed ChatGPT as a helpful and reliable tool for supporting their writing tasks. They considered it was useful for developing ideas, improving vocabulary, and structuring sentences more effectively. But some students expressed worries about plagiarism and becoming too dependent on ChatGPT, which might have affected their ability to think critically and write independently. In conclusion, ChatGPT was seen as a helpful tool to improve writing skills, but it needed to be used wisely and supported by clear academic rules so that students could benefit from it without losing their own writing ability.

Keywords: Students' Perception, ChatGPT, Writing Skills, English Language Learning, Academic Integrity.

ABSTRAK

Tekas Hudaya, 2321036, "Students' Perceptions of Using ChatGPT to Enhance Writing Skills in English Language Learning among English Department Students at UIN Sjech M. Djamil Djambek Bukittinggi". Skripsi, Jurusan Pendidikan Bahasa Inggris, Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, 2025.

Perkembangan teknologi menjadikan ChatGPT salah satu alat yang digunakan mahasiswa untuk mendukung pembelajaran Bahasa Inggris, terutama dalam menulis. Meskipun ChatGPT semakin banyak digunakan oleh mahasiswa, masih sedikit penelitian yang mengeksplorasi bagaimana mahasiswa Pendidikan Bahasa Inggris benar-benar memandang perannya dalam membantu mereka menulis, terutama dalam konteks universitas di Indonesia. Banyak mahasiswa menganggap ChatGPT bermanfaat untuk menghasilkan ide, meningkatkan tata bahasa, dan menyusun kalimat. Namun, terdapat pula kekhawatiran tentang ketergantungan yang berlebihan dan kemungkinan plagiarisme. Penelitian ini bertujuan untuk mengetahui bagaimana mahasiswa memandang penggunaan ChatGPT untuk meningkatkan keterampilan menulis mereka.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Partisipan penelitian adalah 133 mahasiswa angkatan 2021 dan 2022 Program Studi Pendidikan Bahasa Inggris UIN SMDD Bukittinggi. Data dikumpulkan menggunakan kuesioner skala Likert yang terdiri dari 20 pernyataan tertutup berdasarkan empat indikator persepsi: atensi, interpretasi, evaluasi, dan respons.

Hasil penelitian menunjukkan bahwa sebagian besar siswa memandang ChatGPT sebagai alat yang membantu dan dapat diandalkan untuk mendukung tugas menulis mereka. Mereka menganggapnya bermanfaat untuk mengembangkan ide, meningkatkan kosakata, dan menyusun kalimat dengan lebih efektif. Meskipun demikian, beberapa mahasiswa mengungkapkan kekhawatiran tentang plagiarisme dan menjadi terlalu bergantung pada ChatGPT, yang mungkin memengaruhi kemampuan mereka untuk berpikir kritis dan menulis secara mandiri. Kesimpulannya, ChatGPT dipandang sebagai alat yang bermanfaat untuk meningkatkan keterampilan menulis, tetapi perlu digunakan secara bijak dan didukung oleh aturan akademik yang jelas agar mahasiswa dapat memperoleh manfaat tanpa kehilangan kemampuan menulis mereka sendiri.

Kata Kunci: Persepsi Mahasiswa, ChatGPT, Kemampuan Menulis, Pembelajaran Bahasa Inggris, Integritas Akademik

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CHAPTER I

INNTRODUCTION

A. Background of the Problems

In this digital era, technology is transforming education, making learning more accessible, engaging, and effective. As education continues to evolve, artificial intelligence (AI) is playing a major role in shaping new learning experiences. AI enables personalized learning, interactive lessons, and smarter assessments, helping students improve their skills while also gaining essential digital literacy (U.S. Department of Education, 2023). For teachers, AI has become a helpful assistant by automating routine tasks, giving real-time feedback, and offering insights into student progress, making teaching more efficient and impactful (Crompton & Burke, 2023).

Generative AI is one of the latest AI powered tools that are rippling through education. Artificial intelligence (AI) is trained on substantial datasets and utilizes machine learning models to generate original content such as text, audio, code, images and videos (Galaczi, 2023). It has already found its way in numerous fields, including education as it is essential for students to improve their writing skills. ChatGPT, created by OpenAI, is one of the most popular AI tools for academic writing assistance (among other things).

ChatGPT is a language tool that works using GPT technology, which helps it understand and respond to text like a human. It reads prompts and

uses deep learning techniques to produce human like text. ChatGPT, trained on vast datasets, can be used to answer queries, aid writing, and even assist in programming. But, although it frequently generates relevant and grammatically correct completions, it does make mistakes, and human intervention is required to refine its responses or identify biases (Brown et al., 2020).

Writing is an important skill in academics and work, enabling individuals to convey ideas in an understandable or convincing way. According to Gillen (2000) Writing is the activity of converting abstract concepts into significant words, thus needing a fair mixture of vocabulary and grammar. Writing skills are fundamental for achieving success in education and communicating, and yet many English as a Foreign Language (EFL) learners face challenges because of the complex cognitive and linguistic skills that writing entails (Eliwarti & Purwanti, 2021).

AI tools such as ChatGPT can solve these problems by smoothing the writing process and enhancing the quality of students' assignments. Huang and Tan (2023) outline that ChatGPT can help identify mistakes, improve sentence structure, and make writing clearer. It makes academic writing easier for non-English speakers by providing grammar and vocab support. Yet, whether or not students perceive these tools as useful and are willing to apply them to their learning process plays a pivotal role in the success of these tools (Yang & Evans, 2023).

An important factor in whether students adopt AI-powered tools like ChatGPT is how they perceive and accept them. Their experiences with these tools shape when, how, and why they choose to use them. If students find AI helpful, easy to use, and reliable, they may be more open to incorporating it into their writing process (Goldstein, 2019). By understanding their views, educators can find better ways to introduce AI into academic writing, making sure it enhances learning while addressing any concerns about ethics, over-reliance, or originality

Despite the growing use of AI tools in education, there remains a significant gap in understanding how students truly perceive their role in writing development, particularly in the context of UIN SMDD Bukittinggi's English Department. While most research emphasizes AI's effectiveness in improving writing skills, fewer studies delve into students' firsthand experiences, the specific challenges they encounter, and their concerns regarding aspects such as originality, critical thinking, and academic integrity. As AI becomes increasingly integrated into educational practices, it is crucial to explore whether students view it as an aid or a crutch and how they navigate ethical considerations surrounding its use.

Findings of this research are expected to reveal how students in the English Department of UIN SMDD Bukittinggi perceive ChatGPT as an aid for improving writing skills. It also looks at how their views influence what they learn and how satisfied they are that the curriculum is helping them improve their writing. This research helps in better understanding the

impact of ChatGPT on academic writing by delimiting the potentials, strengths and weaknesses of ChatGPT as an academic writing tool. It also examines the factors that affect students' openness to using AI tools to support their writing practice.

In order to dig deeply on this problem, a preliminary study was conducted by getting students of fourth year at UIN SMDD Bukittinggi. Thirty-seven English Department students responded to the initial survey to identify main concerns when employing ChatGPT for enhancing their writing abilities (out of a total of 80 from the English Department; Table 1). For one thing, many students confessed they were depending too heavily on AI-sourced writing without introducing enough of their own work, which made it unclear how much of their work was original. Second, there was increasing fear that relying on ChatGPT would debilitate their capacity to be critical thinkers and independent writers. Some even admitted outright to using their own AI for content with limited modification, which called into question the risk of plagiarism and academic integrity. These results illustrate the true difficulties students are confronted with when it comes to integrating AI-related tools in their academic work, and they underscore the importance of ethical awareness and responsible application.

The urgency of the problem is, that despite ChatGPT being potentially useful (and a popular tool for students), the risk of misapplication is very high and can severely undermine the learning process

of students. Excessive reliance on AI could encourage students to neglect important skills such as ideation, coherence, and self-editing, skills necessary for academic and professional success. Without guidance, students are in danger of becoming truly dependent on technology rather than becoming critical thinkers and writers. Which is why it's crucial to understand what they think of ChatGPT: hearing whether they see it as a useful tool, or as a shortcut that may shoot them in the foot. Teachers can use any student stories to help inform how students can get help using AI responsibly that will enhance their writing, not do it for them.

This research aims to uncover students' real thoughts on AI in writing. By understanding their perspectives, we can better see how AI fits into their academic journey and what it means for the future of learning. More importantly, these insights can help educators find ways to guide students toward using AI responsibly enhancing their writing skills without losing their unique voices. Thus, this research is entitled: "Students' perceptions of using ChatGPT to improve writing skills in English language learning of English department students at UIN SMDD Bukittinggi."

B. Identification of the Problems

Based on the background of the problem above, the researcher found some problems that occurred to the students which can identified that there were three problems the students regarding on the challenges while using ChatGPT to enhance their writing skills.

1. Concerns about the originality of work when using ChatGPT.
2. Fears that over-reliance on ChatGPT could hinder the development of critical thinking and independent writing skills.
3. Ethical concerns regarding plagiarism and academic dishonesty associated with AI-generated content.

C. Limitation of the Problems

This research focuses on the perceptions of English Department students at UIN SMDD Bukittinggi regarding the use of ChatGPT in improving their writing skills. Specifically, this research investigates how students utilize ChatGPT for various academic tasks, with an emphasis on writing tasks. The purpose of this research is to explore the perceived benefits, challenges, and concerns that arise, especially related to issues of originality, critical thinking development, and ethical issues such as plagiarism and academic dishonesty.

D. Formulation of the Problems

Based on the limitation of the problem, the problem in this research would be formulated on the following questions.

1. What English students views the use of ChatGPT in their Academic writing?
2. What do English students do to maintain academic honesty when using AI in their studies?

E. Purposes of the Research

According of the formulation of the problem above, the objectives to be achieve by the writer in this research are:

1. To find out English students' views of the use of ChatGPT in academic writing.
2. To explore students' views on their personal responsibility in maintaining academic honesty while using ChatGPT.

F. Significance of the Research

Perhaps the research finding might be useful for many people in education, such as:

1. Students, this research helps students understand how to use ChatGPT responsibly to improve their writing skills while maintaining originality and academic integrity.
2. Lecturers, the research provides insights that enable lecturers to develop teaching strategies that encourage independent writing and critical thinking while guiding students in the ethical use of AI tools.
3. Readers, this research offers valuable knowledge on the role of AI in language learning and academic writing, making it useful for educators, researchers, and policymakers.

4. Researchers, the research contributes to the growing body of research on AI in education and can serve as a reference for further studies on AI-assisted writing and its ethical implications.

G. Definition of Key Terms

To ensure clarity and a common understanding of the key concepts used in this research, the following definitions are provided:

1. Perceptions

   Perceptions refer to the thoughts and opinions of English Department students at UIN SMDD Bukittinggi regarding the use of ChatGPT in improving their writing skills. This includes their acceptance, concerns, and overall experiences. Students' perceptions influence how likely they are to use AI tools like ChatGPT in their academic work.

2. ChatGPT

   ChatGPT is an AI language tool that assists students with grammar, vocabulary, sentence structure, and idea generation. While it supports writing tasks, human input remains essential for accuracy and clarity.

3. Writing Skills

   Writing skills involve the ability to express ideas clearly in written English, covering grammar, vocabulary, coherence, and originality. The research looks at how ChatGPT helps EFL students improve these skills, especially in academic writing.

4. English Language Learning

English language learning is the process of gaining proficiency in English as a foreign language. This research focuses on how ChatGPT supports students at UIN SMDD Bukittinggi in developing their writing skills as part of their English learning journey.

CHAPTER II
REVIEW OF THE RELATED LITERATURES

A. Literature Review

1. Perceptions

a. Definition of Perceptions

The term perception originates from the Latin word "perceptio," which means the process of receiving, collecting, and interpreting information. Perception is the process through which people arrange and make sense of sensory information to understand their surroundings. This involves key steps such as focusing on stimuli, interpreting them through personal experience, evaluating the object, and responding behaviourally (Robbins, 2001). Perception is a complex cognitive process that enables individuals to organize, interpret, and respond to sensory information. This process is crucial in understanding behaviour and decision-making. According to Robbins (2001), perception occurs through a series of stages that shape how individuals process and respond to environmental stimuli.

Perception plays a crucial role in learning, as it shapes how individuals interpret and interact with their surroundings (Chan & Hu, 2023). According to Chan (2024), perception is a cognitive process that influences learning, decision-making, and problem-

solving. The research of perception in educational contexts has revealed its impact on students' engagement with emerging technologies, such as Generative AI.

Perception is also a subjective process influenced by internal and external factors. It involves selecting, organizing, and interpreting sensory information to construct meaningful experiences (Nanay, 2024). In an educational setting, students' perception of AI tools like ChatGPT affects their willingness to engage with them and their effectiveness in learning (Chan & Hu, 2023).

According to Usoniene (2002), perception is not only a process of cognition but also an evaluation process in which individuals categorize experiences and objects based on their attributes. This means that perception is often shaped by subjective judgments, comparisons, and personal evaluations rather than being an absolute representation of reality.

Moreover, perception extends beyond just cognitive processes. It is also deeply tied to emotional and social experiences (Fiske & Taylor, 2017). The way students perceive AI-based learning tools depends not only on their technical functionality but also on the broader social and academic environment in which they are used (Chan & Colloton, 2024).

In conclusion, perception is a changing and complex process that affects how people understand and interact with the world around them. It plays an important role in learning, making decisions, and how students use AI tools like ChatGPT. Perception is not just about thinking, it is also shaped by feelings, past experiences, and social influences, making it different for everyone. This means that students' willingness to use AI for learning is not only about how advanced the technology is but also about how useful and important they believe it is. Understanding these factors can help make AI a more effective tool for education.

b. The indicators of perceptions

To measure students' perceptions of the use of ChatGPT in improving writing skills, this research uses three main indicators. According to Walgito (2010), perception consists of three main indicators: Absorption of Stimuli from External Objects, Understanding the Object, Individual Evaluation or Assessment.

1) Absorption of Stimuli from External Objects

Individuals receive stimuli through their five senses, either individually or simultaneously. This sensory input forms an initial impression or mental image in the brain.

Klein (2023) explains that perception begins with the absorption of stimuli through the five senses, which are then

interpreted by the brain to form an understanding of the objects around us.

Klein also explains that our brain does not just passively receive information. Once a stimulus is received through the senses, the brain immediately begins to organize and structure the information into a more organized and meaningful structure. At this stage, we begin to be able to distinguish objects or events from their background and identify the main characteristics they have.

2) Understanding the Object

The mental image formed is then organized, classified, and interpreted, resulting in a deeper understanding of the object. After the stimulus is received, the object is not only understood directly, but is organized and interpreted to form a more comprehensive understanding (Walgito, 2010).

According to Klein (2023), the process of understanding is significantly influenced by previous experiences and the expectations of each individual. Our perception of an object is often determined by the expectations or beliefs we have about the object. This explains why two people observing the same object can have different understandings.

At the cognitive level, understanding an object involves multiple layers of information processing. This process

includes object recognition, categorization, and association with past experiences, all of which are influenced by our subjective perception. Thus, this understanding is not just about recognizing the physical form of an object, but also includes how we relate the object to the knowledge we have previously accumulated (Klein, 2023).

3) Individual Evaluation or Assessment

Individual assessment or evaluation of an object. After the information is absorbed and understood, individuals then assess and evaluate the object based on their subjective criteria or norms. This is where perception becomes very individual, because two people looking at the same object can give different assessments based on their experiences, values, and preferences (Walgito, 2010).

Klein (2023) explains that a person's assessment of an object is greatly influenced by the personal norms that the individual has. These norms can come from various sources, such as past experiences, cultural knowledge, education, or even emotions that are felt.

One of the key aspects in the assessment is subjectivity. Klein (2023) emphasizes that no two individuals will assess the same object in exactly the same way. For example, two people observing the same painting can give very different

assessments. One person may consider it a great work of art, while the other may not be impressed at all. These differences depend greatly on the experiences and preferences of each individual.

Thus, perception involves three main indicators: absorption of stimuli, understanding of objects, and individual evaluation. Stimuli are first received through the senses, which then form an initial mental impression. Klein (2023) explains that the brain actively organizes this input into meaningful patterns. These impressions are then interpreted based on prior knowledge and expectations, leading to deeper understanding. Finally, individuals evaluate objects based on personal norms and experiences, making perception a subjective and variable process. For example, A child sees an antique wooden chair in the living room. His eyes as five senses send signal to the brain the shape of the chair and his brain immediately recognizes the shape of the chair, its dark brown colour, and the carved pattern on its back (organizing visual input into meaningful patterns). Because he has previously seen a similar chair in his grandmother's house, he considers the chair to be something old but valuable and full of memories (interpretation based on previous knowledge and expectations). Meanwhile, his friend who prefers a modern style considers the chair to be old-fashioned and

unattractive (subjective evaluation based on norms and personal experiences).

In the context of using ChatGPT for writing, the following perceptual indicators can be seen: stimulus absorption, comprehension, and individual evaluation. First, users absorb input from ChatGPT, such as sentence suggestions or vocabulary choices, which form an initial picture in their mind to guide the writing process. Next, they organize and interpret this information based on their existing knowledge and expectations, allowing for a deeper understanding of the topic at hand. Finally, users evaluate the responses from ChatGPT according to their personal standards and preferences, making the perception of the output highly subjective and individuals.

c. Forms of Perception

Perception plays a crucial role in how students view and use AI tools like ChatGPT in their academic work. There are three main forms of perception that influence students' attitudes towards AI: positive perception, negative perception, and neutral perception.

1) Positive Perception

Positive perception refers to an individual's favourable view toward an object or experience. In the context of AI in education, students with a positive perception see AI as a useful tool for enhancing learning, improving efficiency, and

providing personalized support (Chan & Hu, 2023). Additionally, Usoniene (2002) suggests that positive perception is often influenced by prototypical judgments, where an entity is evaluated based on how closely it aligns with an ideal model or expectation.

2) Negative Perception

Negative perception occurs when individuals view an object or experience unfavourably. Some students perceive AI negatively due to concerns about academic integrity, accuracy, and potential over-reliance on technology (Chan, 2024). The scepticism about AI's ability to provide reliable feedback and its ethical implications can lead to reluctance in its adoption in learning environments (Chan & Colloton, 2024). Research by Fiske & Taylor (2017) also indicates that negative perceptions of technology often arise from a lack of familiarity and trust in AI systems.

3) Neutral Perception

Neutral perception arises when an individual neither strongly favors nor opposes an object or experience. Some students exhibit neutral perceptions of AI, acknowledging its potential benefits while remaining cautious about its limitations and ethical considerations (Chan & Hu, 2023). According to Nanay (2024), individuals with neutral

perceptions are more likely to seek additional information before forming a strong opinion. Neutral perceptions are often observed in students who have limited exposure to AI tools or who view them as supplementary rather than essential for academic success (Fiske & Taylor, 2017).

Thus, discussions on the perception of AI in student education showed a variety of positive, negative, and neutral views. Positive views considered AI as a valuable tool to improve learning and writing skills. Meanwhile, negative views arose from concerns about academic integrity, accuracy, and over-reliance on AI due to previous mistrust. Neutral perceptions acknowledged the benefits of AI, but saw it as an additional tool, rather than an essential element for achieving success. Understanding these perceptions is essential in this research of students' views on ChatGPT in improving writing skills at UIN SMDD Bukittinggi. This knowledge helps educators develop effective strategies in integrating AI, while addressing students' concerns.

d. The Process of Perception

The perception process involves several stages that individuals go through to understand information. In using AI tools such as ChatGPT, students go through stages of selecting, organizing, and interpreting. These stages shape how they understand and evaluate the tool. Each stage plays a significant role in shaping their attitudes

toward AI-assisted learning. Here is a detailed explanation of each stage:

1) Selection

The selection process involves filtering sensory information based on relevance and personal interest. Students selectively engage with AI tools based on their familiarity and perceived usefulness in academic tasks (Chan, 2024). According to Davis (1989), individuals tend to focus on information that aligns with their existing beliefs and experiences. This selective attention helps in prioritizing relevant learning materials while ignoring extraneous content.

2) Organization

After selecting relevant information, individuals organize it into meaningful structures. In educational settings, students categorize AI-generated responses based on their coherence, accuracy, and applicability to their tasks (Chan & Colloton, 2024). Furthermore, perception organization helps students distinguish between AI-generated responses and their own critical thinking processes, ensuring a balanced approach to AI integration in learning.

3) Interpretation

Interpretation is the process of assigning meaning to selected stimuli. Students' interpretation of AI generated content

influences their trust in its reliability and their overall perception of AI's role in education (Chan & Hu, 2023). According to Fiske & Taylor (2017), interpretation is influenced by personal experiences, cultural background, and cognitive biases. Usoniene (2002) also highlights that interpretation often involves subjective evaluations that categorize objects and ideas based on prior knowledge and expectations.

In summary, perceptual processes shape how students engage with AI tools like ChatGPT in academic settings. Selection filters relevant content, organization structures and evaluates its accuracy, and interpretation builds trust, influenced by personal experiences and biases. These stages determine students' adoption or scepticism of AI-assisted learning, impacting their writing development and academic involvement.

e. The Types of Perception

Perception plays a very important role in how students adopt and use ChatGPT as a learning tool. There are two types of perceptions that influence this process: object perception and social perception. Both types of perceptions contribute significantly to students' willingness to utilize ChatGPT in their academic tasks.

1) Object Perception

In this research, students' perceptions of Generative AI as a learning tool exemplify object perception, as they evaluate its effectiveness and usability in academic tasks (Chan & Colloton, 2024). The effectiveness of AI tools is often judged based on their ease of use and adaptability to specific learning needs (Nanay, 2024). Additionally, students' object perception can influence their level of engagement with AI, as a tool perceived as user-friendly and beneficial will likely be used more frequently.

2) Social Perception

Social perception, students' perceptions of AI are influenced by peer opinions, institutional policies, and societal attitudes toward technology (Fiske & Taylor, 2017). Peer feedback and discussions significantly shape students' acceptance or rejection of AI-based tools, as this refers to how individuals evaluate others within social contexts (Chan & Hu, 2023). Research has shown that students who perceive AI as widely accepted among their peers are more likely to use it actively in their academic tasks (Davis, 1989).

In conclusion, students' understanding of AI in education is shaped by both object perception and social perception. Object perception affects how students evaluate the ease and effectiveness

of AI tools, influencing their willingness to use them. Social perception, shaped by peer opinions, institutional policies, and societal attitudes, further impacts their acceptance of AI in learning. Together, these factors significantly influence students' adoption of ChatGPT for academic writing.

f. Factors Affecting Perception

Perception is influenced by personal and situational factors (Chan & Hu, 2023):

- Internal Factors: Prior experience, motivation, cognitive biases, and familiarity with AI (Chan, 2024).
- External Factors: Institutional policies, technological accessibility, and peer influence (Chan & Colloton, 2024). Research by Davis (1989) suggests that external factors such as the availability of AI training programs impact students' willingness to use AI tools.

Thus, Perceptions are shaped by a variety of factors, both internal and external. Internal factors include previous experiences, motivation, cognitive biases, and digital literacy, all of which influence how students interact with AI. Meanwhile, external factors such as institutional policies, technology accessibility, and peer influence also influence students' willingness to adopt AI tools. Together, these elements determine how students perceive and integrate ChatGPT into their academic writing.

g. The Function of Perception

Perception enables individuals to interpret and interact with their environment. In the context of AI in education, perception helps students:

- Select appropriate AI tools for their learning needs.
- Evaluate AI-generated content for accuracy and coherence.
- Enhance creativity by integrating AI insights with personal knowledge (Chan & Colloton, 2024).
- Develop a critical approach to AI-generated content by comparing it with traditional sources (Fiske & Taylor, 2017).

Understanding the perception of Generative AI is essential for ensuring its effective and ethical integration into education. By addressing students' concerns and promoting AI literacy, educators can foster informed and critical engagement with AI tools (Chan & Hu, 2023).

Perception plays a critical role in students' engagement with artificial intelligence (AI) in education. It helps them select appropriate AI tools, assess the accuracy of AI-generated content, and enhance creativity by integrating AI insights with personal knowledge. In addition, perception supports problem-solving by allowing students to explore multiple perspectives and encourage critical thinking through comparison with traditional sources. Understanding how students perceive Generative AI is critical to its

ethical and effective integration into education, so that they can use AI tools responsibly and with good judgment.

2. Chat GPT

a. Definition of ChatGPT

ChatGPT is an AI language model created by OpenAI using the Generative Pre-trained Transformer (GPT) framework. It is designed to produce human-like text, understand context, and assist with various tasks like answering questions, summarizing information, and creating content (Goar, 2023).

The model is trained on large amounts of text from different sources, allowing it to recognize patterns in language and predict meaningful responses. Using deep learning, ChatGPT continuously improves its ability to generate relevant and coherent text (García Sánchez, 2023).

Besides text generation, ChatGPT can be used in different digital applications such as virtual assistants, chatbots, and automated content creation tools. Its flexibility makes it useful in education, business, and creative fields, helping users communicate and interact effectively with AI-powered assistance (Öztunç, 2023).

In conclusion, ChatGPT is a powerful AI language model capable of generating human-like text and understanding context, making it useful in various fields, including education, business, and creative

industries. Its ability to recognize language patterns and improve through deep learning enhances its value, while its integration into applications like chatbots and virtual assistants demonstrates its versatility. As AI technology advances, ChatGPT will continue to be a key tool in improving communication and productivity.

b. History of ChatGPT

The evolution of ChatGPT is deeply rooted in OpenAI's pioneering research in natural language processing (NLP). The journey began with the introduction of GPT-1 in 2018, which established a foundation for large-scale language modelling through innovative unsupervised learning techniques. This was followed by GPT-2 in 2019, which significantly enhanced text coherence and fluency while also raising alarms about potential misuse (Radford et al., 2019). The release of GPT-3 in 2020, boasting an impressive 175 billion parameters, marked a significant leap in AI capabilities, positioning it as one of the most advanced language models available at the time (Brown et al., 2020).

As artificial intelligence technology continued to advance, OpenAI meticulously refined its models, culminating in the launch of ChatGPT, based on an optimized version of GPT-3. 5 and subsequently GPT-4. These enhancements aimed to improve contextual understanding, mitigate biases, and create interactions that feel more human-like (OpenAI, 2023). The deployment of ChatGPT across

diverse fields showcased its versatility, aiding in academic writing, content creation, and even coding tasks (Susnjak, 2023).

ChatGPT has found applications in various sectors, including education, business, healthcare, and customer service. Many educational institutions have embraced ChatGPT for language learning and writing assistance, while businesses leverage it for customer service automation and content marketing strategies (Baidoo-Anu and Owusu Ansah, 2023). However, despite the rapid progress, ethical concerns surrounding AI dependency, misinformation, and data security remain active areas of discussion among researchers and policymakers (Floridi and Cowls, 2019). Notable research by Haque et al. (2022) examined early user sentiments on Twitter, shedding light on both the excitement surrounding ChatGPT's capabilities and the apprehensions regarding its potential misuse and ethical implications.

The evolution of ChatGPT reflects OpenAI's continuous advancements in natural language processing, starting with GPT-1 in 2018 and progressing through GPT-2, GPT-3, and eventually to the optimized versions of GPT-3.5 and GPT-4. These innovations have significantly enhanced the model's coherence, contextual understanding, and human-like interaction. As ChatGPT expanded its applications across various fields such as education, business, and healthcare, it has proven to be a valuable tool for language learning, content creation, and customer service. However, concerns about AI

dependency, misinformation, and data security persist, prompting ongoing ethical discussions among researchers and policymakers.

c. Applications of ChatGPT

ChatGPT has numerous applications across various fields. In education, it is used as a tutoring assistant, providing students with explanations, feedback, and language learning support. Other applications include:

1) Content Creation, ChatGPT assists users in writing blog posts, developing engaging storytelling narratives, and composing academic essays. It can generate topic ideas, provide structured outlines, and refine drafts by improving coherence and style. This capability helps writers enhance their productivity and creativity, making content development more efficient and accessible.
2) Programming Assistance, ChatGPT supports programmers by helping them debug errors, generate code snippets, and explain complex programming concepts. It can suggest optimized algorithms, provide solutions for common coding challenges, and assist in learning new programming languages. This makes it a valuable tool for both novice coders and experienced developers.
3) Customer Service, ChatGPT enhances customer support by automating responses in chatbot systems, reducing the workload for human agents. It can handle frequently asked questions, provide personalized assistance, and escalate more complex issues to

human representatives. This leads to improved efficiency, faster response times, and enhanced customer satisfaction.

4) Research Support, ChatGPT aids researchers by summarizing academic articles, extracting key points, and generating research ideas. It can analyse large volumes of information, assist in literature reviews, and help formulate hypotheses. By streamlining these tasks, ChatGPT contributes to more efficient and effective academic research. (García Sánchez, 2023).

In conclusion, ChatGPT is a versatile tool with a wide range of applications in education, programming, customer service, and research. It supports students in their learning process, improves writing quality by generating ideas and refining drafts, assists programmers in fixing code, automates customer service responses, and streamlines research by summarizing articles and generating insights. The many benefits it offers can improve productivity and accessibility in both academic and professional settings.

d. Advantages and Disadvantages of ChatGPT

As an emerging tool in education and communication, ChatGPT offers a range of benefits and challenges. This section explores both the advantages and disadvantages of using ChatGPT, particularly in the context of academic writing and language learning.

1) Advantages

a) Enhanced Learning, ChatGPT serves as a valuable educational tool by offering immediate explanations, answering students' questions, and clarifying complex concepts. Its ability to provide personalized learning experiences allows students to explore topics at their own pace, making it particularly useful for independent research and self-directed learning.

b) Efficiency in Writing, ChatGPT enhances writing productivity by assisting users in drafting reports, structuring essays, and generating creative content. It helps users overcome writer's block, refine sentence structures, and improve coherence, making the writing process smoother and more efficient.

c) Language Support, ChatGPT provides real-time grammar correction and vocabulary suggestions, helping users refine their writing skills. It identifies common errors, suggests more precise word choices, and improves sentence fluency, making it a beneficial tool for non-native English speakers and language learners.

d) Multitasking Capabilities, ChatGPT can process multiple queries at once, allowing users to receive answers to various questions efficiently. This feature is particularly beneficial for researchers, educators, and students who require quick

responses on different topics, making ChatGPT a highly versatile AI assistant. (Öztunç, 2023).

2) Disadvantages of ChatGPT

Despite its advantages, ChatGPT also has several limitations:

a) Accuracy Issues: AI generated responses may sometimes be inaccurate or misleading due to limitations in its training data and lack of real-world understanding. Since ChatGPT relies on pre-existing information and pattern recognition rather than real-time data verification, it may generate responses that are factually incorrect or outdated. Users must critically evaluate AI-generated content and cross-check information from reliable sources.

b) Over-Reliance on AI: Excessive dependence on AI tools like ChatGPT can diminish users' problem-solving and critical thinking abilities. When students or professionals rely heavily on AI-generated suggestions without analyzing or questioning them, they risk losing essential cognitive skills needed for independent learning and creative thinking. Therefore, AI should be used as a supplementary tool rather than a primary source of knowledge.

c) Plagiarism Concerns: The ease of generating well-structured text through AI raises concerns about academic integrity. Some students may submit AI-generated content without

proper citations, leading to unintentional or deliberate plagiarism. Educational institutions must implement clear policies on the ethical use of AI and promote awareness of proper citation practices to maintain academic honesty.

d) Lack of Deep Understanding: While AI can generate responses based on vast amounts of data, it lacks genuine comprehension, intuition, and emotional intelligence. Unlike humans, AI cannot apply personal experiences, ethical reasoning, or nuanced judgment to complex situations. This limitation makes AI-generated content less reliable for tasks requiring deep analysis, critical reflection, or creative problem-solving. (Yang & Evans, 2023).

Thus, ChatGPT enriches education by providing instant explanations, improving writing efficiency, offering language support, and enabling multitasking, making it an invaluable tool for students and educators. However, there are also some limitations to be aware of, such as accuracy issues, over-reliance that can undermine critical thinking, concerns about plagiarism, and lack of in-depth understanding. While ChatGPT offers many benefits, it should be used wisely to maximize its benefits while addressing its potential risks.

e. ChatGPT's Role in Education

ChatGPT has emerged as a transformative tool in education, providing assistance in various academic activities, enhancing learning experiences, and offering personalized support to students and educators. As AI continues to develop, its role in education expands, allowing learners to engage with complex concepts more effectively while improving their writing, comprehension, and problem-solving skills (Goar, 2023).

One of the primary roles of ChatGPT in education is acting as a virtual tutor. By providing instant explanations, answering questions, and offering examples, ChatGPT supports self-directed learning and helps students grasp difficult subjects at their own pace. This is particularly beneficial for students who may not have immediate access to teachers or tutors, allowing them to continue learning independently. Additionally, ChatGPT helps educators by assisting in grading, generating learning materials, and offering suggestions for lesson plans (García Sánchez, 2023).

Another significant role of ChatGPT is in academic writing and research. The AI-powered tool assists students in structuring essays, improving grammar, and generating ideas for research topics. It also aids in summarizing articles, paraphrasing content, and enhancing coherence in written work. However, while ChatGPT offers valuable support, it is crucial for students to use it ethically

and avoid over-reliance to maintain academic integrity and develop their own critical thinking skills (Öztunç, 2023).

Therefore, it can be concluded that ChatGPT enriches education by providing personalized support, acting as a virtual tutor, and assisting with academic writing and research. It helps students by providing instant explanations, correcting grammar, and generating ideas for essays and research. In addition, ChatGPT supports self-directed learning, especially for those who have limited access to teachers. However, it is important to use this tool wisely so as not to become dependent, so that students can continue to develop critical thinking skills and independent learning.

f. ChatGPT for Writing

ChatGPT plays a significant role in assisting students and professionals in the writing process. Badger and White (2000) proposed a process-based approach to writing, emphasizing that writing is not just about producing a final product, but rather a continuous and recursive process. In this model, they identified several important aspects of writing, namely:

1) Content

Effective writing begins with substantial and relevant content. Writers are encouraged to develop well-structured ideas

and provide insight, so that the material presented is in accordance with the purpose of writing.

2) Organization

The process approach emphasizes the importance of planning and organizing ideas before drafting. Clear organization ensures that ideas flow logically, with a coherent structure and smooth transitions between paragraphs.

3) Style and Tone

Writers need to adjust the style and tone of their writing according to the audience, purpose, and genre. This adjustment helps ensure that the message conveyed can be well received by the reader.

4) Mechanism

This aspect includes the use of correct grammar, spelling, punctuation, and sentence structure. Mechanical accuracy is essential, especially at the revision and editing stages, to prevent errors that could hinder the reader's understanding.

According to Kasneci et al. (2023), ChatGPT has an important role in supporting students and professionals during the writing process. ChatGPT provides various functions, including:

1) Grammar and Syntax Improvement

ChatGPT improves the clarity and structure of writing by identifying grammatical errors, providing sentence improvement suggestions, and improving overall readability.

2) Idea Development

This AI helps in generating creative ideas, supporting the brainstorming process, and helping to create a well-structured writing framework.

3) Paraphrasing and Text Summary

ChatGPT facilitates the rewriting of text content while maintaining the original meaning, making it very useful in academic writing and content modification.

4) Assistance in Academic Writing

ChatGPT supports essay creation, helps to construct coherent arguments, and improves grammar and writing structure. However, it is important to pay attention to ethical aspects so that the use of AI remains responsible and upholds academic integrity.

Thus, ChatGPT provides meaningful support for students and professionals in the writing process by improving clarity, structure, and creativity. The tool corrects grammar and syntax, generates ideas for structured content, assists in paraphernalia and summaries, and supports academic writing by improving the coherence of essays and research papers. However, responsible use is essential to

maintain academic integrity and avoid over-reliance on AI-generated content.

g. Ethical Considerations in AI Assisted Writing

With the growing use of AI in education, especially in writing activities, various ethical issues arise that we need to pay attention to. While AI presents many opportunities for teaching and learning, it also brings risks that must be considered carefully, as each activity involves challenges that need to be evaluated before use (Peachey, 2024). The use of ChatGPT as an aid in academic writing brings many benefits, but also raises challenges related to academic integrity and user responsibility. Therefore, it is important to discuss some relevant ethical considerations in the context of AI-assisted writing. Here are some key issues to consider when using AI for writing, especially in an academic setting based on Peachey (2024).

1) Uncritical use

Generative AI is designed to serve users by producing content on request, but it isn't always accurate. Sometimes, it can "hallucinate" and generate false but convincing information.

Students should learn to critically evaluate AI-generated content and verify facts using reliable sources. While AI may admit to inaccuracies when asked, the important point is for

teachers and students to be aware of this risk and turn it into a learning opportunity about fact-checking and information literacy.

3) Copyright

Generative AI generates new content by analysing and synthesizing information, rather than copying from the internet, so it usually does not violate copyright. However, the platform provider may own the content generated. Educators should check the terms of use, especially when using the free version, as there may be restrictions on distributing AI-generated materials (Peachey, 2024).

4) Sourcing

Most AI tools don't show clear sources because they are trained on patterns from large amounts of data, not specific texts. This makes it hard to trace original sources, and some AIs may even create fake ones. However, some tools do provide real sources. Teachers and learners should understand how their AI tool works and whether it gives reliable sources for research.

5) Erosion of Trust

Generative AI tools can be incredibly useful for a variety of creative tasks, but they are sometimes prone to making mistakes and creating new information when asked to do factual research. If teachers and students continue to use these tools for

inappropriate tasks and without careful scrutiny, trust in the tools will diminish and students may become reluctant to use them.

6) Plagiarism

One of the common risks associated with AI is that students will attempt to claim AI work as their own. Plagiarism is nothing new, and educators and institutions must continue to take steps to ensure that students are educated about the dangers and impacts of plagiarism. Students also need to be taught how to use AI in positive ways and how to cite and credit content generated and derived from AI.

As a final point, ethical concerns related to AI assisted writing, such as the risk of plagiarism, over-reliance on AI, and bias in responses, can affect academic integrity and critical thinking skills. Without clear guidelines, students may misuse AI, which can ultimately lead to academic dishonesty and decreased analytical skills. Therefore, institutions need to establish clear policies to encourage responsible use of AI. This is particularly relevant in this research on students' perceptions of ChatGPT in improving writing skills at UIN SMDD Bukittinggi, because by addressing these ethical concerns, educators can ensure that AI is used as a supporting tool, not as a substitute for independent learning and critical thinking.

B. Relevant Studies

Several studies have examined students' perceptions of using ChatGPT to enhance writing skills in English learning. Amaliyah (2024) conducted research at Maulana Malik Ibrahim State Islamic University, Malang, titled University Students' Perceptions of ChatGPT as a Tool for Assisting Writing. Using a qualitative approach with interviews, she explored students' experiences with ChatGPT. The findings revealed that students found ChatGPT useful for improving grammar, vocabulary, and writing structure. However, challenges included overly formal responses and limited recognition of informal language. The research concluded that ChatGPT is beneficial but requires proper guidance for academic use.

Similarly, Anggeraja et al. (2024) examined ChatGPT's impact on students' writing at Universitas Negeri Makassar. Their research, The Use of ChatGPT in Enhancing Students' Writing Ability, involved five English education students and employed a qualitative method through interviews. Results showed improvements in vocabulary, sentence structure, and idea development, though progress depended on usage frequency. The research suggested ChatGPT as an effective supplementary tool for writing instruction.

Salwa & Tyas (2024) conducted quantitative research at Universitas Sains dan Teknologi Komputer Semarang, titled Exploring Students' Perception of EFL on the Use of ChatGPT to Complete the English Writing Task. With 150 students from three universities (final sample 36 students),

they used a Likert-scale questionnaire to assess perceptions. 62% of students felt ChatGPT increased motivation, 76% found it easy to use, and 60% saw academic improvements, though some relied too much on AI-generated content.

Previous studies show that ChatGPT can enhance students' writing skills in English learning. However, most rely on qualitative methods, making it difficult to measure perceptions statistically. Some focus on general impacts without exploring specific educational contexts. For example, Amaliyah (2024) used a qualitative approach, while Anggeraja et al. (2024) examined writing improvement, not student perspectives. Salwa & Tyas (2024) used a quantitative method but studied multiple universities, not Islamic education specifically. To fill this gap, this research quantitatively investigates students' perceptions at UIN SMDD Bukittinggi on using ChatGPT to enhance writing skills. It offers a fresh perspective by using questionnaires to collect objective data within an Islamic higher education context.

C. Conceptual framework

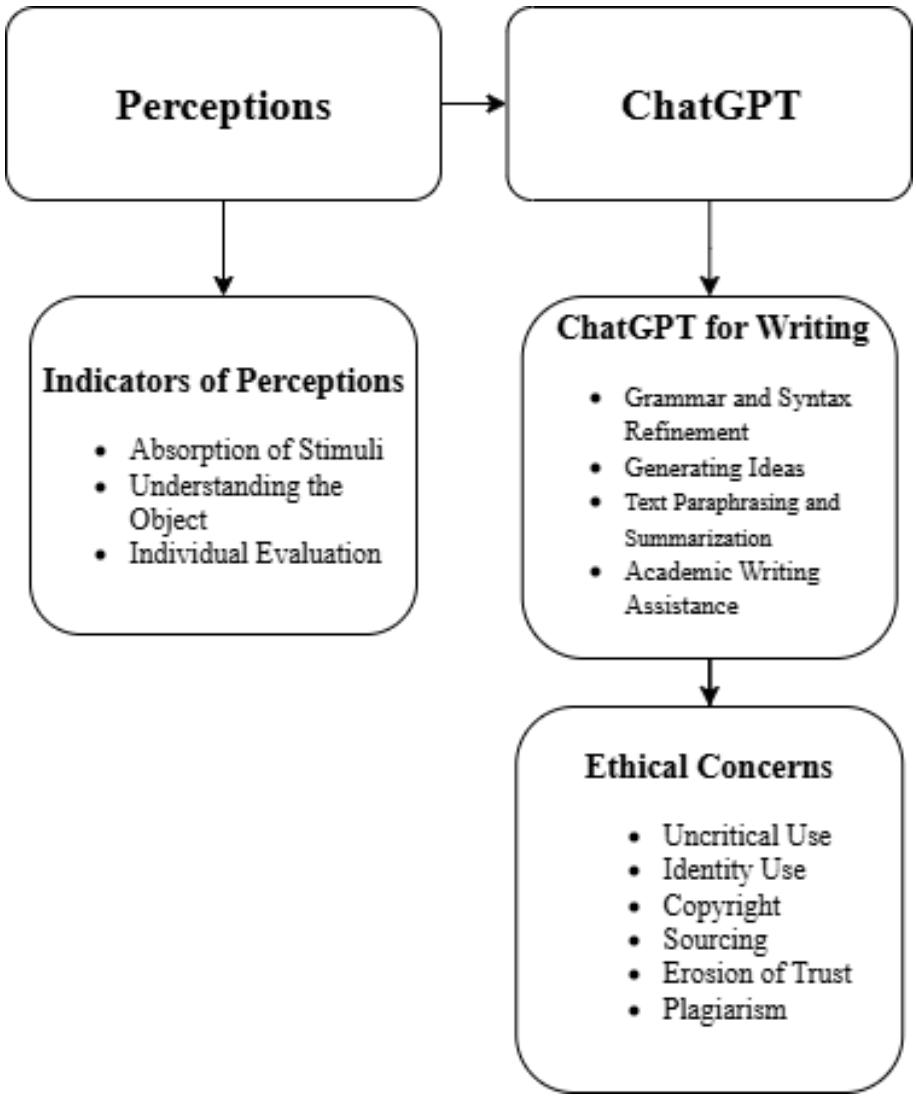


Figure 2.1 Conceptual Framework

The conceptual framework in this research describes the relationship between students' perceptions of the use of ChatGPT in developing English writing skills. Students' perceptions are analysed through three main indicators based on the stages of perception according to Walgito (2010): stimulus absorption, object understanding, and individual evaluation. These

indicators help determine the extent to which students are involved, understand, evaluate, and respond to the use of ChatGPT in academic writing activities. This perception is the basis for understanding how students see the role of ChatGPT in supporting their learning process.

This framework also highlights two main aspects of the use of ChatGPT: its benefits in writing and ethical concerns faced by students. In terms of writing, students utilize ChatGPT to improve grammar, sentence structure, generate ideas, paraphrase, summarize texts, and get general help in academic writing. However, the use of this technology also raises ethical issues such as the potential for plagiarism, over-reliance on AI, content bias, and the absence of clear guidelines from institutions regarding the use of AI in academic environments. By integrating these elements, this conceptual framework aims to provide a comprehensive understanding of students' perceptions of ChatGPT in academic writing.

CHAPTER III

RESEARCH METHOD

A. Type of Research

This study used a quantitative descriptive approach. The purpose of this approach is to obtain an objective picture of students' perceptions of using ChatGPT to improve their writing skills in English learning. The quantitative approach was chosen because it allows researchers to systematically measure students' attitudes and perceptions through the collection of numerical data, which are then analyzed statistically.

According to Sugiyono (2015), quantitative research is a method used to research a specific population or sample, with data collection techniques using research instruments such as questionnaires, and data analysis being quantitative or statistical, aiming to test hypotheses that have been established.

This approach considers the most relevant aspects in the context of this research, where students' perceptions of ChatGPT as a writing aid can be measured based on perception indicators developed from Walgito's theory (2010). By using a standardized assessment scale, researchers can obtain more objective and representative data on students' perceptions.

The use of a descriptive quantitative design also aims to describe how ChatGPT is used by students in their writing tasks, as well as the extent to which they view this tool as beneficial or challenging, both in terms of writing authenticity and academic ethics. Through this method, the research is expected to contribute significantly to understanding how students respond to the use of artificial intelligence technology in the learning process.

B. Population and Sample

This part explains who the participants of the research are. It includes the total number of students involved (population) and how the participants were selected (sample). Knowing the population and sample helps to understand the background of the data collected and ensures the results represent the students' perceptions accurately.

1) Population

The population in this research consisted of English Education Program students from the 2021 and 2022 cohorts, with a total of around 173 students. Specifically, there were 93 students from the 2021 cohort and 80 students from the 2022 cohort. All students involved in this research had experience in completing academic writing assignments in English. By using this population, it was expected that the data obtained could comprehensively describe the students' perceptions.

2) Sample

This research employed purposive sampling, a non-probability method where participants intentionally chose based on specific characteristics related to the research objectives. According to Etikan, Musa, and Alkassim (2016), this sampling technique allowed researchers to use their judgment in selecting individuals who will possess the most relevant knowledge or experience for the research. In this case, the participants selected from a group of individuals who regularly use ChatGPT for English writing tasks, such as crafting essays, reports, or academic assignments, rather than for occasional or general inquiries.

C. Instrument and Technique of Data Collection

The use of clear and appropriate instruments is essential in quantitative studies, as it helps researchers collect valid and reliable data. Data collection techniques are also described to show how the instruments were distributed and how data were obtained from participants. Both instruments and data collection techniques play an important role in supporting research findings and answering research questions.

1. Instrument of The Research

Instruments are essential tools for data collection and play a crucial role in the success of any research. According to Sugiyono

(2015), instruments in quantitative research can take the form of tests, interview guides, observation sheets, or questionnaires.

To identify eligible participants, the researcher will begin by distributing a brief preliminary survey to students in the 6th and 8th semesters. This initial survey aims to identify students who have actively used ChatGPT for academic writing tasks such as essays, reports, or other assignments. Only those students who meet this criterion will be invited to complete the main questionnaire.

The primary data collection tool in this study is a closed-ended questionnaire. This instrument is developed based on Walgito's (2010) perception theory, which outlines three key components of the perception process: absorption of stimuli, understanding the object, and individual evaluation. The questionnaire includes 20 items that reflect these components, along with several additional items designed to explore students' views on ethical concerns related to ChatGPT use—such as issues of plagiarism or over-reliance on AI-generated content.

By using a closed-ended format, the questionnaire allows the researcher to collect quantitative data in a structured and systematic manner. This approach facilitates easier analysis and clearer interpretation of the students' responses, providing valuable insights into their perceptions.

Each statement in the questionnaire uses a five-point Likert scale, which allows respondent to rate their agreement and disagreement each statement. The Likert scale is chosen because it is suitable for measuring attitudes, perceptions, or opinions in a structured and quantitative manner (Sugiyono, 2015). The questionnaires were measured using a Likert Scale, each with a score ranging from 1 to 5 based on the criteria.

In order to provide a more balanced perception measurement and reduce response bias, the questionnaire includes both positive and negative statements. Positive statements reflect agreement with favourable perceptions about ChatGPT, while negative statements reflect disagreement with unfavourable aspects. During the analysis, the scores for negative items were reversed to maintain consistency in interpretation, with higher scores always indicating stronger positive 48 perceptions. The scoring criteria for each response category are outlined in the following Likert scale table:

Table 3.1 Likert Scale

Statements	Score	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3

Disagree	2	4
Strongly Disagree	1	5

2. Technique Data Collection

Data collection in this research carried out systematically and structured through the distribution of questionnaires to students selected as samples. The questionnaire distributed to respondents in digital format, depending on the conditions and availability of the participants. The steps in the data collection process included:

a. The researcher sent the questionnaire via personal WhatsApp chats.

b. Before completing the questionnaire, the researcher provides an explanation of the research's purpose.

c. After all the questionnaires have been collected, the researcher checks the completeness of the data and then proceeds to the analysis process

D. Validity and Reliability of Instruments

In quantitative research, the quality of the instrument heavily relies on two important aspects: validity and reliability. These two aspects

determine whether the instrument truly measures what it is intended to measure and whether the results are consistent over time.

1. Validity

   Validity basically means making sure the questionnaire really measures what it's supposed to measure (Gay, Mills, & Airasian, 2012). In this study, content validity was established by involving three English education lecturers who carefully reviewed each question. They assessed whether the items were clear, relevant, and adequately covered all important aspects of students' perceptions of using ChatGPT to improve their writing skills. Thanks to their feedback, some questions were revised to better align with the research goals. This process gave confidence that the questionnaire truly captures the intended information.

   To ensure thorough content validity, the instrument was validated by three lecturers: Miss Lena Sastri, M.Pd., as the first validator; Miss Muthia Rahman, M.Pd., as the second validator; and Miss Dr. Absharini Kardena, M.Pd., as the final validator. They evaluated how well each question represented the perception indicators based on Walgito's theory (2010). Revisions were made according to their suggestions to ensure that every item was clear, relevant, and consistent with the theoretical framework and research

objectives. The validation results were documented in a validation sheet signed by all the validators.

2. Reliability

Reliability referred to the consistency and stability of a measurement instrument, ensuring that it produced consistent results under similar conditions (Creswell, 2012). In this research, internal consistency reliability was assessed using Cronbach's Alpha. A Cronbach's Alpha value of 0.70 or higher was considered acceptable for social science research (Gay, Mills, & Airasian, 2012).

Before distributing the questionnaire to the main sample, a pilot test was carried out with 25 students from the same population, although they were not included in the final study. This step helped ensure that the items were clear and understandable. The reliability of the instrument was then checked using SPSS version 22 through the *Reliability Analysis* feature. The analysis showed a Cronbach's Alpha score of 0.762, indicating that the questionnaire had good internal consistency and could be confidently used in the main research.

Reliability Statistics

Cronbach's Alpha	N of Items
.762	20

Figure 3.1 Reliability's Result

E. Technique of Data Analysis

The data collected in this research were analyzed using descriptive statistical techniques. The purpose of this technique was to present the characteristics of the data obtained from the questionnaire systematically and in detail (Sugiyono, 2015). This approach was used to describe students' perceptions of the use of ChatGPT in improving their English writing skills. The steps of data analysis included:

1. Data Tabulation

   According to Sugiyono (2015), tabulation is the process of systematically organizing data into tables to facilitate easier analysis and interpretation. Through tabulation, raw data becomes clearer, more structured, and ready to be analyse both quantitatively and qualitatively.

2. Descriptive Statistical Analysis

   Descriptive statistical analysis, according to Sugiyono (2019), is a method used to describe or present data systematically so that it can be easily understood and interpreted. This method involves the calculation of measures such as frequency, percentage, mean, and standard deviation.

3. In this research, descriptive statistics **were used** to analyze the tabulated data. The analysis **involved** calculating the frequency of responses, the percentage of each response category, the mean score

for each item, and the standard deviation to measure the spread of the data.

4. Interpretation Using Descriptive Analytical Approach

Miles, Huberman, and Saldaña (2014) state that descriptive analysis is not only concerned with presenting data but also with interpreting it by identifying patterns, trends, and relationships within the data.

In this research, after obtaining the descriptive statistics, the data analysed interpretatively. The researcher identified patterns, trends, and variations in the students' perceptions related to the use of ChatGPT in enhancing writing skills.

5. Conclusion Drawing

Sugiyono (2015) explains that conclusion drawing is the process of interpreting the findings of research in relation to the research questions, objectives, and theories used.

In this research, conclusions were drawn by synthesizing the quantitative results from the questionnaire and the thematic analysis of the open-ended responses. This comprehensive approach aimed to answer the research questions regarding students' perceptions and ethical considerations when using ChatGPT to enhance their writing skills.

By following structured data analysis steps starting from organizing data, applying simple statistics, searching for patterns, and

drawing conclusion. The researcher attempted to provide a clear and comprehensive picture of students' perceptions of using ChatGPT to improve their English writing skills. By combining numbers and written responses, the researcher ensured to capture both overall trends and key ideas shared by students. This approach helps in better understanding the benefits, challenges, and ethical issues faced in using ChatGPT in English language learning.

CHAPTER IV
FINDINGS AND DISCUSSIOON

This chapter presents research findings regarding students' perceptions of the use of ChatGPT in improving their writing skills. Data obtained from questionnaires distributed to students of the English Language Education Study Program at UIN SMDD Bukittinggi who had taken the writing for academic context course were then analyzed descriptively. The research findings are presented in tables and diagrams to provide a clearer picture, then discussed further according to the research problem formulation.

A. Data Description

This research involved 133 students from the English Education Department of UIN Sjech M. Djamil Djambek Bukittinggi from the 2021 and 2022 cohorts. All of them had experience completing English writing assignments during their studies. The main instrument used in this study was a Likert-scale questionnaire consisting of 20 closed-ended statements. These statements were divided into four indicators of perception: attention, interpretation, evaluation, and response.

The questionnaire responses were scored using a five-point Likert scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). This scoring allowed the researcher to measure the level of agreement or disagreement among students toward each statement regarding the use of ChatGPT in writing activities.

The data were collected through Google Forms and then tabulated into tables to show the number (frequency) and percentage of each response category for each statement. After tabulation, the researcher calculated the mean score of each item and the overall average score to find out students' general perceptions.

The overall mean score of the questionnaire was 3.64 on the Likert scale, with the lowest item score being 3.00 and the highest being 4.45. These numbers indicate that students' perceptions were generally positive to neutral toward the use of ChatGPT in improving their writing skills.

By presenting the frequency and percentage of each response, the researcher could see which aspects of ChatGPT were viewed positively by most students and which aspects still caused doubt or concern. To make the findings clearer, the data are presented in the form of diagrams, showing the distribution of students' answers for each statement.

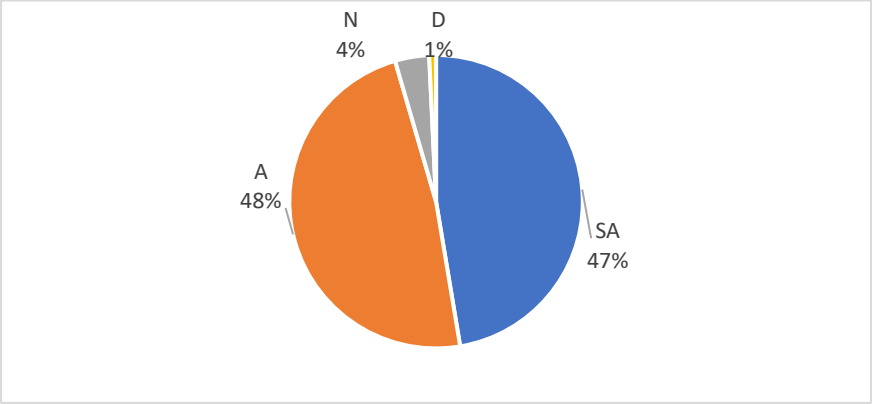


Figure 4.1 I know what ChatGPT is

The item of how much they know about ChatGPT, 63 students (47.4%) voted Strongly Agree, indicating they were very familiar with ChatGPT with high confidence. 64 students (48.1%) voted Agree, indicating they were quite familiar with ChatGPT. 5 students (3.8%) voted Neutral, indicating doubt or lack of experience. and 1 student (0.7%) Disagree. The high level of agreement on this item reflects that ChatGPT is no longer a foreign concept for students in higher education. Their strong familiarity serves as a foundation for meaningful use.

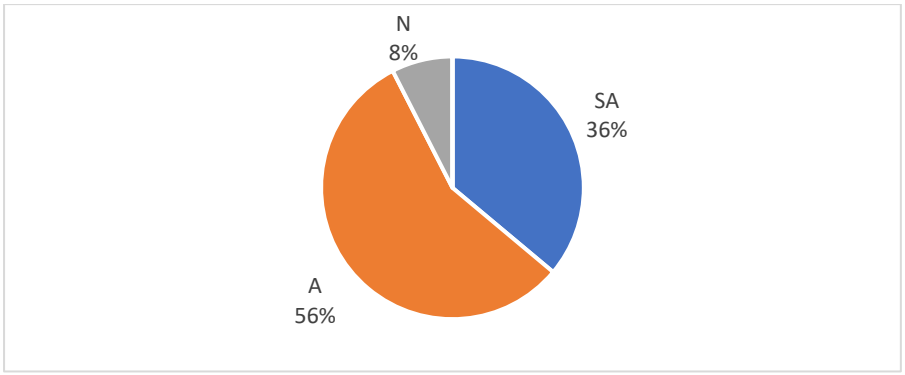


Figure 4.2 I have experience using ChatGPT in my academic writing

For item of students' experience, 48 students (36.1%) voted Strongly Agree, indicating they actively use ChatGPT in academic writing. 75 students (56.4%) voted Agree, indicating they have used it, though perhaps not intensively. and 10 students (7.5%) voted Neutral, indicating uncertainty or limited use. Of the many students who stated they were familiar with ChatGPT (figure 4.1), 48 respondents strongly agreed with this item, indicating that they were not only familiar with ChatGPT but also actively used it in their academic

writing. This indicates that some students have used of ChatGPT into their writing process. Meanwhile, a significant number of respondents agreed, indicating that ChatGPT's use for academic writing is common among students.

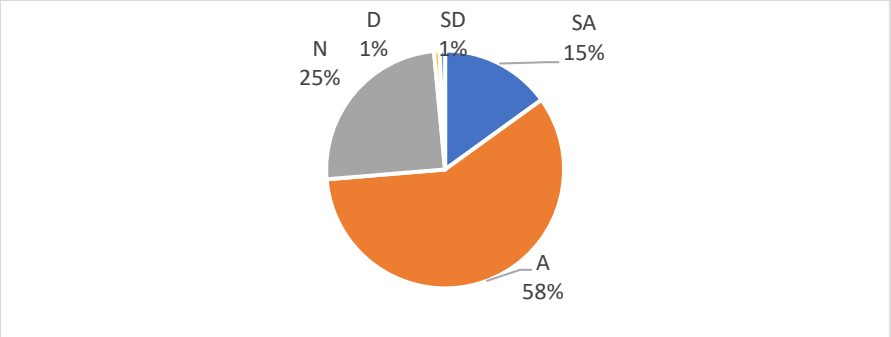


Figure 4.3 I believe that ChatGPT can be used to improve my academic writing skills.

The item of writing skills improvement, 20 students (15%) voted Strongly Agree, indicating they definitely feel ChatGPT has helped improve their writing skills. 78 students (58.6%) voted Agree, indicating they have found it beneficial, though perhaps not significantly. 33 students (24.8%) were neutral, showed doubts or had not felt the benefits directly. Thus, students generally perceive ChatGPT as helpful for writing, particularly in idea generation and language refinement. However, the notable neutral responses suggest that some may not fully explore its features or lack confidence in its effectiveness.

Based on these results, it was safe to say that most students already knew what ChatGPT was and had used it, especially to help with academic writing. However, while many were aware of it, not all of them actively or

regularly used it. This could have been because they were unsure how to use it, didn't fully understand its function, or perhaps didn't fully trust ChatGPT's results. So, in conclusion, even though students were familiar with the technology, their experiences using ChatGPT were still quite varied.

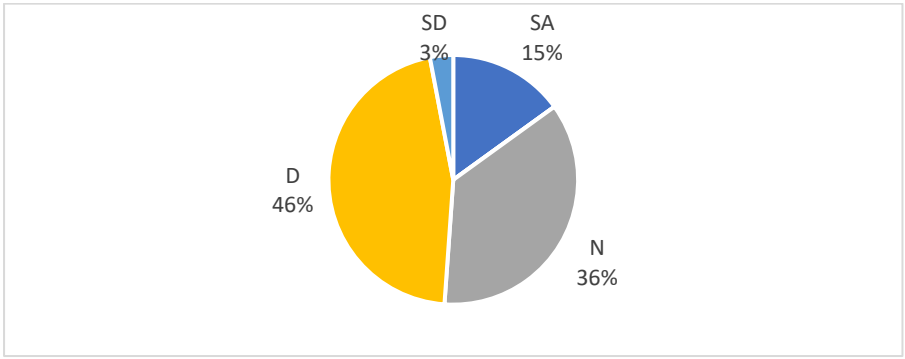


Figure 4.4 I believe that ChatGPT cannot be used for research tool

For this item, 50 students (37.6%) selected Strongly Agree (SA) and 60 students (45.1%) selected Agree (A), showing that a large majority of students believe ChatGPT assists them in generating better writing ideas. Meanwhile, 15 students (11.3%) responded Neutral (N), indicating that some were unsure about ChatGPT's role in idea development. Only 6 students (4.5%) chose Disagree (D) and 2 students (1.5%) Strongly Disagree (DA). This item indicates students' doubts and uncertainty regarding ChatGPT's function in the context of academic research. Most respondents disagreed that ChatGPT cannot be used as a research tool, indicating that many of them see potential for using ChatGPT in the research process, even if only as an aid for exploring ideas, finding initial references, or structuring a paper. However, a significant number also chose Neutral, indicating that some students lack a clear

understanding of ChatGPT's limitations and role in scientific research. This finding aligns with figure 4.3 and figure 4.2, where ChatGPT is viewed more as a writing aid than a primary source for scientific research.

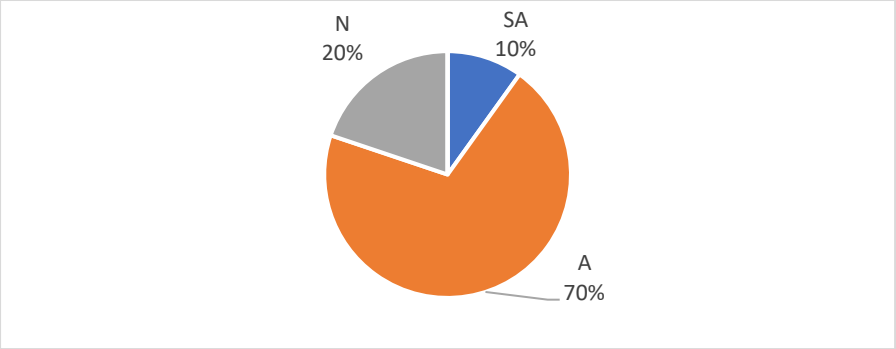


Figure 4.5 I believe that ChatGPT can be used as a reference tool for learning

For this item, 13 students (9.8%) voted Strongly Agree, indicating they strongly believe ChatGPT is useful as a reference tool. 92 students (69.2%) voted Agree, indicating the majority felt ChatGPT was quite helpful for learning. 26 students (19.5%) voted Neutral, indicating doubts or not yet fully exploring the tool. while data on Disagree and Strongly Disagree were not disclosed.

This item indicates that most students view ChatGPT as a helpful reference tool in their learning process. They may use it to understand concepts, explain material, or find writing inspiration. This view supports the results in figure 4.3, where ChatGPT was perceived as improving writing skills, and in figure 4.2, which showed that most students had indeed used ChatGPT in their academic practice. In other words, students tend to view ChatGPT as a practical

and informative learning tool, even though it is not an official academic resource.

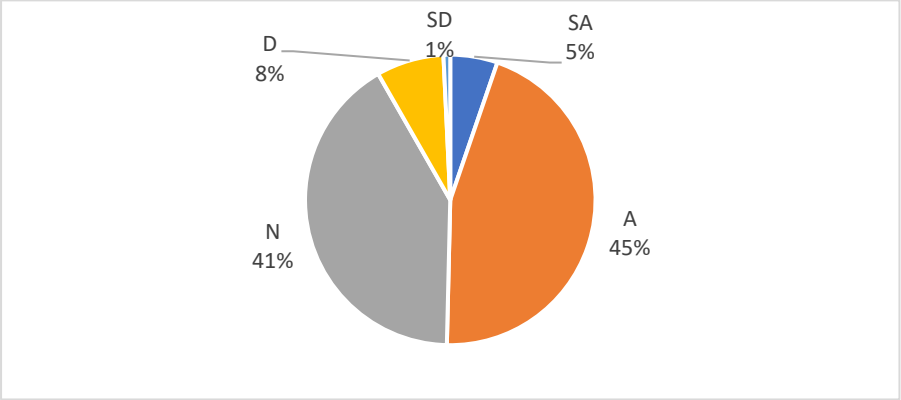


Figure 4.6 I believe that information from ChatGPT may not reliable

From diagram above, it can describe there was 7 students (5.3%) strongly agreed and 60 students (45.1%) agreed, indicating that they felt ChatGPT could provide inaccurate information. 55 students (41.4%) were neutral, indicating that many were not entirely sure. while the remainder were not mentioned as choosing to disagree or strongly disagree. This item indicates that a significant number of students are aware of the potential inaccuracies in the answers provided by ChatGPT. Although they previously considered ChatGPT a useful tool for writing (figure 4.3) and studying (figure 4.5), they still recognize that AI-generated content is not always completely trustworthy. This awareness is important because it indicates a critical attitude toward technology.

From student responses regarding the benefits of ChatGPT in item 4-6, the majority found the app quite helpful for writing assignments, finding ideas,

or even as a study reference. However, not everyone found it to be significantly beneficial. Some were also neutral, perhaps having never tried it to its full potential or simply being unsure about the results. So, while ChatGPT is generally considered useful, not all students can or know how to use it effectively. They may only use it for simple tasks, not for deeper academic pursuits.

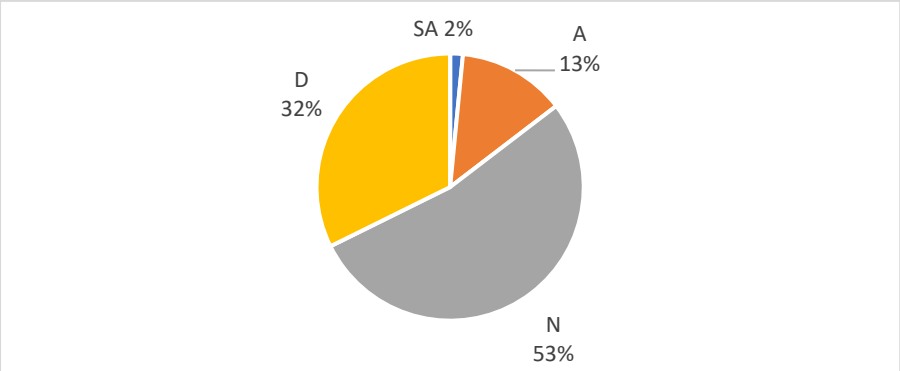


Figure 4.7 ChatGPT is hard to use

For the difficulty of use, only 5 students (3.8%) strongly agreed and 14 students (10.5%) agreed, indicating a small percentage found ChatGPT difficult to use. 69 students (51.9%) were neutral, indicating uncertainty or limited experience. 42 students (31.6%) disagreed and 3 students (2.3%) strongly disagreed, indicating that the majority did not find ChatGPT difficult to use. This item indicates that most students had no difficulty using ChatGPT. However, many also chose Neutral, which may indicate they haven't fully explored its features or feel less confident in using it for complex tasks. This is

relevant to results figure 4.2 and figure 4.3, which suggest that while ChatGPT usage is quite high, its utilization may still be limited to basic tasks.

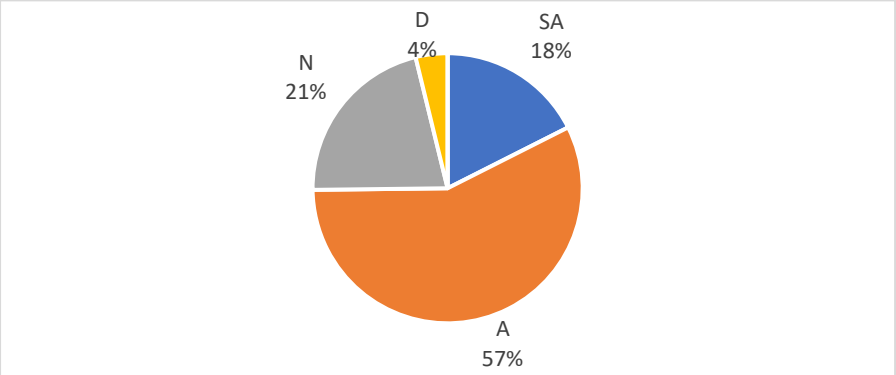


Figure 4.8 ChatGPT is comfortable to use

For the item of how ChatGPT comfortable to use, 23 students (17.3%) strongly agreed and 75 students (56.4%) agreed, indicating that the majority found ChatGPT easy and convenient to use. 35 students (26.3%) were neutral, indicating some were still unsure. no mention of disagreement or strong disagreement was made. This item indicates that the majority of students felt comfortable using ChatGPT. This comfort may stem from its simple interface, quick response times, and flexibility in handling various types of questions. This comfort aligns with the results from figure 4.7, which indicated that they did not find ChatGPT difficult to use. Furthermore, this also supports the findings from figure 4.2 and figure 4.5, which showed that students who had used ChatGPT found it quite helpful and tended to have positive attitudes toward interacting with the tool.

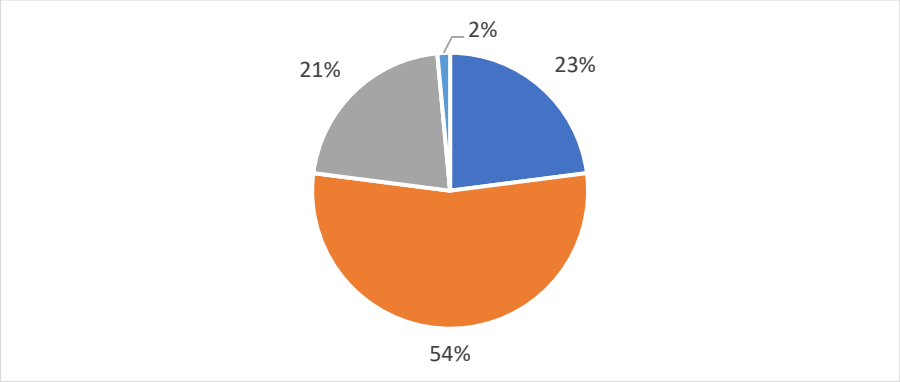


Figure 4.9 ChatGPT is very flexible in it use

In the flexibility, 31 students (23.3%) strongly agreed and 73 students (54.9%) agreed, indicating that they perceived the flexibility of using ChatGPT in various academic contexts. 29 students (21.8%) were neutral, indicating some were unsure. and no students disagreed. This item indicates that students perceive ChatGPT as a flexible tool for various academic needs, from organizing ideas and improving sentences to translating text. This flexibility is likely one of the main reasons why students continue to use it (figure 4.2), and why they feel ChatGPT contributes to improving their writing skills (figure 4.3).

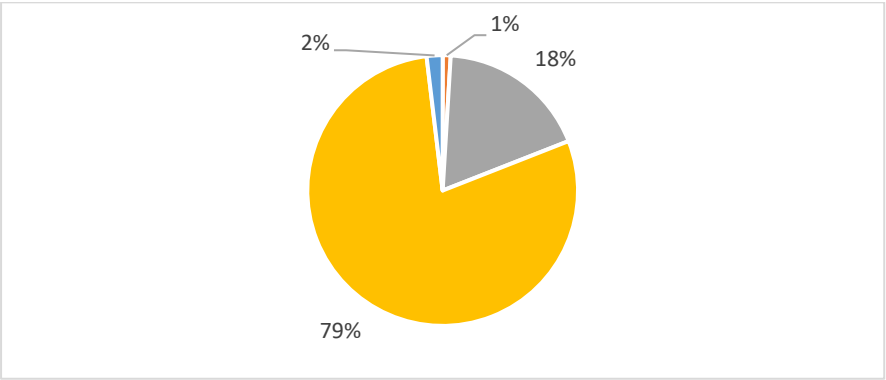


Figure 4.10 ChatGPT's answers are hardly understood

This item showed that 30 students (22.6%) strongly disagreed and 83 students (62.4%) disagreed, indicating a large majority felt ChatGPT's answers were easy to understand. 17 students (12.8%) were neutral, indicating some uncertainty. no mention of agreement or strong disagreement was made. This item indicates that the majority of students had no difficulty understanding the answers from ChatGPT. This means that the output provided by this AI is considered quite clear and easy to digest. This reinforces the results in figure 4.8 and figure 4.9, which indicate that comfort and

Based on items 7-10, Many students also said that ChatGPT was easy to use. It could be accessed anytime, from anywhere, and the interface was uncomplicated. They also found the answers easy to understand. Therefore, ChatGPT felt comfortable and flexible to use for assignments, especially in academic writing. However, this convenience could lead students to rely too much on AI, especially when they were facing a deadline or were unsure of their own writing skills. So, while it was practical, there still had to be limits to prevent it from becoming an unhealthy habit in the long time.

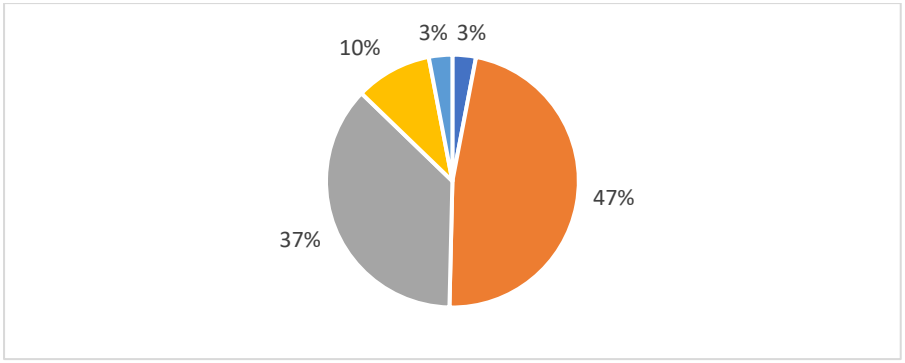


Figure 4.11 ChatGPT does not give me misleading answer

In this item, 63 students (47.4%) agreed, indicating they were aware of the potential for misleading answers from ChatGPT. 49 students (36.8%) were neutral, indicating some were unsure. Thirteen students (9.8%) Disagree and four students (3%) Strongly Disagree, indicating a small percentage disagreed with the statement. This item indicates that some students still feel uncertain about the reliability of the answers provided by ChatGPT. This indicates that although they found ChatGPT's answers easy to understand (figure 4.10), their confidence in the answer's truth or accuracy is not yet fully established. This doubt reinforces the findings in figure 4.6, where students expressed that information from ChatGPT may not always be reliable.

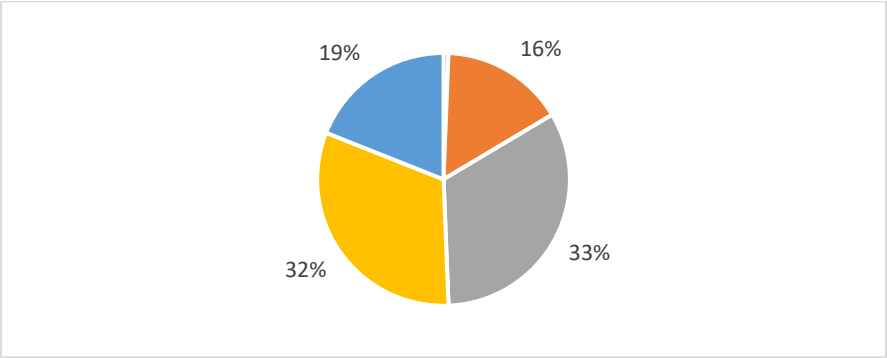


Figure 4.12 Using ChatGPT is not efficient way to do my assignment

Based on diagram above, it showed the respond if 5 students (3.8%) Strongly Disagree and 50 students (37.6%) Disagree, meaning they disagree that using ChatGPT is inefficient. 52 students (39.1%) Neutral, indicating many are still unsure or lack sufficient experience. the remainder did not agree. This item indicates that the majority of students disagree with the claim that

ChatGPT is less efficient. This suggests that they consider ChatGPT to be quite a useful tool for completing assignments, particularly in terms of speed and convenience. This finding aligns with previous views on convenience (figure 4.8) and flexibility (figure 4.9), as well as ease of understanding answers (figure 4.10). Therefore, it can be concluded that students not only feel comfortable using ChatGPT but also perceive its efficiency benefits in completing academic work.

Item 11 and 12 showed that most students admitted that ChatGPT made their work faster, especially when they had a lot of assignments. However, they also realized that ChatGPT's answers weren't always correct or reliable. Interestingly, even though they knew there was a possibility of errors, they still chose to use it because they perceived it as faster and more practical. This suggested that students were more focused on quick results rather than the quality or accuracy of the answers. It could be said that they used ChatGPT pragmatically, not because they were completely confident, but simply because they needed help.

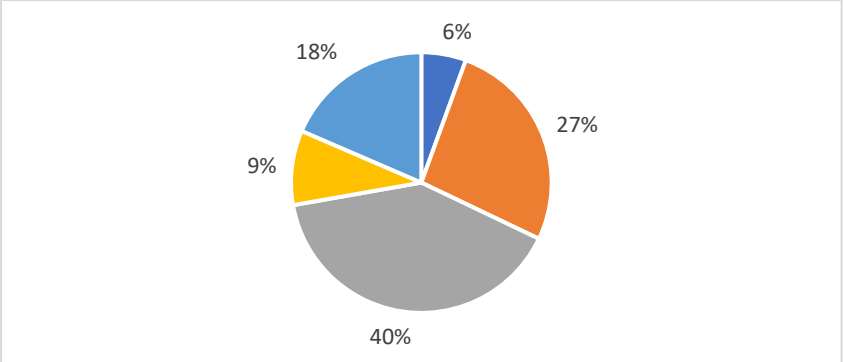


Figure 4.13 Using ChatGPT is against academic integrity

Based on Figure 4.13, 43 students (32.3%) Agree, indicating they feel the use of ChatGPT conflicts with academic values. 65 students (48.9%) Neutral, indicating uncertainty or a lack of understanding of academic ethics. and 16 students (12%) Disagree, meaning they disagree that using ChatGPT violates academic integrity. This item indicates that many students are still confused or lack a clear stance on whether using ChatGPT is contrary to academic integrity. This could mean that although they consider ChatGPT efficient (figure 4.12) and convenient to use (figure 4.8), they are unsure whether its use is ethically justifiable. This confusion could stem from the lack of clear rules or a sufficient understanding of the ethics of using AI in academic contexts.

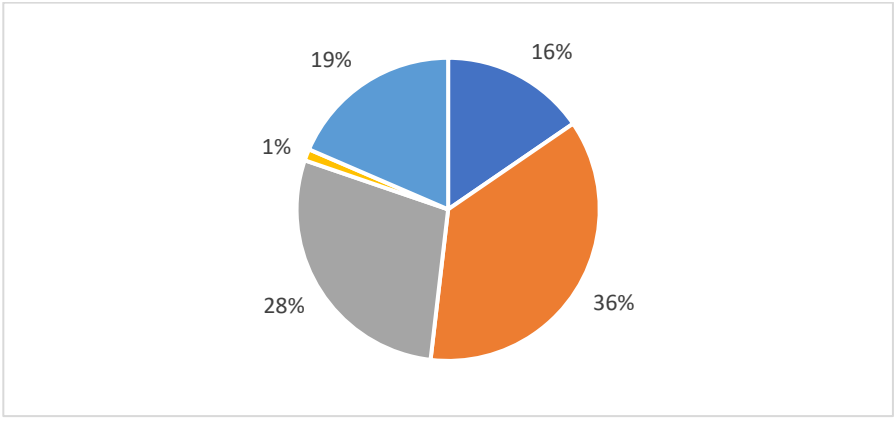


Figure 4.14 ChatGPT should be allowed in university level

In this item, 25 students (18.8%) Strongly Agree and 59 students (44.4%) Agree, indicating that most support the use of ChatGPT at the

university level. 46 students (34.6%) Neutral, indicating that most are not yet sure or are still waiting for the official policy and only 3 students (2.3%) Disagree, indicating slight rejection. This item indicates that the majority of students support the use of ChatGPT at the university level. This attitude aligns with previous items, particularly FIGURE 4.12, where they felt ChatGPT was efficient for completing assignments, and figure 4.8 and figure 4.9, which highlighted its convenience and flexibility.

Based on item 13 and item 14, it can conclude that students generally expressed awareness that using ChatGPT without citing its contributions could be considered a violation of academic honesty. They also tended to agree that using ChatGPT within the university environment remained acceptable, provided there were clear rules. This indicated that students were beginning to consider how to use this technology responsibly, while remaining in line with the principles of academic integrity applicable in higher education.

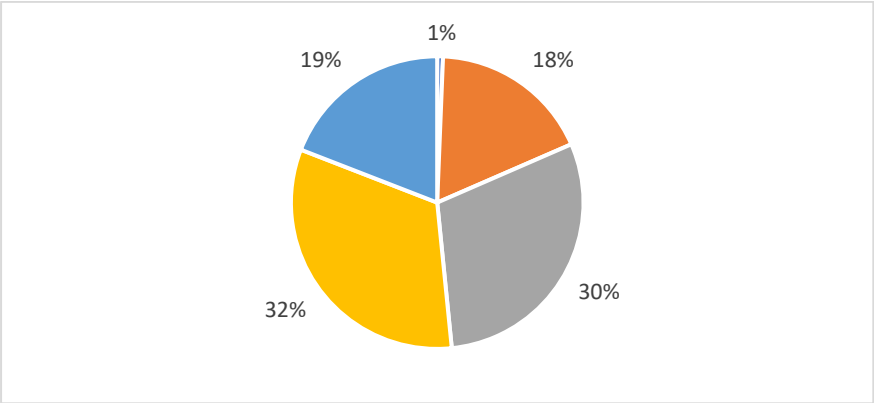


Figure 4. 15 I never check ChatGPT's generated accuracy before I use it for my writing

Figure 4. 15 showed that 6 students (4.5%) strongly disagreed, indicating that they had never actually checked the accuracy of ChatGPT content. 51 students (38.3%) disagreed, indicating that most rarely or never checked. 47 students (35.3%) were neutral, indicating doubt or ignorance about the importance of verification. 28 students (21.1%) agreed, indicating they were beginning to be aware of the need to check. and only 1 student (0.8%) strongly agreed, indicating a strong commitment to verifying ChatGPT content before use. This item revealed that most students did not consistently verify ChatGPT answers before using them. This reinforces the findings in figure 4.6 and figure 4.11, which indicated doubts about the accuracy of information provided by ChatGPT. Thus, even though they were aware that the information could be misleading, verification was not yet a habit. This indicates a gap between awareness and ethical practice in the use of AI technology.

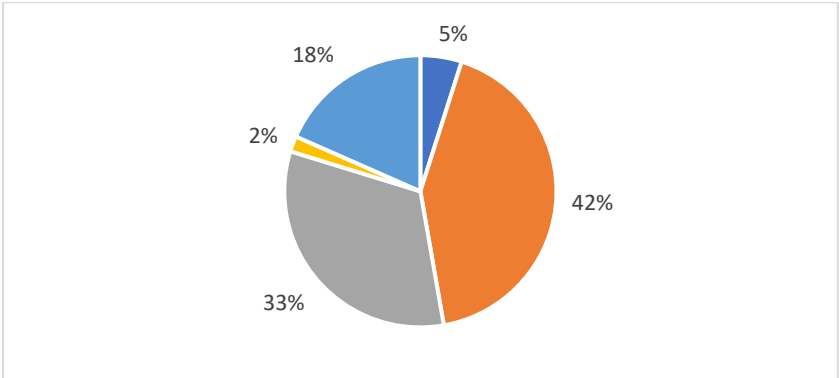


Figure 4.16 I am aware that the writing produced by ChatGPT may owned by a platform or company

This response showed if there were no students strongly disagreed, and only 3 students (2.3%) disagreed, indicating that very few were aware of AI content ownership rights. 53 students (39.8%) were neutral, indicating that many students were unsure about content ownership and 69 students (51.9%) agreed, indicating that the majority were aware that ChatGPT text could be owned by companies. and 8 students (6%) Strongly Agree, indicating a very high level of ethical awareness regarding digital ownership. This item demonstrates that many students have developed an awareness of the ownership rights of content generated by ChatGPT. This is an early indication of an emerging understanding of the legal aspects of using AI. This awareness becomes crucial when students begin to consider the ethical responsibilities of using ChatGPT in their writing.

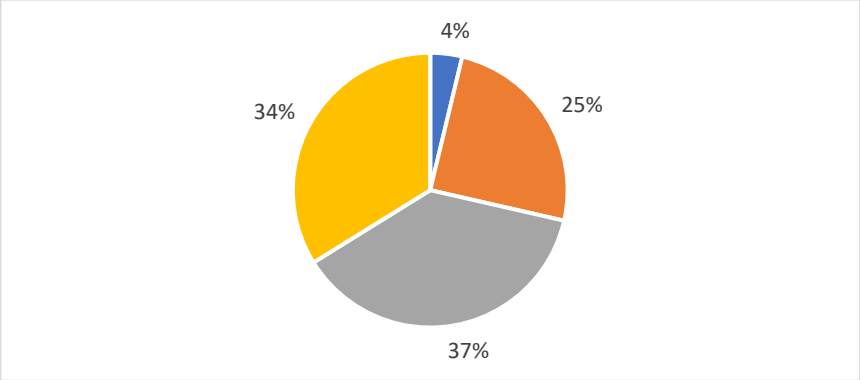


Figure 4.17 I know that ChatGPT often does not provide working sources, but I still rely on ChatGPT to cite my academic writing

For this item, no students Strongly Disagree, and 45 students (33.8%) Disagree, indicating that they no longer use ChatGPT for citations due to

awareness of its weaknesses. 50 students (37.6%) Neutral, indicating confusion or lack of understanding of proper citation practices. 33 students (24.8%) Agree, admitting that they still rely on ChatGPT despite being aware of its limitations. and 5 students (3.8%) Strongly Agree, indicating use without considering the validity of sources. This item indicates that some students continue to use ChatGPT as a reference even though they know the sources provided are often unreliable. This demonstrates a contradiction between knowledge and practice, as also seen in Figure 4.15.

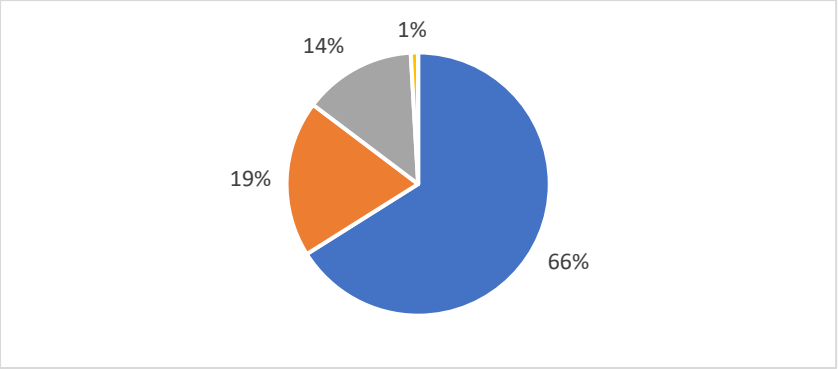


Figure 4.18 I understand that over reliance on ChatGPT may cause other to doubt the authenticity of my writing

For the reliance item, it can describe there were no students chose Strongly Disagree, and only 3 students (2.3%) Disagree, indicating that almost all students are not ignorant of the risks of AI reliance. 46 students (34.6%) Neutral, indicating some are still unsure or have not experienced it firsthand. 64 students (48.1%) Agree, indicating that the majority recognize that excessive use can damage credibility. and 20 students (15%) Strongly Agree,

indicating a full awareness of the importance of maintaining originality. This item demonstrates that most students recognize that over-reliance on ChatGPT can raise doubts about the authenticity of their work. This awareness logically follows statements Figure 4.13, which raise issues of academic integrity and trust in the use of AI. Students may understand the risks, but as seen in Figure 4.15 and Figure 4.17, this awareness is not always accompanied by behavioural changes in academic practice.

The results of Figure 4.15 and Figure 4.18 indicated that many students were still not accustomed to double-checking the content provided by ChatGPT. They tended to immediately believe and use the answers without verification. Although ChatGPT's answers might have seemed convincing, this was quite risky when used in academic contexts that demanded accuracy. This lack of checking habits might have been due to their lack of awareness that AI could also be wrong or misleading.

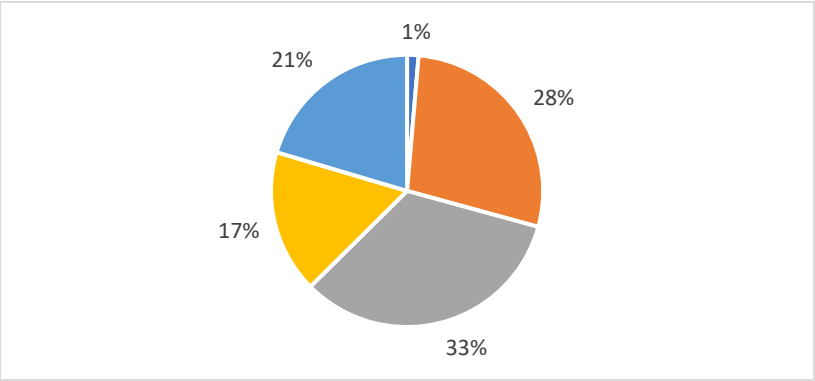


Figure 4.19 I submit ChatGPT's generated content as my own work

This item presented 16 students (12%) Strongly Disagree, indicating a strong rejection of dishonest practices. 25 students (18.8%) Disagree, indicating that they also strive to maintain integrity. 49 students (36.8%) Neutral, indicating that many are still unsure whether it violates ethics. 41 students (30.8%) Agree, indicating that they have submitted ChatGPT results as their own. and 2 students (1.5%) Strongly Agree, indicating full acceptance of practices that conflict with academic values. This item is crucial because it shows that some students still admit to submitting ChatGPT writing as their own work, despite previously being aware of the risks of dependency (Figure 4.18) and information inaccuracy (Figure 4.6, Figure 4.11). This indicates a mismatch between attitudes and behaviour, reflecting a lack of guidelines or internal controls for the ethical use of ChatGPT. This finding also reinforces the importance of strengthening digital ethics literacy on campus.

The results from items 17 and 19 were quite concerning. Some students admitted to including quotes from ChatGPT without verifying the validity of the source. Some even submitted ChatGPT results directly as personal assignments. This showed the potential for overreaching AI use, especially if students didn't understand that it could be considered a form of academic misconduct. Without clear guidance, this practice could have been dangerous.

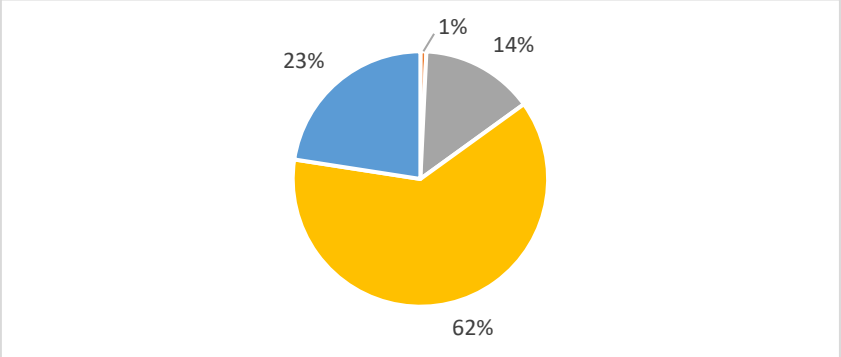


Figure 4.20 I always acknowledge if ChatGPT helps my academic writing

Finally, this item showed if there was only 1 student (0.8%) Strongly Disagree and 5 students (3.8%) Disagree, indicating that only a few do not acknowledge the use of ChatGPT. 49 students (36.8%) Neutral, indicating doubt or not yet knowing how to acknowledge. 59 students (44.4%) Agree, indicating that most are willing to acknowledge AI assistance. and 19 students (14.3%) Strongly Agree, indicating a strong commitment to transparency in the use of ChatGPT. This final item demonstrates the good intentions of some students to be transparent about the assistance they receive from ChatGPT. However, many remain hesitant or unsure how to properly provide attribution. This uncertainty suggests that while awareness is growing (see Figure 4.16 and Figure 4.18), there are still no clear academic standards guiding students in attributing AI technology. This underscores the need for more explicit campus policies and ethical education.

Based on item 16 and item 20, some students had indeed begun to realize that the results from ChatGPT were not entirely their own. They knew that the answers generated by AI came from the system, not from their personal

thoughts. However, many were still unsure whether it was necessary to mention or acknowledge the use of ChatGPT in their assignments. This indicated that understanding of who actually owned AI-generated content was still not evenly distributed among the students.

B. Discussion

This section discusses the research findings regarding students' perceptions of using ChatGPT to improve their academic writing skills. The discussion is structured around several thematic aspects derived from the questionnaire results: general perception, perceived benefits, ease of use, and ethical concerns. These findings are interpreted in light of relevant theories and previous research to answer the research questions. The questionnaire items used in this study were grouped according to these two research focuses. Items Figure 4.1 to Figure 4.14 explore students' general views on ChatGPT and its benefits, uses, and role in improving academic writing skills. Items Figure 4.15 to Figure 4.20, on the other hand, are designed to assess students' ethical awareness and behaviour when using ChatGPT in the context of academic honesty and intellectual integrity.

1. Students' Perception of sing ChatGPT to enhance academic writing skills

   From the analyzed questionnaire results, it appears that the majority of students are quite familiar with ChatGPT and actively use it, especially in the context of academic writing. This indicates that ChatGPT has become part of their study habits. Many students feel that the application

helps them organize ideas, improve sentence structure, and save time. This finding aligns with research by Chan and Hu (2023), who stated that students tend to have a positive view of ChatGPT because it provides a more personalized and efficient learning experience.

However, despite this positive perception, not all students fully understand the limitations or risks of using ChatGPT. Some remain sceptical about the accuracy of the information provided, and some are even neutral when asked about its impact on their writing skills. This could be because they have not fully explored ChatGPT's potential or are still unsure how to use this AI effectively. In this context, the research findings of Kasneci et al. (2023) are quite relevant, as they also found that despite AI's immense potential for education, concerns remain about its accuracy and long-term impact on critical thinking skills.

Furthermore, several items, such as FIGURE 4.7 to FIGURE 4.10, indicate that students found ChatGPT easy to use and quite flexible. This may explain why they relied heavily on the application to complete assignments. Interestingly, although they found it helpful, they also expressed caution, particularly when asked about the validity and ethicality of its use (Figure 4.13, Figure 4.14). This suggests that while students are open to new technologies, they do not necessarily view ChatGPT as a definitive solution. This supports the findings of Hidayati and Syarifuddin (2023), who stated that students remain confused about the appropriateness of ChatGPT in academic contexts.

In general, student perceptions of ChatGPT tend to be positive, but this is not yet fully understood. There is still room for improving digital literacy and the ethical use of AI, so that they use it not only because it's "practical" but also with an awareness of the dos and don'ts.

2. Students' Actions to Maintain Academic Honesty When Using AI Tools in Their Studies

Looking at the ethics section (Figure 4.15 to Figure 4.20), it appears that although students are aware that ChatGPT can provide inaccurate information, not all of them take steps to verify the answers. In fact, some still use it to include citations, or even submit their results as their own assignments. This is certainly problematic, because awareness is insufficient without concrete action. Hidayati and Syarifuddin (2023) also pointed out that many students still lack a clear understanding of the rules or ethics when using ChatGPT.

Interestingly, some students also demonstrate good intentions that they realize that ChatGPT results are not solely their own (Figure 4.16), and some want to acknowledge the AI's assistance (Figure 4.20). But again, most don't know how to do it properly. This is likely due to the lack of specific campus guidelines or policies regarding this. Without clear direction, it's understandable that students remain confused about the limits of its use.

In essence, despite the intention to use ChatGPT ethically, there are still many gaps in its implementation. This could be due to a lack of public awareness, the absence of written regulations, or because students are not yet accustomed to questioning their own work processes. Therefore, it is crucial for educational institutions to provide guidance and training on the responsible use of AI.

C. Limitation of Research

This study has several limitations, including:

1. It only used a descriptive quantitative approach, thus not exploring perceptions in depth.
2. Respondents came from only one university and two classes, so the results cannot be broadly generalized.
3. The use of a questionnaire instrument may not have fully captured the ethical dimensions and actual practices of ChatGPT use by students.

CHAPTER V
CONCLUSION AND SUGGESTIONS

A. Conclusion

Most students had a positive view of the use of ChatGPT in academic writing. They found ChatGPT helpful, especially in generating ideas, structuring sentences, and speeding up the writing process. The application was also considered easy to use and accessible at any time. However, not all students fully understood the limitations and risks of using ChatGPT, such as the accuracy of information and its impact on critical thinking and independent writing skills.

Furthermore, although awareness of the importance of maintaining academic honesty was beginning to emerge, many still did not implement it consistently. Some students knew that ChatGPT results should not be used directly without checking, but some still quoted without sources or even submitted the results as personal assignments. This indicated the need for clearer guidelines from universities to ensure that the use of AI did not conflict with academic values.

Overall, this study indicated that ChatGPT had become part of students' study habits. However, for its use to be truly beneficial, it had to be accompanied by critical understanding and a responsible attitude.

B. Suggestions

Based on the conclusions above, here are some suggestions that can be given:

1. For Students

   Students should use ChatGPT wisely. They need to understand that ChatGPT is only a tool, not a substitute for the learning and writing process itself. Students should also be more careful with the information provided by ChatGPT, by double checking its content and not copying it directly.

2. For Lecturers and Academic Institutions

   Educational institutions need to begin developing official guidelines or policies regarding the use of AI in academic contexts. This could include digital literacy training, ethical guidelines for using ChatGPT, and an emphasis on academic honesty in the technological era. Lecturers can also play an active role in mentoring students to use AI appropriately and responsibly.

3. For Future researcher

   This research is still limited to student perceptions and actions within a specific context. Future researchers could explore broader aspects, such as the impact of ChatGPT use on critical thinking skills, creativity, or even behavioural differences based on academic and cultural background.

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