

**STUDENTS' PERCEPTION OF USING CHAT GPT AS AN ACADEMIC
WRITING ASSISTANCE AT AN ISLAMIC SENIOR HIGH SCHOOL**

THESIS

By :

Bunayya Izzani Fathi Musaqqaf

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
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APPROVAL SHEET

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Students' Perceptions of Using Chat Gpt as An Academic Writing Assistance at An Islamic Senior High School

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Declares that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, 14 November 2025

The researcher,



Bunayya Izzani Fathi Musaqqaf

NIM. 210107110064

MOTTO

“Carpe diem, quam minimum credula postero”

DEDICATION

This thesis is wholeheartedly dedicated to my beloved mother, Mrs. Anis Hidayati, whose endless love, prayers, and unwavering support have been my greatest source of strength throughout every step of this academic journey. I also extend this dedication to my respected and dearly cherished brother and sister, who have stood by me through the challenges of living far from home. Your presence, encouragement, and the life lessons you have shared have shaped me in meaningful ways. May God always protect you, and may we all meet again at the peak of success.

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All praise belongs to Allah SWT, the Most Compassionate and the Most Merciful, whose endless mercy, blessings, and guidance have enabled me to complete this thesis. Peace and blessings be upon the noble Prophet Muhammad SAW, who brought enlightenment and guidance to all of humanity.

This thesis, entitled “Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School”, is submitted as a partial fulfillment of the requirements for attaining a Bachelor's Degree in English Education (S.Pd) at the Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. I fully realize that the completion of this work would not have been possible without the prayers, support, and contributions of many individuals. Therefore, I would like to express my deepest gratitude to the following:

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8. To all my organizational colleagues, both on and off campus, with whom I have shared meaningful moments of learning and collaboration.
9. To all individuals whose names are not mentioned one by one, yet whose prayers, encouragement, and support have greatly contributed to the completion of this thesis.
10. Lastly, I would like to express my gratitude to myself for believing in my own abilities, for working diligently, for persevering through challenges, for striving to give more than I receive, for choosing to do what is right, and for consistently being true to who I am.

I realize that this thesis is not flawless and still offers many opportunities for improvement. For that reason, I genuinely appreciate any constructive comments and suggestions that may help enhance its quality. It is my hope that this thesis will be beneficial for readers and that the process of completing it will continue to provide valuable insights and learning experiences for me.

Malang, 14th November, 2025

The Researcher

A handwritten signature in black ink, appearing to read "Bunayya Izzani Fathi Musaqqaf". The signature is fluid and cursive, with a large, stylized 'B' at the beginning.

Bunayya Izzani Fathi Musaqqaf

LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= <u>h</u>	ط	= th	و	= w
خ	= Kh	ظ	= zh	ه	= h
د	= d	ع	= ‘	ء	= ’
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a)

= ^

Long Vocal (i)

= ^

Long Vocal (u)

= ^

C. Diphthong Vocal

أو

= aw

أي

= av

أ

— v

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ABSTRACT

Musaqqaf, B. I. F. 2025. Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Maslihatul Bisriyah, M.TESOL

Keywords: ChatGPT, Artificial Intelligence, students' perception, academic writing.

The growing phenomenon of Artificial Intelligence (AI) use, particularly ChatGPT, in academic writing has become an interesting topic recently. While ChatGPT assists students in generating ideas, improving sentence structure, and enhancing writing efficiency, its use also raises concerns about dependency, ethics, and declining critical thinking skills. The purpose of this research is to explore students' perceptions of using ChatGPT in academic writing and to identify the challenges they experience. This study employed a qualitative approach with a transcendental phenomenological design, where data were collected through observation and semi structured interviews involving 23 students from the 11th grade "Excellent (A)" class at MAN 1 Nganjuk, six of whom were selected as key informants. Data collection was carried out through direct classroom observation during writing activities and interviews to understand students' experiences and viewpoints. The findings reveal that students hold a positive perception of ChatGPT as a helpful tool that supports idea generation and writing organization. However, several technical challenges such as unstable internet connections and cognitive challenges including poor prompt literacy, dependence on AI outputs, and reduced creativity were also identified. The discussion highlights that the effectiveness of ChatGPT in academic writing depends largely on students' learning motivation, digital literacy, and teachers' guidance in fostering ethical and reflective AI use.

ABSTRAK

Musaqqaf, B. I. F. 2025. Pandangan Siswa Terhadap Penggunaan ChatGPT Sebagai Pembantu Kepenulisan Akademik di Sekolah Menengah Atas Islam. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Maslihatul Bisriyah, M.TESOL.

Kata kunci: ChatGPT, kecerdasan buatan, persepsi siswa, penulisan akademik.

Fenomena meningkatnya penggunaan Artificial Intelligence (AI), khususnya ChatGPT, dalam penulisan akademik menjadi topik yang menarik perhatian dalam beberapa waktu terakhir. ChatGPT membantu siswa dalam menghasilkan ide, memperbaiki struktur kalimat, dan meningkatkan efisiensi penulisan. Namun, penggunaannya juga memunculkan kekhawatiran terkait ketergantungan, etika, serta menurunnya kemampuan berpikir kritis. Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana persepsi siswa terhadap penggunaan ChatGPT dalam penulisan akademik serta mengidentifikasi tantangan yang mereka alami. Penelitian ini menggunakan pendekatan kualitatif dengan desain fenomenologi transendental. Data dikumpulkan melalui observasi dan wawancara semi terstruktur terhadap 23 siswa kelas XI “Unggulan (A)” di MAN 1 Nganjuk, dengan enam siswa dipilih sebagai informan kunci. Pengumpulan data dilakukan melalui observasi langsung selama kegiatan menulis dan wawancara untuk memahami pengalaman serta pandangan siswa. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap ChatGPT sebagai alat bantu yang mendukung pengembangan ide dan pengorganisasian tulisan. Namun, beberapa tantangan juga ditemukan, seperti kendala teknis berupa koneksi internet yang tidak stabil, serta tantangan kognitif seperti rendahnya kemampuan membuat prompt, ketergantungan pada hasil AI, dan kurangnya kreativitas. Pembahasan menegaskan bahwa efektivitas penggunaan ChatGPT dalam penulisan akademik sangat bergantung pada motivasi belajar siswa, literasi digital, serta peran guru dalam membimbing penggunaan AI yang etis dan reflektif.

الملخص

مسقٌ، ب. ع. ب. ٢٠٢٥. تصوّرات الطالب حول برنامج شات جي بي تي في الكتابة الأكاديمية في المرحلة الثانوية الإسلامية. رسالة جامعية. قسم تعليم اللغة الإنجليزية، كلية التربية والتدريب المعلّمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية في مالانج. المشرفة: مصلحة البصرية، ماجستير ترسيس اللغة الإنجليزية. (M.TESOL).

الكلمات المفتاحية: شات جي بي تي، الذكاء الاصطناعي، تصوّرات الطالب، الكتابة الأكاديمية، المدرسة الثانوية الإسلامية.

يشهد استخدام الذكاء الاصطناعي، وخاصة برنامج شات جي بي تي، في مجال الكتابة الأكاديمية انتشاراً متزايداً في الأونة الأخيرة، مما جعله موضوعاً يثير اهتماماً واسعاً. إذ يساعد شات جي بي تي الطالب في توليد الأفكار، وتحسين بناء الجمل، وزيادة فعالية عملية الكتابة، إلا أن استخدامه يثير أيضاً عدداً من المخاوف، مثل الاعتماد المفرط، والجوانب الأخلاقية، وتراجع مهارات التفكير النقدي. يهدف هذا البحث إلى استكشاف تصوّرات الطالب حول استخدام شات جي بي تي في الكتابة الأكاديمية، وكذلك التعرّف على التحديات التي يواجهونها. اعتمدت هذه الدراسةمنهج النوعي بتصميم ظواهري متعالٍ فينومينولوجيا متعلالية. وقد جمعت البيانات من خلال الملاحظة والمقابلات نصف المهيكلة مع ٢٣ طالباً من الصف الحادي عشر" الممتاز "(A) في مدرسة المدرسة العلية ١ نجوج، حيث تم اختيار ستة طلاب منهم كمخبرين رئيسيين. شملت عملية جمع البيانات الملاحظة المباشرة داخل الصف أثناء أنشطة الكتابة، وكذلك مقابلات لفهم تجارب الطلاب ووجهات نظرهم. أظهرت النتائج أن الطلاب يمتلكون تصوّراً إيجابياً تجاه شات جي بي تي يوصفه أداة مفيدة تساعدهم في توليد الأفكار وتنظيم الكتابة. ومع ذلك، برزت عدة تحديات، منها تحديات تقنية مثل عدم استقرار اتصال الإنترنت، وتحديات معرفية تشمل ضعف مهارة إعداد "البرومبت"، والاعتماد على مخرجات الذكاء الاصطناعي، وتراجع مستوى الإبداع. وتشير المناقشة إلى أن فعالية استخدام شات جي بي تي في الكتابة الأكاديمية تعتمد بدرجة كبيرة على دافع التعلم لدى الطالب، ومستوى الوعي الرقمي لديهم، ودور المعلم في توجيههم نحو استخدام أخلاقي وواعي للذكاء الاصطناعي.

CHAPTER 1

INTRODUCTION

This chapter includes the following sub sections: background of the research, research questions, objectives of the research, significance of the research, scope and limitations, and definition of key terms.

1.1. Background of The Research

Academic writing is a formal style of writing that focuses on systematically and objectively conveying arguments and research results. This writing style is typically used for composing scientific papers, journal articles, theses, and dissertations. In academic writing, authors must follow specific formats, such as using clear and unambiguous language, logically organizing ideas, and presenting strong evidence to support the arguments being made. The most commonly used structure in academic writing is Introduction, Methodology, Results, and Discussion (IMRaD), which helps readers understand the research process and the presented results coherently (Norris, 2016).

Moreover, academic writing adheres to ethical principles, including avoiding plagiarism and properly crediting sources. Therefore, mastering the skills of structuring and organizing writing correctly is essential for academic success (Street, 2015). Adherence to these ethical standards not only ensures the integrity of academic work but also reflects the writer's credibility and respect for intellectual property. For students, these skills are fundamental in building a strong academic foundation and preparing for future professional endeavors, where clear and ethical communication is highly valued.

From an Islamic perspective, writing holds significant spiritual value. Allah SWT emphasizes the importance of writing in His words:

نَ وَالْفَقَمْ وَمَا يَسْطُرُونَ

“Nun. For the sake of pens and what they write” (QS. Al Qalam: 1).

This verse highlights that the pen and the ability to write are great blessings bestowed by Allah upon humans. Through writing, religious teachings can be disseminated, and knowledge can be passed down to future generations. Writing also plays a crucial role in building civilizations and advancing education, strengthening the argument that writing skills, especially in an academic context, must be developed with care (As Suyuthi & Al Mahalli, 2003).

With technological advancements, Artificial Intelligence (AI) has become one of the most influential innovations across various fields, including academic writing. AI based tools such as Grammarly, Mendeley, Turnitin, and ChatGPT are increasingly used to support the writing process. Grammarly, for example, helps writers check grammar and spelling (Fitria, 2021), while Mendeley simplifies reference management automatically (Russo et al., 2013). Turnitin, on the other hand, detects potential plagiarism in texts (Rahayu, 2024). ChatGPT serves as a problem solving tool by providing appropriate solutions or answers based on AI trained text, adapting responses to user inquiries, and presenting them in either text or audio form (Megawati et al., 2023). The use of AI tools in academic writing offers practical solutions to enhance the efficiency and accuracy of writing, but it must be used wisely to avoid over dependence, which could reduce critical thinking and creativity in writing (Haleem et al., 2022).

Among those AI tools, ChatGPT is an AI based language model developed by OpenAI, designed to understand and generate human like text. ChatGPT surpasses other AI tools such as Grammarly, Mendeley, and Turnitin due to its generative, interactive, and flexible capabilities across various stages of academic writing, from brainstorming to editing. Unlike AI tools that focus on specific tasks, ChatGPT can adapt writing styles, generate new ideas, and produce text tailored to users' needs (Werdiningsih et al., 2024). In the context of academic writing, ChatGPT can be used to help writers structure sentences, check grammar, or even draft initial writing. However, as the tool lacks deep understanding or creative innovation like humans, users should be cautious not to over rely on it, which could result in overly generic or unoriginal content (Ivanova et al., 2024). While ChatGPT provides various benefits, such as efficiency in drafting and revising academic texts, its use also raises several concerns. Some educators and researchers argue that excessive reliance on ChatGPT may reduce students' creativity and critical thinking skills (Jarrah et al., 2023). Moreover, ethical concerns arise regarding plagiarism and the authenticity of student generated content. These concerns highlight the need to investigate how students perceive ChatGPT's role in their academic writing process.

Among various AI based writing tools, ChatGPT is considered more effective than other AI writing assistants due to its generative, interactive, and adaptive capabilities. Unlike tools such as Grammarly or Turnitin, which primarily focus on specific technical aspects of writing such as grammar correction and plagiarism detection, ChatGPT can assist users throughout multiple stages of the academic writing process, including idea generation, outlining,

drafting, and revising texts. Its ability to respond to user prompts in a conversational manner allows students to receive contextualized feedback and explanations, making the learning process more dynamic and personalized. However, this effectiveness also brings significant implications. While ChatGPT can enhance writing efficiency, organization, and language accuracy, excessive reliance on the tool may lead to reduced critical thinking, diminished originality, and ethical concerns regarding authorship and academic integrity. Therefore, understanding how students perceive and utilize ChatGPT is essential to ensure that its advantages are maximized while its potential negative impacts are minimized.

Islam encourages creativity and innovation in various aspects of life, including writing. The story of Prophet Noah (Nuh) AS, who was commanded to build an ark under divine inspiration, demonstrates the importance of innovation in achieving greater goals, as mentioned in QS. Hud: 37

وَاصْنَعْ الْفَلْكَ بِأَعْيُنِنَا وَوَحْنَا وَلَا تُخَاطِبْنِي فِي الَّذِينَ ظَلَمُوا إِنَّهُمْ مُغْرَقُونَ

“Build the Ark under Our Eyes and with Our inspiration, and do not address Me concerning those who have done wrong; indeed, they are to be drowned” (QS. Hud: 37).

Creativity in academic writing is a gift that must be preserved and developed, especially with the availability of technological tools like AI. In this context, students are encouraged to continue relying on their own creative abilities, even with the assistance of technological tools (As Suyuthi & Al Mahalli, 2003).

By investigating students' perspectives, this research will provide valuable insights for educators and students themselves in understanding the role of AI in academic learning. The findings can help develop strategies to maximize the benefits of AI tools while mitigating their drawbacks, ensuring that students use technology responsibly and effectively in their academic journey.

Previous research has explored the role of generative AI, particularly ChatGPT, in enhancing students' writing skills at the senior high school level. Maghamil (2024) conducted an experimental study on Grade 12 TVL students, revealing that those who used ChatGPT showed significant improvement in writing quality compared to the control group (Maghamil & Sieras, 2024). The findings highlighted ChatGPT's positive impact on content, grammar, mechanics, and organization. Similarly, Wang (2024) investigated ChatGPT assisted feedback in English writing tasks, demonstrating notable improvements in students' writing proficiency. However, the study found no significant difference between AI generated feedback and teacher feedback, suggesting that a combination of both could optimize learning outcomes (Wang, 2024).

A recent study by Listianingsih (2024) further supports these findings, using a quasi experimental design to examine ChatGPT's effectiveness in writing instruction at SMK PGRI 2 Ponorogo. The study reported a statistically significant improvement in students' writing skills, confirming ChatGPT's role in enhancing learning experiences. These studies collectively suggest that integrating ChatGPT into writing instruction can be beneficial, particularly when combined with teacher guidance. However, further research is needed to explore its long term

impact and effectiveness across different student demographics (Listianingsih, 2024).

1.2. Research Questions

Based on what has been described previously, the researcher formulates two research questions:

1. How do Islamic senior high school students perceive the use of ChatGPT for academic writing?
2. What challenges do Islamic Senior High School students report when using ChatGPT for academic writing?

1.3. Research Objectives

Based on the background of the study and the research questions mentioned before, the objective of this study are:

1. To explore the perceptions of Islamic Senior High School students regarding the use of ChatGPT in academic writing.
2. To identify challenges of ChatGPT use in academic writing among Islamic Senior High School students.

1.4. Significances of The Research

This research will be expected to make important contributions for students, teachers, and future researchers, both theoretically and practically.

1. **For students**, this research will help them gain a deeper understanding of both the benefits and challenges associated with using ChatGPT in academic writing. It will also provide insights into the responsible use of

AI tools, ensuring that students do not become overly dependent on technology and maintain their creativity and critical thinking skills.

2. For teachers, this study serves as a valuable reference in understanding the role of AI in academic writing instruction. The findings will offer guidance on how educators can effectively integrate AI tools into the learning process while balancing AI assistance with the development of students' independent writing skills. Furthermore, it will help educators establish ethical guidelines to promote academic integrity and originality.

3. For future researchers, this study contributes to the existing body of literature by specifically focusing on Islamic Senior High School students' perspectives on ChatGPT in academic writing. It serves as a foundation for further research on the long term impact of AI on students' writing development, ethical considerations, and cognitive processes. By providing empirical data and analysis, this research supports ongoing discussions about responsible AI usage in education and its implications for future academic practices.

1.5. Scope and Limitation

This research focuses on investigating students' perspectives on ChatGPT in academic writing among 11th grade students at MAN 1 Nganjuk. The study involves 23 students which class is a "excellent" class. The research examines students' perceptions of ChatGPT.

However, this study is limited to one school, making it difficult to generalize the findings to other educational institutions with different learning environments and technological access. Additionally, differences in students'

familiarity and proficiency with AI tools may influence their perspectives, potentially affecting the results. The study also does not measure the long term impact of ChatGPT usage on students' academic writing skills beyond the research period.

1.6. Definition of Key Terms

- 1. Perception:** Perception is the process of organizing, identifying, and interpreting sensory information to understand the environment. It involves signals transmitted through the nervous system, triggered by physical or chemical stimuli, such as light for vision, odor molecules for smell, and pressure waves for hearing.
- 2. Artificial Intelligence (AI):** Technology that enables machines to mimic human intelligence, such as language processing, decision making, and problem solving. In this research, AI refers to tools that assist in academic writing, such as ChatGPT, Paperpal, Quillbot, Perplexity, and so on.
- 3. ChatGPT:** An AI based language model developed by OpenAI, designed to understand and generate human like text. This tool is often used in academic writing to help writers with grammar checks, sentence structuring, or drafting written content.
- 4. Academic Writing:** A formal and objective style of writing aimed at systematically presenting ideas and research findings. Academic writing emphasizes the use of clear and logical language while adhering to ethical standards, such as avoiding plagiarism.

CHAPTER 2

LITERATURE REVIEW

In this chapter, researcher presents some theories related to the topic based on the previous research. It includes perception, artificial intelligence, ChatGPT, academic writing, and previous studies.

2.1. Perception

2.1.1. Definition

Perception is the process through which individuals become aware of and interpret sensory information from their surroundings. It involves selecting, organizing, and interpreting stimuli to construct a meaningful understanding of the world. Since perception is influenced by prior experiences, knowledge, emotions, and cultural background, it is inherently subjective and can differ from person to person. It is also considered a process that organizes and interprets sensory information to facilitate functional behavior and learning. This perspective highlights the role of sensory integration in helping individuals, particularly those with disabilities, understand and respond to their environment, demonstrating how perception shapes both cognitive and physical responses (Bhagat et al., 2016).

The study of illusions and ambiguous images has shown that the brain's perceptual systems actively and preconsciously try to make meaning of their information, despite the traditional belief that the senses are passive sensors (Richard, 1987). The extent to which perception is a dynamic

process of hypothesis testing, akin to science, or whether realistic sensory data is sufficient to eliminate this process is still up for debate.

2.1.2. Perception Process

The process of perception follows a structured sequence consisting of three stages: selection, organization, and interpretation (Saragih, 2025). In the first stage, selection, individuals become aware of their surroundings and focus on specific aspects of their environment. This process involves filtering information and directing attention to details that are considered relevant or important for understanding, whether they are positive or negative. The selection stage allows individuals to manage the vast amount of sensory information they encounter and prioritize what is most meaningful to them.

Once information has been selected, it moves to the organization stage, where individuals process and arrange it into a structured and coherent format. This involves grouping and categorizing details using specific strategies to make sense of the observed object or situation. By organizing information effectively, individuals can form a clearer understanding of their experiences and prepare for deeper analysis.

The final stage, interpretation, involves analyzing the organized information to construct a personal understanding of the observed object or situation. At this stage, individuals assign meaning to their perceptions based on prior experiences, knowledge, and emotions. Since interpretation is influenced by personal factors, each individual may perceive the same

object or situation differently. This subjectivity highlights the unique nature of perception and how it shapes an individual's understanding of the world.

Perception in the teaching and learning process refers to how students recognize, organize, and interpret learning experiences that occur in the classroom. During instruction, students are exposed to various stimuli such as teaching methods, learning materials, teacher explanations, classroom interactions, and learning technologies. Through the selection stage, students focus on certain aspects of the learning process that they consider important or helpful, while ignoring others. These selected experiences are then organized into meaningful patterns during the organization stage, allowing students to connect new information with prior knowledge. Finally, in the interpretation stage, students assign personal meaning to the learning experience based on their academic background, learning needs, and emotional responses. As a result, students may develop different perceptions of the same teaching and learning process, even when they are exposed to identical instructional settings. This indicates that perception plays a crucial role in shaping students' attitudes, engagement, and responses toward learning activities.

2.1.3. Characteristics of Perception

Perception is an active and creative process in which the brain "constructs" an article based on the space time context in addition to recording sensations. Albright (2015) found that Using signals from the

area around an object, such as shadows, textures, and background motion, the brain processes raw sensory information to help it make sense of objects that appear ambiguous. For example, this process allows us to see the same shape even when lighting conditions change or the object is partially occluded. This is because the spatial and temporal context helps us “guess” what is really outside (Albright, 2015).

Although sensory stimuli such as light intensity, viewing angle, or distance may change, the brain maintains a constant perception of the object (perceptual constancy). Neurons show almost consistent responses to the same object even though the sensory characteristics they receive are different. For example, whether under sunlight or incandescent light, the color of a fruit remains the same. This is because the brain corrects the light spectrum according to its environmental conditions.

The specialization and selectivity of neurons in different areas of the visual cortex aid perception at the cellular level. Neurons in area MT are more sensitive to motion, while neurons in area V1 tend to be sensitive to basic features such as line orientation and contrast. Neurons in area IT process complex features such as the shape of a face or a familiar object. These parallel pathways allow the brain to “break down” multiple visual characteristics simultaneously, making data processing more efficient.

Associative learning is the next characteristic, where repeated experiences combine two different stimuli into a single meaning. Seeing a symbol, such as an arrow, can evoke feelings or predict associated

movements after the brain "associates" it with a certain direction. This suggests that contextual memory directly influences perceptual responses.

The concept of implicit imagery further explains that the same brain activity as when observing an actual stimulus can occur when someone "imagines" the stimulus. For example, neurons in area MT that normally respond to real motion are also active when the subject mentally imagines the motion without external visual stimulation. This phenomenon underscores the depth of the interaction between perception and memory.

Finally, perceptual flexibility relies on the ability to adapt and discriminate quickly. Motion interpretation relies on retinal movements and environmental motion patterns because spatial context changes neuronal responses within milliseconds. Perceptions that are consistent with past experiences do not rely solely on their raw sensory input, allowing us to adapt quickly to dynamic situations.

Based on the explanation above, it can be concluded that perception is an active process involving six main characteristics: constructive and contextual, where the brain constructs meaning from sensory information by considering the context of space and time; neuronal selectivity and specialization, which allows visual information to be processed through various brain pathways; constant perception (perception constant), which maintains the stability of image capture; and constant perception (perception constant). Perception is the result of a complex

combination of sensation, context, and previous learning experiences, as indicated by these six characteristics.

2.1.4. Factors Influencing Perception

Students' perceptions of the academic process are greatly influenced by internal factors that originate from within themselves. First, the level of motivation and interest play a key role: students who have high intrinsic motivation and a strong interest in the topic tend to view writing assignments and learning as a whole as challenges that can be overcome, rather than obstacles (Dewi et al., 2021; Fraser & Killen, 2005). Second, discipline and time management skills such as the habit of completing assignments on time and creating a structured study schedule help reduce academic anxiety and increase self confidence in facing assignments (Fraser & Killen, 2005). Third, mastery of written language skills, especially vocabulary and idea organizing skills, determines how fluently students can express their ideas; limitations in this aspect often lead to high perceptions of difficulty, especially in writing descriptive essays (Dewi et al., 2021). Fourth, the systematic use of pre writing techniques such as brainstorming and outlining has been shown to clarify students' thinking frameworks, thereby reducing cognitive load when composing long writings (Dewi et al., 2021).

In addition to internal factors, the external context also shapes students' perceptions of the academic process. The atmosphere and facilities of the study room including noise levels, availability of learning

resources (dictionaries, computers, internet access), and the comfort of the room affect students' levels of focus and comfort; a conducive environment fosters a positive attitude, while repeated disturbances create perceptions of obstacles (Dewi et al., 2021). Interaction with instructors is also crucial: lecturers or teachers who provide clear instructions, formative feedback, and direct support can increase students' sense of competence and reduce the perception of the difficulty of academic tasks (Fraser & Killen, 2005). Equally important, peer support through group discussions, peer review, or project collaboration provides opportunities for students to exchange ideas and strategies, so that perceptions of obstacles can be reduced through collective solutions (Dewi et al., 2021).

Understanding these two groups of factors is the basis for designing effective interventions for students. From the internal side, time management training programs, motivational workshops, and pre writing training (brainstorming, outlining) can improve students' mental and technical readiness before writing. From the external side, schools or universities need to ensure the availability of adequate learning facilities, create classrooms with minimal distractions, and provide teachers with constructive feedback training. In addition, encouraging peer tutoring practices and collaborative learning can strengthen students' social support networks. With this holistic approach, students' perceptions of academic challenges are expected to shift to be more positive, supporting success in scientific writing and learning in general.

2.2. Artificial Intelligence

2.2.1. Definition

Artificial Intelligence (AI) is a branch of computer science focused on creating machines capable of mimicking human cognitive functions such as thinking, learning, and problem solving. Russell and Norvig (2016) define AI as systems designed to interpret external data, learn from it, and adapt to achieve specific goals through flexible data processing. This definition encompasses various sub disciplines, such as machine learning, deep learning, natural language processing, and computer vision, each with distinct methods and applications to help machines "learn" from available patterns and information (Russell & Norvig, 2016).

In practice, AI utilizes complex algorithms and statistical techniques to enable systems to process large amounts of data, identify patterns, and independently provide solutions. One of AI's primary goals is to create autonomous systems capable of operating with little to no human intervention across various situations, both anticipated and unanticipated. Consequently, AI plays a critical role in enhancing the efficiency and effectiveness of various industries, including education, healthcare, and transportation.

2.2.2. History of AI

The early development of AI began in the 1950s when Alan Turing introduced the concepts of the "Turing Machine" and the "Turing Test," a test designed to evaluate whether a machine can exhibit intelligent

behavior indistinguishable from that of a human (Turing, 2009). In 1956, the term "Artificial Intelligence" was first used at the Dartmouth Conference, marking the start of formal research in the field. Over the following decade, scientists developed simple programs to play chess, solve logical problems, and perform mathematical calculations, demonstrating the potential of this technology.

In the 1980s, AI research made significant progress due to the development of artificial neural networks, which mimic the functioning of the human brain. Additionally, the emergence of personal computers during this decade enhanced data storage and processing capabilities, facilitating broader applications of machine learning. Subsequently, in the 2000s, AI advanced rapidly with the advent of big data, deep learning algorithms, and cloud computing, enabling the analysis of larger and more complex datasets (Kim, 2016). Today, AI has become one of the key technologies driving various innovations, such as autonomous vehicles, virtual assistants, and predictive analytics systems.

2.2.3. The Role of AI in Education

In the field of education, AI functions to support and enhance learning methods through a more personalized, efficient, and student centered approach. According to Luckin et al. (2016), AI can support intelligent tutoring systems (ITS), which are systems capable of providing automatic academic guidance to students by adjusting the difficulty level of material based on real time assessment results. ITS allows students to learn in a

more adaptive manner according to their individual learning styles while providing rapid feedback, fostering a more interactive and effective learning process (Luckin & Holmes, 2016).

AI is utilized in learning management systems to analyze educational data, monitor student progress, and provide performance reports to educators. AI enables educators to more effectively identify students' weaknesses and strengths, allowing for curriculum modifications based on individual needs (Holmes et al., 2019). In this context, the role of AI not only enhances the efficiency of the learning process but also facilitates a more inclusive learning environment where each student can learn according to their individual abilities and pace (Zawacki Richter et al., 2019).

2.2.4. Benefits of AI in Academic Writing

Artificial Intelligence (AI) has brought significant advancements to the field of academic writing by offering tools that accelerate, simplify, and enhance the quality of written work. One of the most notable contributions of AI is its ability to automate writing and editing processes. AI based tools such as Grammarly and ChatGPT provide automated recommendations for sentence structure, grammar, and plagiarism detection, thereby improving the accuracy and coherence of academic writing (Raheem et al., 2023). For instance, ChatGPT and Perplexity AI offer immediate feedback on grammatical errors and sentence construction, allowing writers to refine their work efficiently and produce more polished academic texts.

Beyond writing assistance, AI plays a crucial role in source and reference retrieval. AI driven search engines help researchers locate relevant literature by suggesting sources and even summarizing article content. This capability significantly reduces the time required to review academic materials, enabling writers to focus on analyzing key findings rather than spending extensive hours reading full length documents. By streamlining the research process, AI enhances accessibility to credible and up to date academic resources, ensuring that writers can incorporate well supported arguments in their work.

Another essential benefit of AI in academic writing is its role in plagiarism prevention. AI powered plagiarism detection tools compare text against extensive databases, including published journals, books, and online sources, to identify similarities. This feature helps writers maintain academic integrity by ensuring originality in their work. By minimizing the risk of unintentional plagiarism, AI fosters ethical writing practices and supports researchers in producing authentic scholarly contributions.

Furthermore, AI contributes significantly to data analysis in academic research. With machine learning models, AI can process and interpret complex datasets, including statistical and predictive analyses. This capability allows researchers to extract meaningful insights from large volumes of data, facilitating more accurate and informed conclusions. As AI continues to evolve, its integration into academic writing and research processes is expected to enhance efficiency, accuracy, and innovation, ultimately shaping the future of scholarly work.

2.2.5. The Potential of AI in Education

Artificial Intelligence (AI) has immense potential to transform education by enhancing various aspects such as personalized learning, performance analysis, and digital skill development. One of the key advantages of AI in education is its ability to facilitate personalized learning through adaptive technologies. By analyzing student data, AI based systems can identify individual learning preferences and tailor instructional materials accordingly. This personalized approach not only accelerates students' understanding but also increases their motivation to learn by providing content that aligns with their needs and abilities (Holmes et al., 2019).

Beyond personalizing learning experiences, AI also plays a crucial role in adaptive teaching. AI powered systems can automatically adjust the difficulty level of materials based on a student's progress. This ensures that students who need additional assistance receive the necessary support, while those who have mastered basic concepts can advance more quickly (Luckin & Holmes, 2016). By dynamically adapting to each student's learning pace, AI fosters a more efficient and inclusive educational environment.

Additionally, AI enables data driven performance analysis, allowing educators and institutions to leverage big data analytics in assessing student performance and learning effectiveness. AI can identify patterns in student behavior, providing valuable insights that help educators refine teaching

strategies and develop more effective instructional approaches (Zawacki Richter et al., 2019). This data driven approach ensures that interventions are tailored to students' actual needs, leading to improved learning outcomes.

Another significant benefit of AI in education is its ability to increase accessibility and promote inclusive learning. AI powered virtual assistants and chat bots provide students, especially those in remote areas or with physical limitations, with access to educational resources at any time (Holmes et al., 2019). Furthermore, exposure to AI based learning tools helps students develop essential digital skills that are increasingly relevant in the workforce. By engaging with AI technologies, students gain practical experience in digital literacy, preparing them for the demands of Industry 4.0. As AI continues to evolve, its integration into education will further enhance learning experiences, making education more personalized, efficient, and accessible for all.

2.3. ChatGPT

2.3.1. Definition

ChatGPT is an advanced AI based language model developed by OpenAI, leveraging the Generative Pre Trained Transformer (GPT) architecture, specifically GPT 3.5 and GPT 4, to generate human like text. OpenAI, a research laboratory founded in 2015 by Greg Brockman, Ilya Sutskever, and others, released ChatGPT to the public in November 2022 as part of its mission to democratize access to artificial intelligence (Lund

& Wang, 2023). ChatGPT can answer a wide range of questions, provide information, and even generate complex creative texts. With its capabilities in understanding and producing text, ChatGPT has garnered attention in various fields, particularly in education and academic writing, where it supports students and researchers in completing literature and text related tasks.

2.3.2. Functions of ChatGPT in Education

ChatGPT serves multiple essential functions in education, particularly as a supportive tool for both learning and teaching. One of its primary roles is acting as a virtual assistant, where it provides explanations of academic materials, reinforces key concepts, and offers guidance in completing assignments. By delivering instant responses and clarifications, ChatGPT helps students better understand complex topics and enhances their independent learning process (Krajka & Olszak, 2024).

Beyond acting as an assistant, ChatGPT facilitates dialog based learning through its interactive conversational capabilities. Students can engage in discussions with ChatGPT to explore specific topics in depth, ask follow up questions, and receive detailed explanations. This feature is particularly valuable in language learning, as it allows students to practice their language skills in a dynamic and engaging way while also strengthening their critical thinking abilities (Gultom et al., 2024).

Additionally, ChatGPT supports personalized learning by tailoring educational materials and exercises to suit individual student needs. By

analyzing input in real time, it can adjust the difficulty level, suggest relevant content, and provide customized learning experiences. This adaptability ensures that students can study at their own pace and using methods that align with their preferred learning styles, making education more effective and accessible.

As AI powered tools like ChatGPT continue to advance, their role in education is expected to expand further. By combining virtual assistance, interactive dialogue, and personalized learning strategies, ChatGPT enhances the overall learning experience, fostering deeper engagement, improved comprehension, and greater academic success.

2.3.3. Benefits of ChatGPT

ChatGPT offers several key benefits in education and academic writing, with efficiency and speed being among the most significant. By providing instant suggestions and corrections, ChatGPT accelerates the writing process, allowing students to save valuable time during both the drafting and revision stages (Elkatmiş, 2024). This ability to quickly generate feedback makes it an indispensable tool for students looking to streamline their writing tasks and enhance productivity.

In addition to saving time, ChatGPT plays an important role in enhancing writing skills. The AI powered system offers automatic feedback and direct revisions on students' texts, enabling them to learn from their mistakes and refine their writing. Through continuous interaction with the tool, students can gradually improve their grammar,

sentence structure, and overall writing quality (Krajka & Olszak, 2024). This feedback driven approach fosters a more hands on learning experience, where students actively engage in the improvement of their writing abilities.

Moreover, ChatGPT has been found to increase motivation and interest in writing, particularly among students who may feel uncertain or intimidated by the writing process. As noted by Elkatmiş (2024), students often feel more confident when supported by AI, which boosts their willingness to write and experiment with their ideas. The assurance of receiving prompt assistance makes writing a less daunting task, encouraging greater participation and exploration in academic writing tasks.

2.3.4. Limitations of ChatGPT

While ChatGPT offers various advantages in education and academic writing, it also presents several limitations. One primary concern is the dependency on AI, where users might become overly reliant on the tool. This dependency could hinder the development of independent writing skills and the ability to think critically, as students may lean on AI for assistance rather than engaging deeply with the writing process (Elkatmiş, 2024). Over time, this reliance could limit the growth of essential writing abilities that are needed for academic success.

In addition to dependency, ChatGPT is prone to generating potential errors and biases. Large language models like ChatGPT are trained on vast datasets, and while they can provide helpful information, they may also produce inaccurate or biased content, particularly on topics that are not

well represented in the training data. This poses a risk to users who might unknowingly accept incorrect information, especially if they fail to fact check the AI's responses (Gultom et al., 2024). Such errors can lead to misinformation and undermine the reliability of the content generated by AI.

Moreover, ChatGPT's lack of contextual understanding can also be a limitation. While the tool can produce technically accurate text, it may struggle to grasp deeper contextual nuances or recognize the complexities of certain topics. This can result in responses that are either irrelevant or less precise, potentially leading to confusion or misinterpretation of the subject matter (Krajka & Olszak, 2024). As a result, users must be cautious and critically assess the output provided by ChatGPT to ensure its appropriateness and accuracy.

2.4. Academic Writing

2.4.1. Definition

Academic writing is defined as the process of composing texts intended to meet communication standards within scientific or educational contexts. According to Taylor (2009), this type of writing must adhere to specific criteria, such as coherence, objectivity, and relevance to research or educational objectives. Academic writing emphasizes a logical structure, strong arguments, and the use of formal language, which aids in the clear and structured presentation of ideas (Taylor, 2009).

Fatimah (2018) emphasizes that the ability to write academically is one of the essential skills that students must master to convey research findings or perspectives convincingly. She also highlights that, in higher education, academic writing skills significantly impact academic achievement, as this writing serves as a means for students to demonstrate a deep understanding of concepts and critical analysis skills. Overall, academic writing demands precision and diligence to ensure that the information conveyed is universally accepted within the scientific community (Fatimah, 2018).

2.4.2. Objectives of Academic Writing

The primary objective of academic writing is to communicate and develop new knowledge supported by robust empirical or theoretical evidence. Additionally, academic writing serves an educational function, wherein academic writers use their texts to educate readers through critically processed and evidence based information. Badley (2017) highlights that academic writing aims to foster constructive dialogue among scholars by presenting findings that can be tested, analyzed, and further evaluated by readers (Badley, 2019).

Another objective of academic writing is to cultivate critical thinking skills in the writers themselves, as well as to sharpen their ability to structure logical arguments. AlMarwani (2020) states that a key purpose of academic writing is to challenge writers to position themselves as part of the scholarly community, where they not only understand but also

contribute to the advancement of knowledge within a specific field (AlMarwani, 2020).

2.4.3. Structure and Format of Academic Writing

Academic writing generally follows a standardized structure to ensure systematic information delivery that is easily accessible to readers. The typical structure consists of several main sections:

- a) Introduction:** This section outlines the background, problem statement, and objectives of the writing.
- b) Literature Review:** This part reviews relevant previous research to provide context for the issue being investigated.
- c) Methodology:** It describes the research approach, data collection methods, and analysis techniques used.
- d) Results and Discussion:** This section presents the research findings and discusses them in the context of existing theories or literature.
- e) Conclusion:** It summarizes the results of the analysis and offers suggestions or recommendations for further research.

Lea and Street (2015) assert that this structure allows readers to clearly and systematically follow the writer's line of thought, thereby reinforcing confidence in the validity of the arguments presented (Street, 2015).

2.4.4. Types of Academic Writing

There are several types of academic writing distinguished by their purposes and contexts of use:

- a) Argumentative Essay:** This type requires the writer to present arguments supported by strong evidence and conclude with a logical summary of their points.
- b) Journal Article:** Intended for publication in academic journals, this typically includes empirical research or a comprehensive literature review.
- c) Conference Paper:** Written to be presented at conferences, these papers often focus on ongoing research or preliminary findings.
- d) Thesis and Dissertation:** These are more comprehensive academic works that are required for graduation from master's or doctoral programs.

Badley (2011) explains that each type of writing has specific conventions, including the length of the work, language style, and the depth of analysis expected. For instance, in an argumentative essay, the writer must focus on constructing arguments and providing logical support, whereas in a journal article, data analysis is prioritized to contribute knowledge in a specific field (Badley, 2019).

2.4.5. Skills for Academic Writing

Academic writing demands a variety of skills that are essential for presenting information clearly and effectively. One of the fundamental skills is mastery of grammar, which involves using correct and precise sentence structures to avoid errors that could obscure the meaning of the writing. A solid understanding of grammar allows the writer to communicate ideas clearly and ensures that the text is professional and readable.

In addition to grammar, critical thinking plays a crucial role in academic writing. Writers must be able to analyze and evaluate information objectively, identifying strong arguments and supporting evidence. This skill helps writers to construct logical and well supported arguments, ensuring the quality and credibility of their work.

Another essential skill is the organization of ideas. Writers must arrange their thoughts logically, ensuring that the writing flows coherently. A well organized structure allows the reader to follow the argument easily, enhancing comprehension and the overall effectiveness of the text.

Finally, academic writers must be proficient in the use of academic language. This involves employing formal vocabulary and a style appropriate for academic contexts, ensuring that the writing adheres to the conventions of scholarly communication. According to Hedge (Murray & Christison, 2019), combining these competencies allows academic writers to produce texts that are not only informative but also persuasive and easy

to understand. Repeated practice and feedback from instructors are essential for developing these skills (Fatimah, 2018; Murray & Christison, 2019).

2.4.6. Challenges in Academic Writing

Academic writing presents various challenges, particularly for writers who are still in the learning stage or for whom English is not the primary language. One major challenge is the difficulty in organizing ideas or connecting thoughts into coherent arguments, often referred to as issues in idea development (Buchanan, 1992). Additionally, limitations in using appropriate academic vocabulary can hinder writers from effectively conveying their ideas (Taye & Mengesha, 2024). Another significant challenge is source management, which involves selecting, evaluating, and correctly citing sources, a skill that requires careful attention and practice (Armitage et al., 2008). Furthermore, many writers struggle with maintaining motivation or consistency in their writing style, which can impede progress over time. According to AlMarwani (2020), these challenges can be minimized through structured practice, the use of technology, and support from instructors. For instance, tools like Google Classroom have been shown to assist students in developing their writing skills by providing access to various resources and fostering greater autonomy in learning (AlMarwani, 2020).

2.5. Previous Research

Several studies have examined the integration of generative AI in English language teaching in senior high school level. The first study was done by Maghamil (2024) examining the impact of ChatGPT on the writing quality of Grade 12 TVL students using a pretest posttest experimental design. A total of 54 students were randomly assigned to control and experimental groups, with their writing performance assessed by three raters. The study employed statistical analysis, including frequency, percentage, mean, and t test, to measure improvements in writing skills. The results showed that, prior to the intervention, students in both groups had poor to fair writing quality. However, after the experiment, the experimental group demonstrated significant improvement, reaching a satisfactory level, while the control group remained at a fair level. The study concluded that ChatGPT positively influenced students' writing, particularly in content, grammar, mechanics, and organization. These findings suggest that integrating ChatGPT into writing instruction can enhance students' academic writing skills and support the development of more effective teaching strategies (Maghamil & Sieras, 2024).

Second study by Wang (2024) examined the impact of ChatGPT assisted feedback on high school students' writing proficiency and motivation in English continuation writing tasks. This research employed a mixed methods approach, incorporating pre tests, post tests, questionnaires, and interviews to analyze the effects of AI generated and teacher feedback in a foreign language teaching context. After two months of instruction, the

findings revealed that both the experimental and control groups showed significant improvement in writing scores. However, the experimental group's performance did not significantly surpass that of the control group. While students generally appreciated ChatGPT's feedback, they remained neutral about its potential to replace teacher feedback. The study suggested that combining AI generated and teacher feedback could enhance teaching efficiency and assessment practices, ultimately fostering students' writing proficiency and engagement (Wang, 2024).

Third study by Listianingsih (2024), examined the effectiveness of ChatGPT in enhancing students' writing skills in an educational setting. Conducted at SMK PGRI 2 Ponorogo, the research aimed to determine whether students taught using ChatGPT performed better in writing assessments compared to those who were not. This study employed a quantitative approach with a quasi experimental design, involving two groups: an experimental group using ChatGPT and a control group following traditional instruction. Each group consisted of 30 students from grade X TKR. Data collection methods included tests and documentation, while statistical analysis used an independent sample t test. The results indicated that the ChatGPT assisted learning strategy significantly improved students' writing abilities. The statistical test results showed a p value of 0.003, which was lower than 0.05, confirming a significant difference between the experimental and control groups. Students who learned with ChatGPT demonstrated greater improvement in writing skills compared to those in the control group. The study concluded that

integrating ChatGPT into English learning not only enriched students' learning experiences but also effectively enhanced their writing proficiency (Listianingsih, 2024).

The reviewed studies share a common focus on the integration of ChatGPT in English language instruction, particularly in improving students' writing skills. Each study highlights ChatGPT's potential to enhance writing proficiency, with findings consistently showing that students who received AI assisted instruction demonstrated greater improvements compared to those following traditional methods. However, key differences exist in their research scope and methodology. Maghamil (2024) emphasized the impact of ChatGPT on writing quality using a pretest posttest design, while Wang (2024) explored ChatGPT's role in providing feedback, comparing it with teacher feedback. Meanwhile, Listianingsih (2024) examined the effectiveness of ChatGPT in improving students' writing abilities through a quasi experimental approach. Despite these contributions, a notable research gap remains regarding students' perceptions of ChatGPT in academic writing. While existing studies focus on the effectiveness of ChatGPT in improving writing skills, they do not extensively explore how students perceive its role, benefits, and challenges in academic writing. Investigating students' perceptions can provide valuable insights into their acceptance, concerns, and the practical implications of ChatGPT use in an educational context. Therefore, this study aims to address this gap by examining students' perception on ChatGPT in academic writing at the senior high school level.

CHAPTER 3

RESEARCH METHODS

This chapter outlines the research methods and flow that was used in this research, including the research design, research setting and participants, research instruments, data collection methods, and data analysis.

3.1. Research Design

This study used a qualitative research design, specifically using a transcendental phenomenological approach or known as psychological phenomenology which focuses on the description of the perceptions of the participants and not the interpretation of the researcher and the researcher sets aside his personal views so that the study is more objective in exploring students' perceptions of the use of ChatGPT in academic writing. Phenomenological research is appropriate because it seeks to understand the lived experiences of students and the meanings they give to certain phenomena (Creswell & Poth, 2016). Since the purpose of this study is to explore the perceptions of Islamic High School students regarding the use of ChatGPT in academic writing, a qualitative approach provides an in depth understanding of their perceptions.

In transcendental phenomenology, the research process begins with epoché or bracketing, where the researcher suspends his personal assumptions and perceptions in order to see the phenomenon from the perspective of the participants purely. Next, horizontalization is carried out, which places all participant statements with equal weight before identifying the main themes that emerge from the data. Data analysis follows the steps of textural description,

which describes "what" the participants experienced, and structural description, which explains "how" they experienced the phenomenon. In the final stage, an essence synthesis were carried out to summarize the essence of the students' perceptions related to the use of ChatGPT in academic writing (Moustakas, 1994).

3.2. Research Setting and Participants

This research was conducted at MAN 1 Nganjuk, an Islamic Senior High School located on Jl. KH. Abdul Fattah, Ds. Nglawak, Kec. Kertosono, Kab. Nganjuk, East Java, Indonesia. One of the academic requirements for the final assessment of 11th grade students in this school is writing a research paper. In completing this task, all students work collaboratively in small groups consisting of two to three members. The groups are formed by the homeroom teacher, who assigns students based on their academic abilities to ensure an equal distribution of competence among the groups. In this study, the participants were 23 students from the 11th grade "Excellent (A)" class, which was selected because it is the only excellent class among all 11th grade classes in the school.

3.3 Research Instruments

In this study, the researcher used observation and interviews for students who are working on their final assignment, namely writing a research paper. These instruments were selected because this research aims to explore students' perceptions and lived experiences in depth, which are better captured through direct observation and semi structured interviews rather than questionnaires. Questionnaires tend to limit students' responses to predetermined options and may not fully reflect the complexity of students' thoughts, experiences, and challenges

in using ChatGPT for academic writing. Observation allows the researcher to examine actual student behavior and interaction with ChatGPT in a natural classroom setting, while interviews provide rich, detailed explanations of students' perspectives and reasoning. Therefore, questionnaires were not employed in this study. The instruments were validated by a thesis proposal examiner to ensure clarity, relevance, and completeness. Based on expert feedback, revisions were made to enhance validity and suitability for qualitative field research.

3.3.1. Observation Sheet

Researchers conducted observations in each group in the class to observe the pattern of ChatGPT usage, student reactions to the outputs generated, and the challenges they face during the process. Observations were carried out systematically using observation sheet (see appendix 1) that cover key aspects such as how frequently students use ChatGPT, which parts of academic papers they inquire about, how they construct prompts, and how they respond to the outputs generated by ChatGPT. Researchers applied epoché to ensure that observations are conducted without bias and remain focused on authentic student perceptions (Creswell & Poth, 2016) .

3.3.2. Interview Questions

Interviews were conducted for six selected students where the sample was taken using a purposive sampling technique from three top ranked students and three bottom ranked students who were determined

from the final exam for class promotion to class XI where the data was obtained from the homeroom teacher. The interview questions themselves consisted of 10 questions containing experience, benefits, challenges, limitations, impacts on creativity and critical thinking (see appendix 2).

3.4. Data Collection Methods

This study involved students of class XI “Excellent (A)”. The researcher used two steps of data collection, namely observation and interview.

3.4.1. Observation

Observation was used as the first method in data collection to directly understand how students use ChatGPT in their academic writing process. The observation technique used participatory observation, where the researcher is present in the students' learning environment and involved in their activities to asking some observation aspects. Observations were carried out while students are working on the assignment according to the work schedule scheduled by the homeroom teacher, with sufficient duration to observe the pattern of ChatGPT use in depth. The data observed included how frequently students use ChatGPT, which parts of academic papers they inquire about, how they construct prompts, and how they respond to the outputs generated by ChatGPT. Observation notes were made in detail using a prepared observation sheet, and supported by documentation in the form of photos or field

notes (Moustakas, 1994) . This observation was conducted twice, on Tuesday, May 20, 2025, and Thursday, May 22, 2025.

3.4.2. Interview

The second method of data collection was interview, which allowed flexibility while ensuring consistency across participants. In this study, semi structured interviews provided depth and allowed participants to elaborate on their thoughts, experiences, and emotions regarding the use of ChatGPT in academic writing (Brinkmann & Kvale, 2018) . Each interview lasted approximately 10 15 minutes for each student who had been selected in the excellent class (A). Interviews were conducted during break time or free time in the podcast room which is also a school facility where the room is a quiet and neutral space to ensure that students feel comfortable sharing their thoughts by answering interview questions. The interview was conducted in the Indonesian language, using both formal and conversational expressions to ensure that participants could fully understand and respond to the interview questions with ease. The interview was conducted on Monday, May 26, 2025, in a single session involving all six interview participants .

3.5. Data Analysis

Data analysis in this study follows the transcendental phenomenological approach as explained by Moustakas (1994) and Creswell & Poth (2016). The data analysis process is carried out through several stages: data organization, data

reduction, textural and structural analysis, data presentation, drawing conclusions, and triangulation.

3.5.1. Data Organization

Step in data analysis is organizing the data to gain an initial understanding of the phenomenon being studied. Data collected through observation and interviews that were transcribed verbatim.

In this stage, each important statement from the participants were noted, recorded and categorized based on their perception in using ChatGPT for academic writing. The horizontalization process is applied by giving equal weight to each statement before further classification (Moustakas, 1994).

3.5.2. Data Reduction

In this stage, phenomenological reduction or epoché is carried out, which is a process in which researchers try to suspend or set aside personal assumptions in order to understand the participant's perception objectively (Moustakas, 1994). Data reduction is carried out by eliminating irrelevant information and highlighting significant statements that clearly describe the student's perception.

3.5.3. Textural and Structural Analysis

Analysis is carried out in two main stages:

- 1. Textural Description:** Researchers identified and grouped participants' perceptions into key themes that answered the

question “what” they experienced regarding the use of ChatGPT in academic writing.

2. Structural Description: The researcher analyzes “how” the perception occurred, including the influencing factors and conditions that shaped the participants’ perceptions.

3.5.4. Data Display

Data display is done in the form of thematic tables and direct quotes from participants to describe their perceptions more concretely. This data presentation helps in understanding the relationship between the various themes that emerge and allows readers to see the pattern of student perception more clearly (Miles et al., 2016) .

3.5.5. Conclusion Drawing or Verification

Stage in data analysis is the synthesis of meaning and essence, where the results of the textural and structural analyses are combined to identify the core meaning of students' perceptions in using ChatGPT for academic writing. At this stage, validation of the findings is carried out by confirming the results of the analysis with participants to ensure that the researcher's interpretations are in accordance with their perceptions (Moustakas, 1994) .

3.5.6. Triangulation

Triangulation was used in this study to increase the validity and credibility of the findings by combining multiple data sources and

analysis methods. In the transcendental phenomenology approach, triangulation was conducted by comparing data obtained through observation and interviews to ensure that descriptions of students' perceptions of using ChatGPT in academic writing truly reflected their perspectives without any bias from the researcher (Creswell & Poth, 2016).

CHAPTER 4

RESEARCH FINDING

In this chapter, the researcher presents the findings and discussion related to the study. The findings include the results of data analysis gathered from observation and interviews regarding students' perceptions on Chat GPT in academic writing at Islamic senior high school. Meanwhile, the discussion offers a more in-depth explanation related to the research findings.

4.1. Participants Description

The findings and discussion of this study were derived from observations of the 11th grade "Excellent (A)" class at MAN 1 Nganjuk. Eight groups consisting of two to three students were formed by the homeroom teacher prior to the final academic writing project, with balanced student abilities to ensure equality of competence within and across groups.

Semi structured interviews were conducted with six selected informants using a purposive sampling technique. The selection aimed to capture a variety of experiences from students with both high and low academic achievement. The following table presents a brief profile of the interview participants:

Table 1 list of interview participants

Anonymous Code	Initials	Academic proficiency	Gender
S1	NP	High (90)	Female
S2	SAP	High (89,5)	Female
S3	MADS	High (89)	Male
S4	ANZ	Low (87)	Female
S5	ASDP	Low (85,5)	Male
S6	AAAT	Low (83,5)	Male

The six participants were selected based on their academic performance, calculated from the average total scores of summative assessments in Indonesian and English subjects obtained during the tenth grade. These summative scores were provided by the respective subject teachers.

4.2. Findings

This chapter presents the research findings from the analysis of observation and interview data to answer the two research questions. The results are presented based on each research question and supported by both observation and interview data.

4.2.1. How do Islamic Senior High School students perceive the use of ChatGPT for academic writing?

The first research question focused to explore students' perceptions of using ChatGPT in academic writing. The data were collected through direct observation of eight working groups in the classroom and semi structured interviews with six students from different levels of academic ranking.

4.2.1.1. Interview Findings

Based on semi structured interviews with six students from different academic rankings, the findings reveal both positive and negative perceptions of using ChatGPT for academic writing. Students' perceptions were influenced by internal factors such as writing ability, learning motivation, and self discipline, as well as external factors including peer influence, teacher guidance, and learning environment.

4.2.1.1.1. Positive Perceptions

Fist, S1 stated "If I use ChatGPT, it's simpler, I don't have to think too much, it's usually used to carry out tasks so that they are simpler." At the initial stage, she perceived ChatGPT as a tool that simplified the process of completing academic tasks. This perception reflects a practical view of ChatGPT as a time saving assistant, especially when dealing with various school assignments.

Although she did not rely on ChatGPT for structuring ideas or improving writing quality, they acknowledged its usefulness in quickly accessing learning materials and core explanations. ChatGPT was perceived as a supportive resource that reduced cognitive load during task completion.

Second, S2 stated “Help answer and gives some references.” Furthermore, she perceived ChatGPT as a helpful academic assistant, particularly in providing answers and references for writing tasks. She also stated, “Yes, because it is being helped in terms of writing and language,” indicating that ChatGPT supported language use and writing expression. This assistance led to increased confidence in academic writing, especially when students felt limited in generating ideas independently. Importantly, she emphasized selective use, viewing ChatGPT as a reference tool rather than a source to depend on entirely.

Third, S3 stated “The words are more structured, so they are easier to understand.” Similarly, he perceived ChatGPT as beneficial in presenting ideas through well structured sentences. Compared to other learning sources, such as watching videos and summarizing independently, ChatGPT was viewed as more efficient in delivering organized explanations. He also highlighted that ChatGPT

helped initiate explanations when students felt confused about how to start writing. This perception suggests that ChatGPT functioned as a scaffolding tool that supported students during the early stages of academic writing.

Fourth statement from S4: “We get material from it, so automatically we can process our own words.” In addition, she perceived ChatGPT as a useful source of material that could later be reprocessed using personal wording. Rather than copying directly. This perception indicates that ChatGPT was viewed as an initial input provider that supported idea development while still allowing students to maintain authorship in their writing.

The findings perceived ChatGPT positively as a supportive tool in academic writing. ChatGPT was viewed as helpful in simplifying tasks, providing references, improving language structure, generating ideas, and increasing writing confidence. Although students differed in how extensively they used ChatGPT, most perceived it as an assistant rather than a replacement for independent thinking. These positive perceptions suggest that ChatGPT functioned as a complementary learning tool that supported students’ academic writing processes when used selectively and critically.

4.2.1.1.2. Negative Perceptions

Despite the positive perceptions, several negative perceptions also emerged from the interview data. First S1 stated “Usually it's been answered, but it's still wrong, so I don't trust AI too much.” she perceived ChatGPT negatively due to frequent inaccuracies in the answers provided. This experience reduced the student's trust in ChatGPT. As a result, she felt uncertain about relying on ChatGPT for academic writing, perceiving it as an unreliable source that could potentially mislead students rather than support accurate learning.

Second, S2 stated “Sometimes we ask for answers, but what appears is like codes.” she highlighted technical issues as a negative perception of using ChatGPT. Instead of receiving clear explanations, the output sometimes appeared in unfamiliar formats, which caused confusion. These technical limitations occasionally disrupted the writing process and reduced its effectiveness as an academic writing assistant.

Third, S4 stated “Automatically we will be lacking in literacy in existing journals.” she perceived ChatGPT as potentially reducing students' engagement with authentic academic sources such as journals and books. Frequent use

of ChatGPT might encourage students to depend on AI generated explanations rather than conducting deeper literature exploration. This perception highlights a concern that ChatGPT could limit students' exposure to scholarly reading practices essential for academic writing.

Lastly, S6 stated "Sometimes when you're feeling lazy to think, there's something easy." he perceived ChatGPT as a potential trigger for academic laziness, particularly when motivation was low. He described ChatGPT as a "last option," they acknowledged that reliance increased during time pressure or low motivation. This perception indicates that ChatGPT could weaken students' self discipline in academic writing if not used carefully.

The negative perceptions expressed students reveal concerns related to accuracy, technical limitations, reduced creativity, weakened critical thinking, overreliance, and decreased engagement with academic sources. While ChatGPT was recognized as a convenient tool, students were aware of its potential drawbacks when used excessively or uncritically. These findings suggest that, without proper guidance, ChatGPT may hinder the development of independent thinking and academic writing

skills, highlighting the importance of controlled and reflective use in educational contexts.

4.2.1.2. Observation Findings

Based on classroom observations conducted in XI A class, students' perceptions of the use of ChatGPT for academic writing were reflected through their frequency of use, academic purposes, prompt formulation, interaction patterns, and responses to AI generated output. The observation findings are presented as supporting data for the interview results, illustrating both positive and negative perceptions demonstrated by students across eight working groups.

The observation revealed that several student groups perceived ChatGPT as a helpful tool in supporting academic writing activities. Groups 2, 3, 4, and 6 demonstrated moderate to frequent use of ChatGPT, particularly when completing writing tasks that required idea generation, clarification of concepts, or quick references. These students appeared to view ChatGPT as a practical academic assistant that could help them initiate and organize their writing.

Regarding academic purposes, students in Groups 4, 5, and 6 were observed using ChatGPT to generate ideas, determine titles, organize paragraph structure, and simplify complex explanations. For example, Group 6 frequently used ChatGPT to refine sentence

structure and confirm their understanding of academic material. This behavior indicates that these students perceived ChatGPT as a tool that enhanced productivity and supported comprehension during academic writing tasks.

In terms of prompt usage, several students demonstrated awareness of how to communicate their needs to ChatGPT. For instance, students in Group 6 used relatively specific prompts such as “make a paragraph about the causes of global warming for senior high school students” or “explain this topic using simple academic English.” From the students’ perspective, such prompts were considered sufficient to obtain useful responses. However, it could be further improved by adding clearer context, learning objectives, and task specifications, for example: “Write one academic paragraph (120–150 words) explaining the causes of global warming for grade 11 students, using simple academic English and providing examples.”

Positive perceptions were also evident in students’ responses to ChatGPT output. Groups 1, 2, 3, and 6 were observed reading, reviewing, and editing the generated content before using it. They discussed whether the answers matched the task instructions and adjusted vocabulary or sentence structure accordingly. This behavior suggests that these students perceived ChatGPT as a reference or supporting resource rather than a final answer provider.

Collaborative learning strengthened positive perceptions of ChatGPT. Groups 2, 4, and 6 actively discussed prompts and outputs together, exchanging opinions and evaluating the relevance of the generated responses. This indicates that ChatGPT was perceived as a tool that facilitated discussion and peer supported learning rather than individual dependency.

Despite the positive perceptions, the observation also revealed several negative tendencies that reflected less effective use of ChatGPT. Groups 1, 7, and 8 showed low frequency of ChatGPT use and appeared hesitant or less engaged with the tool. These students relied more on individual work or traditional learning resources, suggesting uncertainty or limited trust in ChatGPT as an academic writing assistant.

A dominant negative finding was related to the use of vague and general prompts. Most students across groups typed short commands such as “make a paragraph,” “answer this,” or “explain this topic.” This pattern was particularly evident in Groups 1, 5, 7, and 8. From the students’ perspective, these prompts were perceived as practical and time saving. However, the resulting outputs were often too general, unclear, or not aligned with the task requirements. From the researcher’s perspective, these prompts lacked essential elements such as topic focus, academic level, length, and purpose. A more appropriate prompt would be, for example: “Explain the definition and characteristics

of narrative text for grade 11 students in one clear paragraph with simple academic language.”

Overreliance on ChatGPT output was also observed in Groups 5 and 8. Students in these groups tended to copy the generated text directly into their assignments with minimal evaluation or revision. Their main concern appeared to be whether teachers would recognize AI generated content rather than the quality of their writing. This behavior reflects a perception of ChatGPT as a shortcut to complete tasks quickly, which reduced opportunities for critical thinking and originality.

Technical and environmental issues further influenced negative perceptions. Groups 3, 4, and 8 experienced unstable internet connections and limited access to premium features, which disrupted the writing process. These external constraints caused frustration and reduced engagement, shaping students’ perception of ChatGPT as an inconsistent or unreliable tool.

In terms of creativity, Groups 4, 5, and 8 were observed imitating ChatGPT’s sentence structures rather than developing their own ideas. Although some students perceived ChatGPT as helpful, this heavy reliance limited their creative expression and independent idea development. From the researcher’s perspective, this issue could be minimized if students were guided to use prompts that encourage idea generation rather than direct content

production, such as: “Give three key ideas about the topic that I can develop into my own paragraph.”

The observation findings support the interview results by demonstrating that students’ perceptions of ChatGPT in academic writing were influenced by how they formulated prompts, interacted with AI output, and reflected on the generated content. Students who used clearer prompts, reviewed outputs critically, and engaged in peer discussion tended to perceive ChatGPT positively as a supportive academic tool. In contrast, students who relied on vague prompts and copied outputs directly perceived ChatGPT more as a shortcut than a learning aid. These findings reinforce the interview data and confirm that effective use of ChatGPT requires not only access to technology but also adequate prompt literacy, learning discipline, and instructional guidance.

4.2.2. What challenges do Islamic Senior High School students report when using ChatGPT for academic writing?

The second research question explored the challenges faced by Islamic Senior High School students in using ChatGPT for academic writing. The findings from observations and interviews revealed both technical and cognitive difficulties, highlighting the need for improved digital literacy and reflective writing skills.

4.2.2.1. Interview Findings

4.2.2.1.1. Positive Perceptions

First from S2 stated “I only use ChatGPT for reference, but some people rely on it too much.” In contrast, she demonstrated awareness of the challenge of overreliance by regulating her use of ChatGPT. Although she admitted that ChatGPT sometimes produced confusing outputs, such as codes instead of clear answers. This response reflects a positive perception in which the challenge of dependency was managed through self discipline and selective use, allowing ChatGPT to support rather than dominate the writing process.

Second, S3 stated “Sometimes it reduces creativity because we just follow what ChatGPT gives, not from our own ideas.” he identified reduced creativity as a significant challenge when using ChatGPT for academic writing. He explained that relying too much on AI generated content could limit students’ ability to produce original ideas. This indicates that although creativity loss was perceived as a challenge, it could be minimized through active engagement and critical revision of the AI output.

Third, S4 stated “Sometimes the answer does not match what I mean, so I have to change a lot of it.” she

reported that inaccuracies and mismatches between ChatGPT's output and academic expectations were a recurring challenge. She stated that while ChatGPT helped provide material and vocabulary. This challenge required additional effort in revising and restructuring the text, highlighting the limitation of AI generated responses in meeting specific academic contexts.

4.2.2.1.2. Negative Perceptions

First, S1 stated "It hinders critical thinking, because ChatGPT immediately produces answers without studying them first." she perceived that ChatGPT significantly hindered critical thinking in academic writing. She explained that the instant answers provided by ChatGPT reduced the need for students to analyze information independently. As a result, students tended to accept the output without deep understanding.

Second, S3 stated "It really reduces creativity, because I rarely think for myself." he emphasized that frequent use of ChatGPT reduced her creativity in academic writing. He believed that relying on AI generated content limited students' ability to generate original ideas, as the answers were no longer purely derived from personal thinking. This perception highlights a negative

impact on students' creative development and independence in writing.

Third, S4 stated "The answer is not always significant to our own work." she viewed ChatGPT as having limited effectiveness in improving academic writing quality. Although it provided supporting material, she felt that the results were not as meaningful as self produced writing. This perception suggests that ChatGPT may create an illusion of improvement while actually weakening students' confidence in their own writing abilities.

The interview data reveal that Islamic Senior High School students reported several negative perceptions regarding the challenges of using ChatGPT for academic writing. These challenges include reduced critical thinking, decreased creativity, overdependence on AI-generated answers, unreliable output, and weakened motivation to engage deeply with academic tasks.

4.2.2.2. Observation Fidings

Based on classroom observations conducted across eight student groups in class XI A "Excellent," several challenges related to the use of ChatGPT for academic writing were identified. Although some positive behaviors were observed, the data primarily revealed various difficulties that students encountered

during the writing process. These observation findings serve as supporting evidence for the interview results by illustrating how challenges appeared in real classroom practices.

Despite the challenges, several positive behaviors were observed that indicate students' awareness of the limitations of ChatGPT. Students in Groups 1, 2, 3, and 6 demonstrated cautious use of ChatGPT by reviewing and revising the generated output before incorporating it into their assignments. These groups were observed rereading the responses, discussing them with peers, and making adjustments to suit the task requirements. This behavior suggests that although students faced challenges, some were able to maintain critical engagement and avoid direct dependence on AI generated text.

In addition, Groups 2, 4, and 6 showed collaborative problem solving when encountering unclear or inaccurate ChatGPT outputs. Students discussed the meaning of the responses, compared them with their own understanding, and attempted to refine the content collectively. This peer interaction helped reduce misunderstandings caused by vague or inappropriate AI responses and supported students in overcoming language related difficulties. These observations indicate that peer support functioned as an important external factor in minimizing the challenges of using ChatGPT.

Group 6, which demonstrated relatively stronger writing skills, was observed reformulating prompts when initial outputs were unsatisfactory. This group showed awareness that unclear prompts could lead to irrelevant answers, suggesting a developing understanding of prompt construction despite existing limitations. Such behaviors support interview findings indicating that students with higher academic ability and motivation were better able to regulate their use of ChatGPT.

Several dominant challenges were observed consistently across most groups. One major issue was the difficulty in constructing clear and specific prompts. Students in Groups 1, 2, 3, and 7 frequently used very short and general commands such as “answer,” “make,” or “explain,” without providing sufficient context. As a result, ChatGPT often generated broad or unfocused responses that did not fully address the academic task. This observation supports interview data indicating students’ limited pre writing skills and prompt literacy.

Another challenge was the mismatch between ChatGPT’s output and students’ academic needs. Students in Groups 4, 5, and 6 were observed expressing confusion or dissatisfaction when the AI generated responses contained inaccurate information, overly complex vocabulary, or explanations that did not align with teacher instructions. In some cases, students paused their work or chose to

rewrite the content entirely, which slowed the writing process and reduced efficiency.

Technical and access related problems were also evident during observations. Students in Groups 3, 4, 6, and 8 experienced unstable internet connections that disrupted their interaction with ChatGPT. Additionally, Groups 4 and 5 faced limitations due to restricted access to premium features, which constrained the depth and clarity of the responses they received. These external challenges hindered students' focus and contributed to frustration during academic writing activities.

Dependency on ChatGPT output emerged as a significant behavioral challenge, particularly in Groups 5 and 8. Students in these groups were observed copying AI generated text directly into their assignments with minimal revision. Their primary concern appeared to be completing the task quickly rather than evaluating content quality or originality. This behavior reflects a lack of learning discipline and critical thinking, supporting interview findings that indicated a tendency toward overreliance on AI.

Challenges related to creativity and originality were also observed. Although Group 6 demonstrated better prompt formulation, students still tended to imitate ChatGPT's sentence structure rather than developing their own ideas. Similarly, students in Groups 4 and 8 showed limited effort to modify AI generated

content beyond surface level changes. This pattern suggests that excessive reliance on ChatGPT may hinder students' creative engagement and independent idea development.

The observation findings reinforce the interview results by illustrating how challenges manifested in actual classroom practices. While some students demonstrated reflective and cautious use of ChatGPT, many struggled with prompt construction, technical issues, dependency, and reduced creativity. These challenges were particularly evident among groups with lower discipline, weaker writing skills, and limited guidance. Therefore, the observation data confirm that although ChatGPT offers potential benefits, its use in academic writing presents significant challenges that require careful regulation, guidance, and support.

4.3. Discussion

Based on the research findings, the use of ChatGPT in academic writing among Islamic Senior High School, this chapter discusses the findings of the study concerning students' perceptions and challenges in using ChatGPT for academic writing at an Islamic senior high school. The discussion integrates the results obtained from observation and interview data with relevant theories and previous research findings. The discussion is organized around two main aspects: students' perceptions toward ChatGPT as an academic writing tool and the challenges they encountered during its use. It begins with an analysis of students'

perceptions, followed by a discussion of the challenges faced throughout the process.

The findings reveal that, in general, students hold positive perceptions toward the use of ChatGPT in academic writing. They perceive ChatGPT as an effective tool for generating ideas, improving sentence structure, and checking grammatical accuracy. This result aligns with the findings of Maghamil (2024) and Listianingsih (2024), who reported that integrating ChatGPT into writing instruction significantly enhances students' writing quality in terms of organization, grammar, and clarity (Listianingsih, 2024; Maghamil 2024). This finding also supports the theory of Artificial Intelligence in Education proposed by Luckin and Holmes (2016), who emphasized that AI applications can improve learning efficiency by providing instant feedback and adapting to individual needs. In this study, ChatGPT served as an intelligent assistant that guided students to write more effectively and productively (Holmes, 2016).

Students' positive perceptions of ChatGPT were influenced by several internal factors, such as motivation, interest in learning, language proficiency, and self discipline. Students with higher motivation and better language skills were more capable of utilizing ChatGPT effectively as a learning aid. This finding is consistent with the theory of perception by Bhagat et al. (2016) and Saragih (2025), which suggests that perception is shaped by an individual's experience, motivation, and cognitive ability to interpret information (Bhagat et al., 2016; Saragih, 2025). In this context, ChatGPT was positively perceived by students who were cognitively and emotionally ready to engage in learning, as they could use it reflectively to support their thinking and writing processes.

External factors also played a significant role in shaping students' perceptions of ChatGPT. A supportive learning environment, the availability of digital facilities, and teacher guidance contributed to a more positive acceptance of AI based tools. This finding supports the studies of Dewi et al. (2021) and Fraser and Killen (2005), who stated that students' perceptions of academic activities are influenced by classroom atmosphere, teacher support, and peer interaction (Dewi et al., 2021; Fraser & Killen, 2005). In this study, students who had stable internet access and teachers who were open to technology showed higher enthusiasm for using ChatGPT. Conversely, limited access and lack of guidance led some students to doubt the accuracy and reliability of ChatGPT generated texts.

However, not all findings were completely consistent with previous theories and research. Some students expressed skepticism toward ChatGPT's reliability, as the results it generated were not always relevant to their specific writing tasks. This differs slightly from Maghamil's (2024) findings, which reported a generally positive impact of ChatGPT on writing performance (Maghamil, 2024). The difference may be explained by contextual factors; this study was conducted in a religious based school setting where students' digital literacy levels varied. As a result, some students were less skilled at constructing effective prompts or critically evaluating the AI's responses. The lack of formal training on AI tools might also have influenced this cautious perception.

Despite these challenges, the study also found that students showed a sense of ethical awareness in using ChatGPT. Most of them stated that the tool could be used responsibly as long as they reviewed, paraphrased, and revised the generated

output before submission. This finding corresponds with the theory of academic writing proposed by Taylor (2009) and Fatimah (2018), which emphasizes originality and academic integrity as key components of scholarly writing (Fatimah, 2018; Taylor, 2009). It also aligns with Wang's (2024) study, which highlights that AI feedback should not replace teacher guidance but rather complement it to encourage critical and ethical learning (Wang, 2024). Therefore, students' positive perceptions of ChatGPT are meaningful only when accompanied by reflective awareness and sufficient pedagogical support.

This study also explored the challenges students faced in using ChatGPT for academic writing. One of the main challenges was technical difficulty, such as unstable internet connections and limited access to the premium version of ChatGPT. These barriers disrupted the learning process and reduced students' productivity. This finding corresponds with Holmes et al. (2019), who noted that the effectiveness of AI in education largely depends on the readiness of digital infrastructure and technical support. In this context, external factors such as school facilities and internet accessibility were essential in determining how effectively students could use ChatGPT as an academic tool (Holmes et al., 2019).

Another challenge identified was the lack of pre writing skills and limited prompt literacy. Many students struggled to formulate specific and contextual prompts, resulting in AI generated responses that did not meet academic requirements. This finding supports Listianingsih's (2024) research, which found that ChatGPT's effectiveness is highly dependent on students' initial writing competence and their ability to interpret academic tasks (Listianingsih, 2024). According to Street's (2015) academic writing framework, this problem also

reflects weak planning and organizational skills two fundamental aspects of successful academic writing (Street, 2015).

Some students developed a dependency on ChatGPT, leading to reduced creativity and critical thinking. Several participants admitted to copying AI generated texts without further evaluation or revision. This finding is consistent with Wang (2024), who observed that relying on ChatGPT without proper teacher supervision can hinder reflective thinking and learner autonomy (Wang, 2024). When viewed from the perspective of Bhagat et al. (2016), repeated exposure to instant technological solutions can shape a habitual perception that AI outputs are always correct, diminishing critical engagement (Bhagat et al., 2016). Therefore, internal factors such as motivation, cognitive discipline, and self regulation play crucial roles in determining how students interact with AI based tools.

Language barriers also posed a notable challenge. Many students struggled to comprehend complex academic vocabulary generated by ChatGPT. This indicates limited academic language proficiency, which remains a key obstacle in academic writing. This finding aligns with Fatimah (2018) and Murray and Christison (2019), who emphasized that mastering academic vocabulary and syntactic accuracy is fundamental to writing success (Fatimah, 2018; Murray & Christison, 2019). Thus, continuous training in academic English is needed to help students not only understand but also reframe AI generated ideas using their own language.

Beyond linguistic issues, the lack of teacher supervision and structured guidance emerged as another significant challenge. Without explicit instructions,

students tended to use ChatGPT without a clear understanding of its academic and ethical boundaries. This result contrasts with Wang's (2024) study, which found that combining human and AI feedback leads to more substantial writing improvement (Wang, 2024). The absence of teacher involvement in this study may stem from limited digital literacy among educators and the absence of institutional policies regulating AI use in classroom settings.

The findings of this study indicate a balance between the potential and challenges of using ChatGPT in educational contexts. Students' positive perceptions toward ChatGPT are consistent with previous studies highlighting its contribution to writing improvement. Nevertheless, technical constraints, limited pre writing competence, and overreliance on AI reveal the need for more structured implementation strategies. Hence, the effectiveness of ChatGPT in academic writing depends not only on technological sophistication but also on learners' readiness and the surrounding pedagogical support. Optimal use of ChatGPT requires adequate AI literacy, continuous teacher guidance, and a strengthened sense of ethical and reflective awareness among both students and educators.

CHAPTER 5

CONCLUSION

This chapter presents the overall conclusions drawn from the findings and discussions in the previous chapters. It also provides practical suggestions addressed to students, teachers, and future researcher about Students' Perspectives on ChatGPT in Academic Writing at Islamic Senior High School.

5.1. Conclusion

Based on the findings and discussions, it can be concluded that Islamic Senior High School students perceive ChatGPT as both a beneficial and challenging tool in the process of academic writing. Students' perceptions toward ChatGPT are shaped by several criteria of perception, including internal factors (such as learning motivation, writing ability, self discipline, and critical thinking skills) and external factors (such as peer influence, teacher guidance, learning environment, and technological access). These criteria determine how students interpret, utilize, and respond to ChatGPT as an academic writing tool.

From the positive perspective, students perceived ChatGPT as an effective academic support system that helps them overcome difficulties in generating ideas, organizing text structure, and improving grammatical accuracy. ChatGPT was particularly useful during the early stages of writing, such as brainstorming, outlining, and clarifying ideas, which made the writing process more efficient and less time consuming. In addition, students reported increased confidence in their writing performance after using ChatGPT to check sentence structure and language accuracy. These positive outcomes indicate that when used reflectively,

ChatGPT contributes to enhanced writing efficiency, motivation, and engagement in academic writing tasks.

From the negative perspective, students also perceived ChatGPT as a tool that presents several challenges and potential risks. Technical issues, such as unstable internet connections and limited access to premium features, disrupted the writing process and reduced learning effectiveness. Cognitive challenges were also evident, including limited prompt literacy, overreliance on AI generated content, and reduced creativity. Some students tended to accept ChatGPT's output without sufficient revision or evaluation, which weakened their independent thinking, originality, and critical analysis skills. These negative perceptions emerged particularly when students lacked self regulation and adequate guidance in using AI tools.

The study further reveals differences in perception and usage patterns between high achieving and low achieving students. High achieving students generally met the criteria of positive perception by demonstrating critical engagement, revising and contextualizing AI generated output, and using ChatGPT as a reference rather than a final answer provider. In contrast, lower achieving students more often perceived ChatGPT as a shortcut, relying heavily on its output without modification. This finding highlights that students' perceptions of ChatGPT are closely related to their levels of digital literacy, self regulated learning, and instructional support.

5.2. Suggestions

Based on the conclusions above, several suggestions are proposed to enhance the use of ChatGPT in academic writing, especially in educational settings such as Islamic Senior High Schools.

5.2.1. For Students

Students are encouraged to use ChatGPT wisely as a supportive tool rather than a full substitute for their own writing process. They should develop AI literacy skills, particularly in crafting effective prompts, verifying AI generated content, and revising it based on their understanding. Students are also advised to maintain their critical thinking and creativity by combining ChatGPT's assistance with independent idea development and reading relevant academic sources. By doing so, they can maximize the benefits of AI technology while still preserving their originality and academic integrity.

5.2.2. For Teachers

Teachers play an essential role in guiding students toward responsible and effective use of ChatGPT. They should integrate AI based learning activities into classroom instruction while emphasizing the importance of critical evaluation and ethical use of AI generated texts. Teachers are advised to provide clear instructions, examples of proper prompt design, and reflective exercises that encourage students to analyze ChatGPT's responses

rather than copy them directly. Furthermore, teachers can design writing tasks that include process based assessments such as requiring students to submit outlines, drafts, and revision notes to ensure that AI serves as a learning aid, not as the main author of students' work.

5.2.3. For Future Researches

Future researchers are encouraged to study ChatGPT use in wider and more varied contexts, such as different school types, grade levels, or subjects. They may also use quantitative or mixed methods to examine the long term impact of ChatGPT on students' writing, creativity, and critical thinking. In addition, future studies could explore how AI literacy training or combining ChatGPT with teacher feedback can improve academic writing. Such research will help deepen the understanding of how AI can be effectively and ethically used in education.

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APPENDICES

Appendix 1: Observation Letter

 **KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin_malang.ac.id

Nomor : 1685/Un.03.1/TL.00.1/05/2025 14 Mei 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

Kepada
Yth. Kepala MAN 1 Nganjuk
di
Nganjuk

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Bunaya Izzani Fathi Musaqqaf
NIM : 210107110064
Tahun Akademik : Genap - 2024/2025
Judul Proposal : **Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School**
Diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

18 Mei - 20 Mei 2025

an. Dekan,
Wakil Dekan Bidang Akademik



Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

Appendix 2: Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin malang.ac.id

Nomor : 1724/Un.03.1/TL.00.1/05/2025 15 Mei 2025
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada

Yth. Kepala MAN 1 Nganjuk
di
Nganjuk

Assalamu'alaikum Wr. Wb.

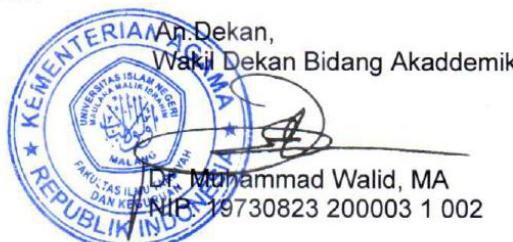
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Bunayya Izzani Fathi Muaqqaf
NIM	:	210107110064
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2024/2025
Judul Skripsi	:	Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School
Lama Penelitian	:	Mei 2025 sampai dengan Juli 2025 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appnedix 3: Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email : fitk@uin_malang.ac.id

Nomor : B-1776/Un.03/FITK/PP.00.9/05/2025 19 Mei 2025
Lampiran : -
Perihal : Permohonan Menjadi Validator

Kepada Yth.
Harir Mubarok, M.Pd
di –
Tempat

Assalamualaikum Wr. Wb.

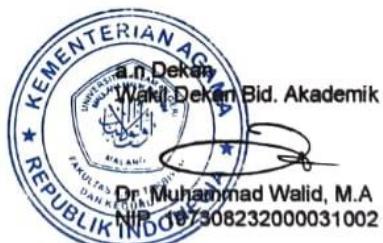
Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Bunayya Izzani Fathi Musaqqaf
NIM : 210107110064
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School
Dosen Pembimbing : Maslihatul Bisriyah, M.Tesol

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Appendix 4: Instrument Validation Letter

Validation Sheet

Instrument Validation Sheet of Interview Questions and Observation Sheet for Research Entitled

“Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School”

Validator : Harir Mubarok, M.Pd
NIP : 198707082023211024
Experise : English Writing
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation date :

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns below :

1. Very poor
2. Poor
3. Average
4. Good
5. Excellent

2. Please give comments and suggestion In the columns below :

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies Basic Competence				✓	
2.	Instrument Indicator Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the relevant with the research objectives				✓	
5.	The research instrument can help the researcher find out students abilities in vocabulary skills.				✓	
6.	The research instrument is easy to understand				✓	
7.	Each question has one correct or most correct answer				✓	
8.	The research using proper grammar				✓	
9.	The choice of answers to the research instrument is appropriate and logical in terms of material				✓	
10.	The subject matter must be formulates clearly and unequivocally				✓	

D. Suggestion

I hope this instrument can dig up the data in the field based on research question that appear in your thesis. Good luck.

.....

.....

.....

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is :

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.

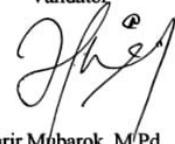
2. The instrument can be used with slight revision.

3. The instrument can be used with many revisions.

4. The instrument can be used.

Malang, 15 May 2025

Validator



Harir Mubarok, M.Pd

NIP. 198707082023211024

Appendix 5: Observation Sheet

Kelompok1		Nama anggota: 1. 2. 3.	
No.	Aspect	Observation Question	RQ
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1
4.	Respon Siswa terhadap Hasil ChatGPT	Bagaimana reaksi siswa saat menerima output dari ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?	1
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1

6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1
8.	Kreativitas dan Berpikir Kritis	Apakah siswa menunjukkan proses berpikir kritis (misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?	2
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2

Appendix 6: Interview Questions

Name:			
No.	Question	Aspect	RQ
Pengalaman Penggunaan ChatGPT			
1.	Sejak kapan kamu mulai menggunakan ChatGPT dalam tugas tugas akademikmu?	Pengalaman awal menggunakan ChatGPT	1
2.	Dalam tugas akademik apa saja kamu pernah menggunakan ChatGPT?	Jenis tugas yang biasa dibantu dengan ChatGPT	1
Persepsi Manfaat ChatGPT			
3.	Menurut kamu, apa manfaat utama menggunakan ChatGPT saat menulis tugas akademik?	Persepsi umum terhadap manfaat ChatGPT	1
4.	Bagaimana ChatGPT membantumu dalam menyusun struktur tulisan atau ide pokok? Bisa beri contoh?	Peran ChatGPT dalam mengembangkan struktur dan isi tulisan	1
5.	Apakah kamu merasa tulisanmu menjadi lebih baik setelah dibantu ChatGPT? Dalam hal apa saja?	Pengaruh ChatGPT terhadap kualitas tulisan	1
6.	Apa kamu merasa lebih percaya diri menulis setelah menggunakan ChatGPT? Jelaskan alasannya.	Dampak psikologis dan motivasional	1

Tantangan dan Hambatan			
7.	Apa kamu pernah mengalami kesulitan saat menggunakan ChatGPT? Misalnya hasil tidak sesuai atau sulit membuat prompt.	Kendala teknis dan pemahaman	2
8.	Apakah kamu merasa terlalu bergantung pada ChatGPT? Jelaskan mengapa iya atau tidak.	Ketergantungan terhadap ChatGPT	2
Dampak terhadap Kreativitas & Berpikir Kritis			
9.	Apakah kamu merasa penggunaan ChatGPT mengurangi kreativitasmu dalam menulis? Jelaskan.	Dampak terhadap kreativitas siswa	2
10.	Apakah ChatGPT menurutmu membantu atau menghambat kemampuan berpikir kritismu dalam menulis? Berikan contoh.	Dampak terhadap kemampuan berpikir kritis	2

Appendix 7: Observation Results

Tuesday, May 20, 2025

Kelompok 1		Nama anggota: 1. M aris dwi 2. Nianda cahya 3. Sabilia adzkia		
No.	Aspect	Observation Question	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa jarang membuka ChatGPT dan lebih mengandalkan buku sebagai referensi utama.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	ChatGPT digunakan untuk menyusun kalimat dan mencari referensi dalam tugas akademik.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa cenderung menggunakan prompt sederhana seperti “buatkan,” “jawablah,” yang langsung mengarahkan pada hasil tugas.

4.	Respon Siswa terhadap Hasil ChatGPT	Bagaimana reaksi siswa saat menerima output dari ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?	1	Siswa membaca terlebih dahulu hasil dari ChatGPT, lalu mencocokkannya dengan kebutuhan sebelum digunakan.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa sesekali berdiskusi, namun sebagian besar menyalin tanpa evaluasi mendalam.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Siswa tampak cukup terbantu, meskipun terkadang menunjukkan keraguan terhadap keakuratan hasilnya.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa bekerja sama dalam menyusun prompt dengan berdiskusi dan saling memberi masukan agar hasil lebih sesuai.

8.	Kreativitas dan Berpikir Kritis	Apakah siswa menunjukkan proses berpikir kritis (misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?	2	Siswa sering mempertanyakan kembali hasil ChatGPT sebelum digunakan, menunjukkan adanya proses berpikir kritis.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Siswa mengalami kendala ketika hasil tidak sesuai dan saat akses terbatas karena fitur premium.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Terjadi beberapa hambatan seperti koneksi internet yang lambat dan kesulitan membuka platform ChatGPT.

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Kelompok 2		Nama anggota: 1. Arroyani nur fadilah 2. Syahraihan al ghifari 3. Talitha rohima		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa cukup sering menggunakan ChatGPT, meskipun ada kalanya tidak mengaksesnya tergantung kebutuhan tugas.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk mempercepat proses penulisan, seperti menyusun ide dan merancang struktur tulisan.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa mengetikkan prompt seperti “tutorial penulisan paper” yang bersifat umum namun mengarah pada kebutuhan akademik.
4.	Respon Siswa terhadap	Bagaimana reaksi siswa saat menerima output dari	1	Siswa merasa kurang puas karena terdapat beberapa kesalahan dalam

	Hasil ChatGPT	ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?		hasil yang diberikan oleh ChatGPT.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa terlihat mengevaluasi hasil terlebih dahulu dan kadang mendiskusikan ulang sebelum digunakan.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Siswa merasa terbantu karena ChatGPT dapat memberi ide, namun juga menyadari dampak negatif seperti menurunnya kemampuan berpikir mandiri.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa bekerja sama dalam penggunaan ChatGPT, saling berbagi ide dan menyusun prompt secara bersama sama.
8.	Kreativitas dan Berpikir Kritis	Apakah siswa menunjukkan proses berpikir kritis	2	Siswa menunjukkan upaya berpikir kritis dengan menilai ulang

		(misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		hasil yang diperoleh dari ChatGPT sebelum dimasukkan ke tugas.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Siswa mengalami kendala ketika hasil dari ChatGPT tidak sesuai dengan prompt yang dimasukkan.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Tidak ditemukan hambatan teknis yang signifikan selama observasi berlangsung.

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Kelompok 3		Nama anggota: 1. Anjumi zuhriyah 2. Nandita pramestia 3. Sylvia ananda		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa cukup sering menggunakan ChatGPT dalam proses penulisan, terutama saat membutuhkan bantuan cepat.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk mencari referensi dan membantu dalam pembuatan kuesioner.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa menggunakan prompt yang sederhana dan langsung sesuai kebutuhan mereka.
4.	Respon Siswa terhadap	Bagaimana reaksi siswa saat menerima output dari	1	Siswa merasa hasil dari ChatGPT cukup membantu, meskipun

	Hasil ChatGPT	ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?		tidak selalu sesuai harapan.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa tampak aktif berdiskusi dan tidak langsung menyalin, tetapi tetap melakukan evaluasi sederhana.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Sebagian besar siswa merasa terbantu dengan keberadaan ChatGPT, terlihat dari ekspresi yang antusias.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa bekerja secara kolaboratif, saling berbagi gagasan dan menyusun prompt bersama.
8.	Kreativitas dan Berpikir Kritis	Apakah siswa menunjukkan proses berpikir kritis	2	Siswa menunjukkan kemauan untuk berpikir dan tidak sepenuhnya

		(misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		bergantung pada hasil ChatGPT.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Tantangan yang muncul adalah risiko plagiasi dari hasil yang langsung disalin tanpa modifikasi.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Hambatan berupa koneksi internet tidak stabil serta jawaban dari ChatGPT yang kadang tidak lengkap.

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Kelompok 4		Nama anggota: 1. Fatih raihan 2. Layli fauziyah		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa cukup sering menggunakan ChatGPT dalam menyelesaikan tugas akademik.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk mempermudah dan menyederhanakan proses penulisan serta mencari ide.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa menggunakan kalimat langsung dengan kata kata sendiri, seperti “buatkan ..” sesuai kebutuhan.
4.	Respon Siswa terhadap	Bagaimana reaksi siswa saat menerima output dari	1	Siswa merasa tidak puas karena hasilnya tidak sesuai harapan, sehingga

	Hasil ChatGPT	ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?		memilih untuk mengganti atau menyunting sendiri.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa tampak terlibat dalam diskusi dan melakukan evaluasi sebelum menggunakan hasil dari ChatGPT.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Secara umum, siswa merasa sangat terbantu dengan keberadaan ChatGPT dalam menyusun tugas.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa menunjukkan kerja sama melalui diskusi kelompok dan berbagi ide saat menyusun prompt.
8.	Kreativitas dan	Apakah siswa menunjukkan proses	2	Beberapa siswa terlihat kurang menunjukkan

	Berpikir Kritis	berpikir kritis (misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		upaya berpikir kritis dan lebih memilih bergantung pada hasil ChatGPT.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Kendala utama adalah keterbatasan akses karena tidak memiliki akun premium.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Hambatan yang muncul antara lain keterbatasan akun serta masalah koneksi internet yang tidak stabil.

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Kelompok 5		Nama anggota: 1. Ahmad nur 2. Alfian satria 3. Naufalyn kinan		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa menggunakan ChatGPT sesekali, terutama saat mencari referensi untuk tugas akademik.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk menjawab permasalahan akademik seperti mengganti judul dan menyusun isi paper.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa menggunakan prompt untuk merangkum, menyederhanakan jurnal, serta mencari referensi pertanyaan.
4.	Respon Siswa	Bagaimana reaksi siswa saat menerima	1	Siswa cenderung berhati-hati menggunakan hasil

	terhadap Hasil ChatGPT	output dari ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?		ChatGPT karena khawatir ketahuan oleh guru.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Terkadang terlihat cukup aktif berdiskusi dalam berkelompok, namun terkadang juga langsung menyalin tanpa banyak evaluasi.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Siswa merasa terbantu, tetapi terkadang menjadi malas berpikir karena terlalu mengandalkan hasil dari ChatGPT.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa terlihat bekerja sama dengan saling bertukar ide dan mendiskusikan penggunaan ChatGPT.
8.	Kreativitas	Apakah siswa	2	Beberapa siswa

	dan Berpikir Kritis	menunjukkan proses berpikir kritis (misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		menunjukkan sikap pasif dan kurang menunjukkan upaya untuk menyunting atau mengevaluasi hasil.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan kbahasa, ketergantungan)	2	Siswa merasa hasil kadang kurang memuaskan karena bahasa terlalu baku atau terlalu langsung ke inti.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Siswa mengalami kendala karena keterbatasan akun saat ingin mengakses fitur tertentu di ChatGPT.

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Kelompok 6		Nama anggota: 1. Ananda novilia 2. Ashfa auliya 3. Bahri hafidzin		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa menggunakan ChatGPT dalam frekuensi sedang, namun masih tetap mempertahankan proses berpikir sendiri.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk membantu menyederhanakan proses penulisan dan mencari referensi pendukung.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa mengetik prompt yang cenderung kompleks dan mendetail sesuai kebutuhan akademik.
4.	Respon Siswa	Bagaimana reaksi siswa saat menerima	1	Jika hasil dirasa sesuai, siswa tetap

	terhadap Hasil ChatGPT	output dari ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?		mengembangkannya. Jika belum sesuai, siswa berusaha mengolah ulang hingga dianggap memadai.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa terlihat aktif bekerja sama dan berdiskusi dalam menilai hasil ChatGPT sebelum digunakan.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Siswa merasa terbantu, namun jika ragu terhadap hasilnya, mereka mencoba memverifikasi dengan mengunggah dokumen.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa menunjukkan kolaborasi dengan berbagi prompt dan melakukan diskusi kecil dalam kelompok.
8.	Kreativitas	Apakah siswa	2	Siswa masih menunjukkan

	dan Berpikir Kritis	menunjukkan proses berpikir kritis (misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		kemauan untuk berpikir secara mandiri dan tidak sepenuhnya bergantung pada AI.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Siswa kesulitan memahami perubahan bahasa yang terlalu teknis dan hasil kadang tidak sesuai harapan karena keterbatasan respons AI.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Hambatan yang muncul adalah koneksi internet yang tidak stabil saat proses akses ChatGPT.

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Kelompok 7		Nama anggota: 1. Chelsea al hanny 2. Hafidh abdullah 3. Zanuba fatimah		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa menggunakan ChatGPT dalam frekuensi rendah hingga sedang, tidak terlalu sering.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk mencari kesimpulan dari referensi guna menghemat waktu dalam proses penulisan.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa menggunakan prompt yang singkat dan sederhana untuk mempercepat hasil.
4.	Respon Siswa terhadap	Bagaimana reaksi siswa saat menerima output dari	1	Siswa merasa hasilnya lumayan membantu, meskipun tidak

	Hasil ChatGPT	ChatGPT? Apakah langsung digunakan, diubah, atau ditolak?		sepenuhnya sesuai dengan harapan.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa menunjukkan keterlibatan melalui kerja sama dan diskusi ringan sebelum menggunakan hasil ChatGPT.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Siswa tampak agak ragu karena materi yang dibutuhkan tidak tersedia sepenuhnya secara daring.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Siswa bekerja sama dengan berbagi tugas dan mendiskusikan penggunaan ChatGPT secara kelompok.
8.	Kreativitas dan Berpikir Kritis	Apakah siswa menunjukkan proses berpikir kritis	2	Siswa menunjukkan proses berpikir kritis, namun tidak secara

		(misalnya: mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		konsisten dalam setiap penggunaan.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Tidak terlihat adanya tantangan signifikan saat siswa menggunakan ChatGPT.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Hambatan muncul karena tidak ada dari siswa yang menggunakan akun premium untuk akses lebih lanjut.

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Kelompok 8		Nama anggota: 1. Ahmad aldan 2. Nimaz shouma 3. Vania calista		
No.	Aspect	Observation Results	RQ	Result
1.	Frekuensi Penggunaan ChatGPT	Seberapa sering siswa membuka dan menggunakan ChatGPT selama proses penulisan akademik?	1	Siswa menggunakan ChatGPT dalam frekuensi yang tergolong rendah hingga sedang.
2.	Tujuan Penggunaan ChatGPT	Untuk keperluan apa saja siswa menggunakan ChatGPT? (misalnya: mengecek grammar, menyusun struktur, mencari ide, mencari referensi, dsb.)	1	Digunakan untuk memahami isi penugasan, menyusun kalimat, dan membantu merangkai ide.
3.	Jenis Prompt yang Digunakan	Kalimat atau pertanyaan seperti apa yang diketik siswa ke dalam ChatGPT? (prompt sederhana atau kompleks, jelas atau ambigu)	1	Siswa menggunakan prompt yang singkat dan sering direvisi agar hasilnya sesuai.
4.	Respon Siswa terhadap	Bagaimana reaksi siswa saat menerima output dari ChatGPT?	1	Siswa terus menggali dan mencoba berbagai cara hingga mendapatkan

	Hasil ChatGPT	Apakah langsung digunakan, diubah, atau ditolak?		hasil yang diinginkan.
5.	Tingkat Keterlibatan Siswa	Apakah siswa aktif berdiskusi dan mengevaluasi hasil ChatGPT atau hanya menyalin saja?	1	Siswa menunjukkan keterlibatan yang minim dalam mengevaluasi hasil, lebih condong menyalin langsung.
6.	Persepsi terhadap Kegunaan ChatGPT	Apakah siswa tampak terbantu, bingung, atau tidak yakin setelah menggunakan ChatGPT? (indikator non verbal seperti mengangguk, tersenyum, ragu ragu, dsb.)	1	Siswa merasa sangat terbantu, meskipun kadang masih ragu terhadap akurasi hasilnya.
7.	Interaksi dalam Kelompok	Bagaimana cara siswa bekerja sama dalam menggunakan ChatGPT? (misalnya: saling berbagi prompt, diskusi bersama, kerja individu)	1	Kerja sama antar siswa kurang terlihat, masing masing cenderung bekerja secara individu.
8.	Kreativitas dan Berpikir Kritis	Apakah siswa menunjukkan proses berpikir kritis (misalnya:	2	Siswa menunjukkan tingkat berpikir kritis yang rendah dan cenderung bergantung

		mempertanyakan, menyunting, menyusun ulang hasil dari ChatGPT) atau hanya bergantung sepenuhnya?		pada hasil yang diberikan.
9.	Tantangan yang Dihadapi	Masalah apa yang terlihat saat siswa menggunakan ChatGPT? (misalnya: prompt tidak dimengerti, hasil tidak relevan, keterbatasan bahasa, ketergantungan)	2	Tantangan yang muncul antara lain koneksi tidak stabil dan hasil jawaban yang tidak sesuai harapan.
10.	Hambatan Teknis	Apakah ada kendala teknis yang terlihat? (misalnya: koneksi internet, perangkat tidak mendukung, kesulitan login)	2	Hambatan utama yang terlihat adalah koneksi internet yang tidak stabil saat digunakan.

Appendix 8: Interview Results

Name: (NP) female high proficiency

Question: Terima kasih sebelumnya. Untuk paper nya sudah sampai mana?

Answer: Sudah sampai penelitian.

Question: Belum selesai jadi ya?

Answer: Iya, masih jalan.

Question: langsung ke pertanyaan aja ya. Sejak kapan kamu mulai menggunakan Chat GPT sebagai tugas akademik?

Answer: Kelas 11.

Question: Dalam tugas akademik apa saja kamu pernah pakai Chat GPT?

Answer: matematika, bahasa Indonesia, rata rata.

Question: Menurut kamu apa manfaat utama menggunakan Chat GPT saat menulis akademik?

Answer: Bantu jawab sama referensi.

Question: Lalu, bagaimana Chat GPT membantumu dalam menyusun struktur tulisan atau ide pokok?

Answer: Untuk membantu menjawab. Contohnya, memasukkan pront ke caht gpt nanti dibantu menjawab

Question: Apakah kamu merasa tulisanmu menjadi lebih baik setelah dibantu Chat GPT? Dalam hal apa saja?

Answer: Merasa, dari segi tulisan , Kayak misalnya kan kalau kita disuruh tulis di Indonesia itu kan mengarang. Nah, kita itu kalau real dari diri sendiri belum tentu bisa mengarang suatu tulisan.

Question: apakah Kamu merasa lebih percaya diri dalam menulis setelah menggunakan Chat GPT? Kenapa?

Answer: Ya, karena itu lagi dibantu dari segi kepenulisan dan bahasa.

Question: Apakah kamu pernah mengalami kesulitan saat pakai Chat GPT?

Answer: Ya, Kalau enggak itu kan kita meminta jawaban, tapi yang muncul malah kayak kode kode gitu.

Question: Apakah kamu merasa selalu bergantung pada Chat GPT?

Answer: Enggak. Chat GPT itu kadang bagi saya sendiri itu cuma mencari referensi yang mungkin saya enggak tahu atau pengen tahu.

Question: Apakah kamu merasa penggunaan Chat GPT mengurangi kreativitasmu dalam kepenulisanmu?

Answer: Enggak. Karna membantu mencari informasi secara lebih luas, dan bisa buat belajar

Question: Terakhir, apakah Chat GPT menurutmu membantu atau menghambat kemampuan berpikir kritismu?

Answer: Kalau berpikir kritis malah terkadang bisa berpikir kritis gara-gara dari gpt itu ada jawaban yang bisa buat untuk berpikir kritis.

Question: Terima kasih ya. Dengan .. Siapa?

Answer: Nanindita. Oke.

Terima kasih.

Name: (SAP) female high proficiency

Question: Sebelumnya, makasih ya Terus, untuk tugas papernya sendiri sudah sampai mana?

Answer: Sudah selesai, mungkin tinggal revisi lagi

Question: Oke, langsung ke pertanyaan ya Sejak kapan kamu mulai menggunakan Chat GPT dalam tugas akademik?

Answer: Kenal Chat GPT dari awal MAN, Jadi waktu MTS itu belum pakai

Question: Terus, dalam tugas akademik seperti apa yang kamu pernah menggunakan Chat GPT?

Answer: Itu, biasanya cari rumus matematika, cara cepatnya bagaimana itu Terus, sama tanya tanya juga mengenai pendapat pendapat itu

Question: Terus, menurut kamu apa manfaat utama menggunakan Chat GPT saat menulis akademik?

Answer: Itu, kata katanya itu lebih tersusun saja Jadi, lebih mudah dipahami Daripada harus mendengarkan Youtube, terus merangkum sendiri itu lebih baik pakai Chat GPT

Question: bagaimana Chat GPT membantumu dalam menyusun struktur tulisan atau ide pokok?

Answer: Ya, biasanya kan kayak tanya gitu Ini caranya nentuin ide ide pokok itu bagaimana? Dan kayak langsung dikasih jawaban, langsung disimpulkan gitu kan Tapi kadang itu sesuai, kadang itu kurang jadi harus butuh tanya lagi gitu lho

Question: Apakah kamu merasa tulisanmu menjadi lebih baik setelah pakai Chat GPT?

Answer: Ya , karena susunan kalimatnya itu nggak perlu bingung Kayak mikir ini gimana, cocoknya, kan sudah dibantu sama Chat GPT itu

Question: Terus, contohnya dalam hal apa aja?

Answer: Misalnya ada soal, itu disuruh menjelaskan itu maksudnya gimana gimana Kan bingung ini mau mulai dari mana jelasinnya Terus ditanyakan ke Chat GPT, terus dikasih jawaban Dan di situ, dari kata kata itu saya bisa lebih mudah menyusun sendiri Kayak ini nanti kan biasanya Chat GPT kasih jawaban kan panjang Nah, itu bisa saya ringkas sendiri dengan kata kata itu, jadi lebih mudah aja

Question: Terus, apakah kamu merasa lebih percaya diri dalam penulisan setelah menggunakan Chat GPT?

Answer: Ya, tapi kalau misalnya pengen sih ya nggak minta AI gitu lho Kayak harus pikiran sendiri itu kalau misalnya pengen

Question: Apakah kamu pernah mengalami kesulitan saat menggunakan Chat GPT?

Answer: Itu premium Premium, itu masalah premium Terus, ya kadang ya kan masalah jaringan juga Dikoneksi sama premium

Question: Terus, apakah kamu merasa terlalu bergantung pada Chat GPT?

Answer: Tidak, Ya karena daripada Chat GPT, saya tuh lebih sendirung suka kayak baca baca buku, jadi nggak tergantung di Chat GPT aja

Question: Apakah Dalam penggunaan Chat GPT itu mengurangi kreatifitasanmu?

Answer: Ya sangat, kan jadi jarang berpikir kayak intinya berpikir yang menurut kreativitas diri sendiri gitu, kan kalau sebelum ada internet, belum ada Chat GPT, brlm ada ai kan kayak semua kata kata, semua jawaban jawaban itu murni dari pikiran sendiri

Question: Apakah Chat GPT menurutmu membantu menghambat kemampuan berpikir kritis dalam penulisan? berpikir kritis Terus mikir gitu Iya

Answer: Iya menghambat, Tapi saya biasanya itu kayak tidak bergantung gitu Jadi meskipun sudah ada jawabannya itu tetap dipikirkan itu tepatnya gimana Intinya diteliti lagi lah, nggak langsung kopas gitu

Makasih ya

Name: (MADS) male high proficiency

Question: Sebelumnya papernya sudah sampai mana?

Answer: Tadi progressnya sampai bab 5, penutup

Question: Iya Oke langsung ke pertanyaan aja ya Sejak kapan kamu mulai menggunakan Chat GPT?

Answer: Ketika awal mulai munculnya sih Langsungnya lagi rame ramenya lagi trennya pake Chat GPT saya coba coba

Question: Kira kira tahun berapa itu?

Answer: 2024an kemarin

Question: Terus dalam tugas akademik apa aja yang kamu pernah menggunakan Chat GPT?

Answer: Dalam menyelesaikan pembelajaran Terus ketika ada soal soal mungkin yang susah untuk dipahami Saya mencari materi materi dari Chat GPT

Question: Terus menurut kamu ini apa manfaat utama menggunakan Chat GPT untuk penulisan akademik? Maksudnya penulisan itu kayak paper gitu Kayak tulis paper atau esai gimana?

Answer: Kalau saya sendiri kan juga pernah ikut beberapa kali lomba di bidang esai Itu saya menggunakan Chat GPT soalnya kayak merasa lebih Kita dapat materi dari dia Jadi otomatis kita nanti bisa mengolah kata kata kita sendiri dari Chat GPT itu

Question: Bagaimana Chat GPT membantumu dalam menyusun struktur tulisan atau ide pokok?

Answer: Saya carinya itu satu persatu Jadi ketika pembahasan saya carinya di pembahasan Terus latar belakang carinya di per point itu

Question: Terus apakah kamu merasa tulisanmu menjadi lebih baik setelah dibantu Chat GPT?

Answer: Merasa lebih baik ada sedikit Tetapi tidak signifikan dengan karya kita sendiri

Question: Apakah kamu lebih percaya diri dalam menulis setelah menggunakan Chat GPT?

Answer: Bener, lebih percaya diri Soalnya kan dari Chat GPT kita juga dibantu untuk mengolah kata kata yang Mungkin menurut kita belum bisa diungkapkan secara gamblang gitu

Question: Ada kesulitan saat menggunakan Chat GPT?

Answer: Untuk kesulitan yang terlalu sih sebenarnya kesulitannya dalam jaringan Dalam koneksi aja

Question: Terus apakah kamu merasa terlalu bergantung pada Chat GPT?

Answer: Sebenarnya tidak juga soalnya ketika saya menggunakan Chat GPT itu Kebanyakan soal soal yang sulit dimengerti atau soal soal yang sulit dipecahkan gitu

Question: Apakah kamu merasa penggunaan Chat GPT mengurangi kreatifitasmu?

Answer: Ada sedikit rasa seperti itu karena ketika kita menggunakan Chat GPT itu otomatis Kita akan fokus pada satu jawaban yang ada di Chat GPT Sedangkan kita memiliki kesempatan untuk bisa mengolah lebih dari Chat GPT

Question: Terakhir, apakah Chat GPT menurutmu membantu menghambat kemampuan berpikir kritis?

Answer: Ada juga kepikiran seperti itu karena menurut saya ketika kita menggunakan Chat GPT Otomatis kita akan kurang dalam literasi di jurnal jurnal yang sudah ada Sedangkan dalam penulisan itu lebih baiknya menggunakan jurnal jurnal yang sudah ada

Name: (ANZ) female low proficiency

Question: Oke Sebelumnya, Papernya sudah ke mana?

Answer: Sudah hampir selesai tinggal pemberahan dan kalau adatambah tinggal ditambahin.

Question: Langsung ke pertanyaan saya ya Yang pertama, sejak kapan kamu mulai menggunakan Chat GPT?

Answer: Sejak awal 2024

Question: Dalam tugas akademik apa, kamu pernah menggunakan Chat GPT?

Answer: Kalau lagi kesusahan ngerjain tugas seperti itu, menggunakan Chat GPT

Question: Terus, menurut kamu apa saja manfaat menggunakan Chat GPT untuk kepenulisan akademik? Manfaat yang kamu dapatkan setelah menggunakan Chat GPT untuk kepenulisan akademik Seperti mengulis esay, paper, atau tugas sekolah lain Manfaat apa yang kamu dapatkan?

Answer: Lebih cepat juga menyesuaikan itu Terus, menambah Kalau kita bingung berpikir, dibantu Chat GPT juga

Question: Terus, bagaimana Chat GPT membantu dalam menyusun struktur tulisan atau ide pokok? Jadi ya, kamu pakai Chat GPT ini ya Itu membantu kamu dalam menyusun struktur tulisan Kalau di bahasa Inggris itu gramarnya, atau, kepenulisannya, sama ide pokok, judul, tema Itu bagaimana pendapatmu?

Answer: Sangat membantu, Contohnya kalau kita sudah bingung banget mau bikin judul apa Terus kita masukkan inti intinya, terus itu Chat GPT langsung muncul

Question: Terus, apakah kamu merasa tulisanmu menjadi lebih baik setelah menggunakan Chat GPT?

Answer: Ya, lumayan lebih baik, Dalam hal saat Kita membutuhkan informasi yang kurang kita pahami

Question: Apa kamu lebih percaya diri untuk kepenulisan setelah menggunakan Chat GPT?

Answer: Ya, Lebih enak saja kalau pakai Chat GPT

Question: Apa kamu pernah mengalami kesulitan saat menggunakan Chat GPT?

Answer: Itu jaringannya yang agak susah Masalah koneksi

Question: Terus, apakah kamu terlalu bergantung pada Chat GPT?

Answer: Sedikit, Kalau lagi mepet banget

Question: Apakah kamu merasa penggunaan Chat GPT mengurangi kekreatifitasan?

Answer: Biasanya kan di diri seseorang sudah ada kreatifitasan sendiri Terus kita searching searching di Chat GPT juga bisa menambah sedikit sedikit

Question: Terus, terakhir Apakah Chat GPT menurutmu membantu atau menghambat kemampuan berpikir kritis? Jadi simpelnya gini Kalau kamu terlalu bergantung pada Chat GPT Apakah kamu terlalu malas berpikir untuk mengerjakan tugas karena tidak ada Chat GPT? Atau seperti yang tadi Kalau ada yang mudah, kenapa yang sulit?

Answer: Kadang begitu Kadang kalau lagi malas berpikir Kan ada yang mudah, kenapa cari yang sulit? Tapi kalau lagi tidak malas malasnya Ya sudah, berpikir saja Kenapa pakai Chat GPT, Chat GPT itu jalan akhir

Terima kasih ya

Name: (ASDP) *male low proficiency*

Question: ok, sebelumnya ini saya langsung aja ya tanya tanya tentang paper tentang paper kemarin sebetulnya papernya sudah sampai mana?

Answer: sudah selesai

Question: terus langsung ke pertanyaan pertama sejak kapan kamu mulai pake chat gpt terus dalam penggunaan chat gpt itu untuk tugas tugas apa aja?

Answer: kalau mulainya itu dari pertama ada anak yang tau AI terus saya tanya chat gpt itu bagaimana caranya terus sudah tau saya pake saya download terus setiap ada tugas saya searching di chat gpt itu biasanya ada ada materi ada yang langsung intinya aja

Question: terus next question dalam tugas akademik apa saja yang kamu pernah menggunakan chat gpt?

Answer: kalau akademik hampir semuanya pernah contohnya matematika, fisika, kimia biologi lebih ke penugasan pelajaran

Question: terus menurut kamu manfaat utama menggunakan chat gpt saat menulis tugas akademik?

Answer: kalau pake chat gpt itu lebih simple aja gak terlalu mikirkan biasa untuk melangsungkan tugas biar lebih simpel

Question: yang keempat bagaimana chat gpt membantu kamu dalam menyusun struktur tulisan atau ide pokok

Answer: kalau itu biasanya saya gak pake dari chat gpt tapi langsung buat cuma di situ cari materi aja kalau misalnya itu bikin sendiri jadi kayak kalau bikin tema judul atau awalan itu lebih mikir sendiri dipikir dulu nanti kalau kurang pas baru ditambahin dari chat gpt

Question: terus apakah kamu merasa tulisan menjadi lebih baik setelah dibantu chat gpt

Answer: kalau menurut saya sih enggak soalnya kan terlalu apa pakai aplikasi dari diri sendiri kan kalau dari AI kan udah tau ini salah kalau buat sendiri kan tau ini salah harus dipendahin seperti itu

Question: apa kamu merasa lebih percaya diri dalam menulis setelah menggunakan chat gpt

Answer: enggak, karena enggak terlalu benar gitu loh biasanya sudah dijawab tapi kok tetap salah biasanya gitu makanya jadi enggak percaya sama AI terlalu banyak

Question: terus apakah kamu merasa terlalu bergantung pada chat gpt

Answer: kalau saya chat gpt buat nanya yang enggak terlalu ke materi tapi rumus tapi di situ juga chat gptnya juga rumusnya enggak sama kayak yang dijelaskan dari guru

Question: apakah kamu merasa penggunaan chat gpt mengurangi kekreatifitasmu

Answer: Sangat, karna kayak enggak tau perkembangan diri sendiri

Question: apakah chat gpt menurutmu membantu atau menghambat kemampuan berpikir kritismu

Answer: menghambat perpikiran kritis, soalnya kan biasanya anak anak makainya cari ke buku buku gitu, kalau chat gpt kan langsung dikeluarkan gitu enggak dipelajari dulu sama anaknya

oke terima kasih ya kepada mas alfian

Name: (AAAT) male low proficiency

Question: Sebelumnya papernya udah sampai mana?

Answer: Bab 5

Question: Langsung ke pertanyaan ya Yang pertama Sejak kapan kamu mulai menggunakan Chat GPT Dalam menggunakan tugas akademikmu?

Answer: 2023

Question: Dalam tugas akademik seperti apa Yang kamu pernah menggunakan Chat GPT?

Answer: Ujian, pake Chat GPT

Question: Mantap Terus Menurut kamu Apa manfaat utama Menggunakan Chat GPT Saat menulis tugas akademik? Manfaat utama Dalam menggunakan Chat GPT Dalam kepenulisan akademik Seperti paper kemarin, Manfaat Lebih Lebih banyak Jawabannya lebih Gimana jelasnya?

Answer: Jawabannya lebih Gimana ya, Lebih sederhana Lebih kompleks Jawabannya lebih kompleks

Question: Bagaimana Chat GPT membantu Dalam menyusun struktur tulisan Atau ide pokok? Bagaimana Bagaimana Chat GPT membantumu Dalam menyusun struktur keputulisan Atau ide pokok? Maksudnya itu Jadi Chat GPT ku Membantumu Dalam menentukan ide pokok Atau judul Atau struktur tulisan Bagaimana?

Answer: Pendapat saya sih Bagus Karena lebih Masuk akal

Question: Apakah kamu merasa tulisanmu menjadi lebih baik Setelah dibantu Chat GPT?

Answer: Iya Lebih baik

Question: Dalam hal apa saja Kamu merasa terbantu banget Karena tulisanmu lebih baik Karena Chat GPT itu dalam hal apa saja?

Answer: Mata pelajaran, lebih ke bahas indonesia sama matematika

Question: Apakah kamu lebih merasa percaya diri Setelah menggunakan Chat GPT?

Answer: Iya karena Jawabannya sudah terverifikasi dari Sananya Oke Lebih jelas lah

Question: Apakah kamu pernah mengalami kesulitan saat menggunakan Chat GPT?

Answer: Tidak ada, Karena simpel Praktis, simpel dan Mudah diakses lewat Chrome

Question: Kamu merasa terlalu bergantung pada Chat GPT ya?

Answer: Tidak, Ya Kita kan punya pemikiran sendiri juga Dari Awalnya kita Awalnya mengolah dahulu pelajaran yang ada di pikiran kita

Question: Terus Apakah dalam penggunaan Chat GPT mengurangi kekreatifitasanmu?

Answer: Tidak, Karena Chat GPT kan butuhnya Cuma buat pengetahuan juga Tidak mengurangi Kreatifitas, kreatifitas kan ada di dalam diri kita sendiri juga Tidak bergantung pada Chat GPT

Question: Terus, terakhir Apakah Chat GPT menurutmu membuat Menghampat kemampuan berpikir kritis?

Answer: Ya kayak Terlalu bergantung pada Chat GPT malah tidak berpikir gitu loh, Karena jika Ada yang mudah, kenapa pilih yang susah

Appendix 9: Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KAB. NGANJUK MADRASAH ALIYAH NEGERI 1

Jl. KH. Abdul Fattah Ds. Nglawak Kec. Kertosono Telp./Fax 0358-551547 Kode Pos 64351
website : www.mannglawak.sch.id email : mannglawak@gmail.com

SURAT KETERANGAN Nomor : B-297/Ma.13.13.01/TL.00/05/2025

Merujuk Surat dari Universitas Islam Negeri Maulana Malik Ibrahim Malang, Nomor : 1685/Un.03.1/TL.00.1/05/2025, Tanggal 14 Mei 2025, perihal permohonan ijin penelitian.

Yang bertanda tangan di bawah ini:

Nama : Muh. Zuhal, S.Ag, M.Pd.I.
NIK : 1970072502005011002
Pangkat/Golongan : Pembina (IV/a)
Jabatan : Kepala Madrasah

menerangkan dengan sebenarnya bahwa :

Nama : Bunaya Izzani Fathi Musaqqaf
NIM : 210107110064
Tahun Akademik : Genap – 2024/2025

Telah melaksanakan survey/studi pendahuluan pada Madrasah kami, dengan judul proposal : “ Students' Perception of Using Chat Gpt as An Academic Writing Assistant at An Islamic Senior High School ”, waktu penelitian 18 s.d. 20 Mei 2025.

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana mestinya.

Nganjuk, 28 Mei 2025



Appendix 10: Documentations









CURICULUM VITAE



Name	: Bunayya Izzani Fathi Musaqqaf											
Student's ID	: 210107110064											
Place, Date of Birth	: Nganjuk, 15 Desember 2001											
Gender	: Male											
Religion	: Islam											
Faculty Department	: Faculty of Education and Teacher Training, English Education.											
University	: UIN Maulana Malik Ibrahim Malang											
Home Address	: Perum Kepuh Asri, Blok J 08, Kec. Kertosono, Kab. Nganjuk, Jawa Timur											
Mobile/Phone Number	: 082140287220											
E Mail	: bunayya.izz123@gmail.com											
Education History	<table><tr><td>1. TK Panca Murni Al Utsman</td><td>2006 2008</td></tr><tr><td>2. MI Miftahul Huda Pandantoyo</td><td>2008 2014</td></tr><tr><td>3. MTsN Tambakberas Jombang</td><td>2014 2017</td></tr><tr><td>4. MAN Tambakberas Jombang</td><td>2017 2020</td></tr><tr><td>5. UIN Maulana Malik Ibrahim Malang</td><td>2021 now</td></tr></table>		1. TK Panca Murni Al Utsman	2006 2008	2. MI Miftahul Huda Pandantoyo	2008 2014	3. MTsN Tambakberas Jombang	2014 2017	4. MAN Tambakberas Jombang	2017 2020	5. UIN Maulana Malik Ibrahim Malang	2021 now
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