

The Students' Perception of Using AI for Thesis Writing

Mutmainnah Nurul Insani M¹, Sitti Nurpahmi², Nur Aliyah Nur³, Indah Fadhilah Rahman⁴

^{1,2,3}English Education Department, Tarbiyah & Teacher Training Faculty,
UIN Alauddin Makassar

E-mail: mutmainnahnurulinsani7@gmail.com

ABSTRACT

This study aimed to explore students' perceptions of using Artificial Intelligence (AI) tools in thesis writing, focusing on the affective, behavioral, and cognitive aspect of perception based on the ABC model. With the growing presence of AI applications such as ChatGPT, Grammarly, and QuillBot in academic contexts, this research examined how students in the English Education Department at UIN Alauddin Makassar view their role in supporting the thesis writing process. A quantitative survey method was employed, and data were collected from 30 students of the 2021 cohort using a structured questionnaire with a 5-point Likert scale. The responses were analyzed through SPSS to generate descriptive statistics, including means, frequencies, and percentages. The results indicated that students held generally positive perceptions of AI. In the affective aspect (70.2%), students believed AI reduced stress, enhanced motivation, and made writing more enjoyable. In the behavioral aspect (71.6%), students frequently relied on AI for paraphrasing, grammar checking, and idea generation, suggesting its integration into their writing routines. In the cognitive aspect (68.9%), students recognized AI's usefulness and reliability while also acknowledging its limitations in terms of originality and contextual accuracy. Overall, the findings suggest that AI was perceived not as a substitute but as a supportive companion in academic writing. The study highlights the potential of AI to enhance thesis writing when applied responsibly, while emphasizing the importance of maintaining critical thinking and independent skills. Educators are encouraged to design pedagogical strategies that maximize AI's benefits while preventing over-dependence.

Keywords: *Artificial Intelligence, Thesis Writing, Students' Perceptions, ABC Model, Academic Writing, Higher Education*

1) INTRODUCTION

Technological developments in the digital era have brought significant changes to various aspects of life, including the field of education. One of the most impactful innovations is the integration of Artificial Intelligence (AI) into academic learning and writing processes. AI is a field of study that focuses on how machines can think, learn, decide, and function similarly to human beings when solving problems (Mahato, 2022). In education, AI has become a practical and innovative tool that supports students, particularly in writing essays and academic papers.

Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

The use of AI in academic writing is becoming increasingly popular among students due to its ability to assist in writing tasks efficiently and effectively. AI-powered tools such as ChatGPT, AI Writer, Claude AI, Grammarly, and QuillBot offer a variety of features including idea generation, sentence structuring, grammar correction, and real-time feedback (Raheem et al., 2023). These tools are easy to access and use. Students only need to input questions or draft texts, and the AI tools provide immediate responses (Ling Jen & Salam, 2024). With these capabilities, AI offers both technical and conceptual support throughout the writing process, including thesis writing.

Writing is one of the essential skills that students must master, especially in English language learning. This skill not only requires grammatical accuracy but also the ability to express ideas in a logical and systematic manner. Ario (2020, as cited in Selly et al., 2025) states that an essay is a short piece of writing that presents the author's personal view on a topic. In academic contexts, writing becomes even more complex, especially when students are required to produce a thesis with specific structures, formal language, and academic conventions. Unfortunately, many students still face difficulties in academic writing due to limited vocabulary, unfamiliarity with correct sentence structures, and lack of understanding of academic writing principles.

In addition to writing difficulties, students also face challenges in using AI tools effectively. Some report irrelevant results, misleading suggestions, and technical issues such as poor internet connectivity (Selly et al., 2025). Another concern is the risk of plagiarism. AI-generated content is not always accompanied by proper source references, which makes students vulnerable to using information without appropriate citation. These challenges may affect the integrity of academic writing and the overall learning process.

As academic demands increase, many students begin seeking tools to support their writing. One widely used AI-based application is Grammarly. It is designed to assist users with grammar, spelling, punctuation, and clarity (Zuhriah et al., 2024). Among students who are working on their theses, Grammarly is frequently used to help reduce common writing errors in English.

The widespread use of Grammarly among students is largely due to its accessibility, including a free version that offers basic features. Although the Premium version provides advanced features such as plagiarism detection and vocabulary enhancement, most students still prefer the free version because it meets their basic academic writing needs (Raheem et al., 2023). This phenomenon reflects the growing reliance of students on AI tools in their writing process. However, it also raises questions

about how well students understand the function, effectiveness, and limitations of such tools, particularly in the context of academic writing.

Moreover, several issues accompany the use of AI in writing. Some students tend to depend too heavily on automated suggestions, which may lead to confusion when the corrections are not contextually appropriate. Overreliance on AI can hinder students' ability to develop independent writing skills. Additionally, a lack of awareness regarding plagiarism when using AI-generated content is a serious concern that needs to be addressed.

Given these circumstances, it is important to explore how students perceive the use of AI in thesis writing. Do they find it helpful, face specific challenges, or experience confusion when responding to AI feedback? Students' perceptions are key to understanding their experiences with AI tools and how these tools impact the development of their academic writing skills (Zuhriah et al., 2024).

Students from the 2021 cohort of the English Education Department at UIN Alauddin Makassar, who have completed or are in the final stages of writing their undergraduate theses, represent a relevant population for this investigation. These students have had firsthand experience with the thesis writing process, and many of them have utilized AI tools during the drafting and revision stages. Therefore, examining their perceptions offers valuable insights into how AI tools are perceived in actual thesis writing practice. From an Islamic perspective, the pursuit of knowledge through appropriate tools and technologies is highly encouraged. The Qur'an emphasizes the value of knowledge in Surah Al-Mujadila verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَقَسَّعُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Translations: "O you who have believed, when you are told, 'Make room in gatherings,' then make room; Allah will make room for you. And when you are told, 'Arise,' then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do." (QS. Al-Mujadila, 58:11)

This verse highlights the importance of knowledge and supports the use of technological tools, including AI, as long as they are used wisely and responsibly to support learning and academic growth. Given this context, this research aims to explore how students from the 2021 cohort of the English

Education Department at UIN Alauddin Makassar perceive the use of AI in their thesis writing process.

Literature Review

Several previous studies have examined students' perceptions of Artificial Intelligence (AI) in language learning, highlighting both its advantages and limitations. Selly et al. (2025) conducted a quantitative descriptive study entitled *Analyzing Students' Perception on the Use of Artificial Intelligence (AI) in Writing English Essays at Islamic University of Indragiri*, which revealed that students generally held positive perceptions of AI tools, particularly regarding their usefulness for grammar correction and content generation. However, the study also found neutral attitudes toward AI's originality and accuracy, as some generated content was irrelevant or erroneous, and technical issues such as unstable internet connections affected tool effectiveness. This indicates that while AI supports writing processes, challenges related to reliability and accessibility persist.

A qualitative study by Zuhriah et al. (2024) entitled *Student Perceptions: Challenges and Opportunities of Using Grammarly on Thesis Writing* further support this view. The research found that final-year EFL students perceived Grammarly positively due to its user-friendly interface, real-time feedback, and efficiency in improving grammar and punctuation accuracy. Nevertheless, limitations such as over-reliance on AI, contextual inaccuracies, and the restricted features of the free version were reported. Students valued Grammarly's corrective capabilities yet remained cautious about depending too heavily on automated suggestions. The study recommended further comparative research using quantitative designs to obtain broader generalizations of AI's impact on academic writing.

Although not directly focused on AI, the study by Inayah (2021) on *Students' Perception toward the Use of Imitation Technique in Learning Pronunciation* provides relevant insight into how structured learning tools influence student engagement. The findings demonstrated that students responded positively to the imitation technique, with an average score of 80.81, categorized as a "positive perception." This implies that whether technological or pedagogical, supportive learning tools can enhance learners' motivation and comprehension, aligning with the notion that effective instructional aids AI included can strengthen the overall learning experience.

Collectively, these reviewed studies reveal that students tend to perceive AI and other supportive tools favorably, recognizing their capacity to enhance writing accuracy, efficiency, and learning autonomy. However, they also highlight persistent concerns regarding originality, contextual accuracy, over-dependence, and access to stable internet connections. These findings emphasize the dual nature of AI in education: it is both an enabler of improved learning outcomes and a source of ethical and practical challenges requiring critical awareness among students and educators alike.

Building on this foundation, the present study extends previous research by examining the perceptions of English Education Department students at UIN Alauddin Makassar specifically the 2021 cohort toward the use of multiple AI tools such as Grammarly, ChatGPT, and QuillBot in thesis writing. Unlike earlier works that concentrated on essay writing or general AI applications, this study focuses on how AI supports advanced academic writing that demands higher-order thinking and academic integrity. Furthermore, it contributes a distinctive perspective by situating the investigation within an Islamic academic context, where technological integration must align with educational objectives and ethical-religious values. Thus, this research aims to provide contextual and methodological contributions to the existing literature on AI-assisted academic writing in higher education.

2) METHODS

This study employed a quantitative survey research design to investigate students' perceptions of using Artificial Intelligence (AI) tools in thesis writing. As Gay (2019) explains, quantitative research aims to describe existing phenomena and analyze relationships between variables using numerical data. The survey method, as defined by Creswell (2012), involves the systematic collection of information from a sample or population to describe their attitudes, opinions, or behaviors. In this study, the survey was used to collect data regarding students' beliefs, attitudes, and experiences with AI tools such as ChatGPT, Grammarly, and QuillBot in the context of academic writing. A cross-sectional design was adopted, allowing data to be gathered at a single point in time to capture students' current perceptions of AI usage.

The research was conducted at Universitas Islam Negeri Alauddin Makassar, located in Gowa Regency, South Sulawesi. This location was selected because AI-assisted writing tools have become increasingly familiar among students, particularly those in the English Education Department who are

completing their theses. The researcher's familiarity with the academic environment also facilitated more effective data collection and interpretation of findings within the specific context of an Islamic higher education institution. The population of this research consisted of 88 students from the 2021 cohort of the English Education Department, while the sample of 30 students was selected through a simple random sampling technique, ensuring each participant had an equal chance of being included in the study.

Data were collected using a structured questionnaire developed based on the Affective, Behavioral, and Cognitive (ABC) model of perception adapted from Ajlouni et al. (2023). The instrument consisted of 20 items: seven affective, six behavioral, and seven cognitive. The affective items explored emotional aspects such as enthusiasm and comfort when using AI; the behavioral items examined the frequency and purpose of AI usage; and the cognitive items measured students' understanding of AI's effectiveness, reliability, and originality. Each item was rated on a five-point Likert scale ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). The questionnaire was distributed online through Google Forms to ensure accessibility and efficiency during data collection.

The data obtained from the questionnaires were analyzed quantitatively using SPSS (Statistical Package for the Social Sciences). Descriptive statistical analysis was applied to determine frequency distributions, percentages, and mean scores of students' responses. The overall perception categories: positive, neutral, or negative were identified based on percentage intervals following Nazir's (2005) criteria. This analytical process enabled the researcher to present a clear and objective overview of students' perceptions of AI in thesis writing, highlighting the extent to which AI tools contribute to academic productivity, writing improvement, and learning experiences.

3) RESULTS AND DISCUSSION

Results

This research investigated the students' perception of using Artificial Intelligence (AI) tools in thesis writing, focusing on three aspects of perception: affective, behavioral, and cognitive, based on the ABC model of perception. The data were collected through a structured questionnaire distributed to 30 students from the 2021 cohort of the English Education Department at UIN Alauddin Makassar. The responses were analyzed using SPSS, and the results are presented as follows:

a. Affective Aspect

Table 1. Results of the Affective Aspect

		Q1	Q2	Q3	Q4	Q5	Q6	Q7
N	Valid	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0
Mean		3.73	3.60	3.57	3.43	3.37	3.37	3.50
Std. Deviation		1.112	1.248	1.135	1.135	1.159	1.217	1.137
Variance		1.237	1.559	1.289	1.289	1.344	1.482	1.293
Sum		112	108	107	103	101	101	105
Frequency (%)		74.6%	72%	71.3%	68.6%	67.3%	67.3%	70%
Criteria		Agree	Agree	Agree	Agree	Agree	Agree	Agree

The affective aspect measured students' feelings, enthusiasm, motivation, and emotional responses toward the use of AI in thesis writing. The findings showed mean scores ranging from 3.37 to 3.73, with an overall average of 24.57 (70.2%). This indicates that students generally agreed that AI tools positively supported their writing process. Specifically, most students reported that AI made thesis writing less stressful, enhanced their motivation, and increased their enjoyment of the writing process. This suggests that AI contributes to a more positive emotional experience during thesis writing.

b. Behavioral Aspect

Table 2. Results of the Behavioral Aspect

		Q1	Q2	Q3	Q4	Q5	Q6
N	Valid	30	30	30	30	30	30

	Missing	0	0	0	0	0	0
Mean		3.50	3.53	3.67	3.77	3.57	3.47
Std. Deviation		1.137	1.106	1.124	1.135	1.165	0.937
Variance		1.293	1.223	1.264	1.289	1.357	0.878
Sum		105	106	110	113	107	104
Frequency (%)		70%	70.6%	73.3%	75.3%	71.3%	69.3%
		Agree	Agree	Agree	Agree	Agree	Agree

The behavioral aspect measured the frequency and manner of AI usage in thesis writing, including idea generation, grammar correction, paraphrasing, and routine reliance. The mean scores ranged from 3.47 to 3.77, with an overall average of 21.50 (71.6%). This indicates that students actively agreed on frequently using AI tools in their thesis-writing practices. Among the behaviors most reported, students often relied on AI to paraphrase complex texts, improve grammar and vocabulary, and generate ideas for thesis sections. This demonstrates that AI tools have become integrated into their daily academic routines.

c. Cognitive Aspect

Table 3. *Results of the Cognitive Aspect*

		Q1	Q2	Q3	Q4	Q5	Q6	Q7
N	Valid	30	30	30	30	30	30	30
	Missing	0	0	0	0	0	0	0
Mean		3.77	3.30	3.43	3.30	3.57	3.43	3.73

Std. Deviation	0.999	1.022	0.971	1.022	0.935	1.006	1.147
Variance	0.999	1.045	0.944	1.045	0.874	1.013	1.306
Sum	101	99	103	99	107	103	112
Frequency	67.3%	66%	68.6%	66%	71.3%	68.6%	74.6%
Criteria	Agree	Agree	Agree	Agree	Agree	Agree	Agree

The cognitive aspect explored students' understanding and evaluation of AI tools in terms of usefulness, originality, reliability, and contribution to academic writing skills. The mean scores ranged from 3.30 to 3.77, with an overall average of 24.13 (68.9%). The results show that students agreed AI improves thesis quality, provides reliable assistance, and enhances writing structure. However, students also acknowledged certain limitations, such as lack of contextual understanding and potential issues of originality.

The combined analysis across the three dimensions (affective 70.2%, behavioral 71.6%, cognitive 68.9%) shows that students' perceptions of AI tools are consistently positive. The overall results indicate that students considered AI a valuable aid in thesis writing, though not without certain limitations. The following table summarizes the overall results across all three aspects.

Table 4. *Summary of Overall Results*

		Affective	Behavioral	Cognitive
N	Valid	30	30	30
	Missing	0	0	0
Mean		24.57	21.50	24.13
Std. Error of Mean		1.380	1.050	1.128
Std. Deviation		7.560	5.752	6.180
Variance		57.151	33.086	38.189

Range	28	23	27
Minimum	7	6	7
Maximum	35	29	34
Sum	737	645	724
Frequency (%)	70.2%	71.6%	68.9%
Criteria	Agree	Agree	Agree

Discussion

The findings reveal that AI tools are perceived as highly beneficial for academic writing, particularly in the context of thesis preparation. The discussion is elaborated below.

The findings reveal that AI tools are perceived as highly beneficial for academic writing, particularly in the context of thesis preparation. The discussion is elaborated below.

a. Affective Aspect

The affective findings suggest that students' emotions toward AI are predominantly positive. This aligns with Selly et al., (2025), who reported that AI-assisted tools reduce anxiety in academic writing by providing immediate feedback. Similarly, Song, (2024) emphasized that affective factors such as enjoyment and reduced stress play a crucial role in enhancing students' learning motivation.

In this study, students acknowledged that AI made thesis writing less stressful and more enjoyable. Such affective responses are important because positive emotions significantly enhance academic engagement, including persistence and dedication (Wang et al., 2025; Shafique et al., 2024). Additionally, the role of positive emotion as a moderator further supports theoretical links between motivation and engagement (Liu, 2022).

b. Behavioral Aspect

The behavioral results demonstrate that students have integrated AI into their academic practices. The frequent reliance on AI for grammar correction, paraphrasing, and idea generation reflects similar

findings by Ya'u & Mohammed, (2025), who noted that AI has become part of students' writing routines.

This integration indicates a shift in writing behavior, where AI tools are not merely occasional aids but regular components of academic work. Nevertheless, reliance on AI also raises questions about over-dependence, echoing concerns from Milton et al., (2024), who highlighted the risk of reduced independent writing skills if students rely too heavily on automated tools.

c. Cognitive Aspect

Cognitive perceptions in this study revealed that students viewed AI as useful and reliable but not flawless. They acknowledged AI's ability to improve structure and clarity, which is consistent with findings by Krajka & Olszak (2024), who described AI as a valuable support system for enhancing academic writing quality.

At the same time, students' recognition of AI's contextual and originality limitations resonates with concerns raised by Zhai et al., (2024), who cautioned against uncritical acceptance of AI outputs in academic contexts. This shows that students' cognitive perceptions are both appreciative and critical valuing the support provided while recognizing the boundaries of AI's capabilities.

Taken together, the results suggest that students perceive AI tools as assistive companions rather than replacements in thesis writing. They provide emotional support, are embedded in daily academic behaviors, and enhance perceived writing quality, but students remain cautious about limitations. This balanced view reflects a growing maturity in how students interact with AI, which is consistent with the broader discourse on responsible AI use in higher education.

Furthermore, the findings of this study support Irwanto's (2002, as cited in Inayah, 2021) theoretical framework regarding types of perception, particularly the notion of positive perception. Across the affective (70.2%), behavioral (71.6%), and cognitive (68.9%) dimensions, students consistently expressed favorable attitudes toward AI by recognizing its role in reducing stress, enhancing motivation, and improving writing clarity. Such responses demonstrate a constructive interpretation of AI's role in academic contexts, where students not only accept and support the integration of AI tools but also apply them productively. Although they remained critically aware of contextual and originality limitations, their overall perception aligns with Irwanto's conceptualization

of positive perception, showing that students are capable of appreciating AI's benefits while maintaining a critical stance toward its limitations.

4) CONCLUSION

The findings of this study demonstrate that students of the English Education Department at UIN Alauddin Makassar generally hold a positive perception toward the use of AI tools in thesis writing. Across the affective (70.2%), behavioral (71.6%), and cognitive (68.9%) dimensions, students agreed that AI reduces stress, enhances motivation, and supports the writing process. They integrated AI into their academic routines for grammar correction, paraphrasing, and idea generation while acknowledging AI's role in improving clarity and structure. These findings indicate that AI has become a valuable companion in academic writing, providing both emotional support and practical assistance.

At the same time, the results highlight that students remain critically aware of AI's limitations, particularly regarding contextual understanding and originality. This shows that while their overall perception is positive, students are capable of balancing appreciation with critical evaluation. Taken together, the findings suggest that AI functions as an assistive tool rather than a replacement in thesis writing, reflecting a responsible and mature approach to its integration in higher education.

REFERENCES

- Ajlouni, A. O., Wahba, F. A. A., & Almahaireh, A. S. (2023). Students' Attitudes Towards Using ChatGPT as a Learning Tool: The Case of the University of Jordan. *International Journal of Interactive Mobile Technologies*, 17(18), 99–117. <https://doi.org/10.3991/ijim.v17i18.41753>
- Amyatun, R. L., & Kholis, A. (2023). Can Artificial Intelligence (AI) like QuillBot AI Assist Students' Writing Skills? Assisting Learning to Write Texts using AI. *ELE Reviews: English Language Education Reviews*, 3(2), 135–154. <https://doi.org/10.22515/elereviews.v3i2.7533>
- Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning. *Journal of AI*, 7(1), 52–62. <https://doi.org/10.61969/jai.1337500>
- areq Raad Raheem, Farheen Anjum, & Zanyar Nathir Ghafar. (2023). Exploring the Profound Impact of Artificial Intelligence Applications (Quillbot, Grammarly and ChatGPT) on English Academic Writing: A Systematic Review. *International Journal of Integrative Research (IJIR)*, 1(10), 599–622. <https://doi.org/10.59890/ijir.v1i10.366>
- Bukhori, M. W., Giyaatsusshidqi, M., Agustina, N., & Huda, Y. S. (2024). Implementasi Penggunaan AI Dalam Proses Pembelajaran Mahasiswa Teknologi Pendidikan Angkatan 2023. *Jurnal Pendidikan Transformatif (JPT)*, 03(02), 50–55.

- Bulatović, V., Mirović, I., & Kaurin, T. (2024). Analyzing grammarly software for corrective feedback: Teacher's perspective on affordances, limitations and implementation. *Focus on ELT Journal*, 6(1). <https://www.focusonelt.com/index.php/foe/article/view/125>
- Démuth, A. (2012). Perception Theories. In *Applications of Case Study Research* (Issue 4). http://issafrica.org/crimehub/uploads/3f62b072bd80ab835470742e71a0fcb5.pdf%5Cnhttp://www.cdc.gov/ViolencePrevention/pdf/SchoolViolence_FactSheet-a.pdf%5Cnwww.sace.org.za
- Inayah, A. (2021). Students' Perception Toward the Use of Imitation Technique in Learning Pronunciation at the Second Grade Students of Smaik Al-Ishlah Maros.
- Krajka, J., & Olszak, I. (2024). Artificial Intelligence Tools in Academic Writing Instruction: Exploring the Potential of on-Demand Ai Assistance in the Writing Process. *Roczniki Humanistyczne*, 72(6), 123–140. <https://doi.org/10.18290/rh247206.8>
- Ling Jen, S., & Salam, A. R. (2024). Using Artificial Intelligence for Essay Writing. *Arab World English Journal*, 1(1), 90–99. <https://doi.org/10.24093/awej/chatgpt.5>
- Liu, M. (2022). Exploring the Motivation-Engagement Link: The Moderating Role of Positive Emotion. *Journal for the Psychology of Language Learning*, 4(1), 1–18. <https://doi.org/10.52598/jpll/4/1/3>
- Luckin, R., & Holmes, W. (2016). *Intelligence Unleashed: An argument for AI in Education*. In UCL Knowledge Lab: London, UK. <https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/innovation/Intelligence-Unleashed-Publication.pdf>
- McCarthy, J., Minsky, M. L., Rochester, N., & Shannon, C. E. (2006). A proposal for the Dartmouth summer research project on artificial intelligence. *AI Magazine*, 27(4), 12–14.
- Milton, C., Lokesh, V., & Thiruvengadam, G. (2024). Examining the Impact of Ai-Powered Writing Tools on Independent Writing Skills of Health Science Graduates. *Advanced Education*, 2024(25), 143–161. <https://doi.org/10.20535/2410-8286.315068>
- Nikmatuz Zuhriah, Mohammad Fatoni, Nanin Verina Widya Putri, & Moh. Zainuddin. (2024). Student Perceptions: Challenges and Opportunities of Using Grammarly on Thesis Writing. *New Language Dimensions*, 5(2), 91–101. <https://doi.org/10.26740/nld.v5n2.p91-101>
- Nurmayanti, N., & Suryadi, S. (2023). The Effectiveness Of Using Quillbot In Improving Writing For Students Of English Education Study Program. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, 8(1), 32. <https://doi.org/10.33394/jtp.v8i1.6392>
- Pratiwi, D. (2022). The Students' Perseption in Learning English by Using Zoom At SMAN 16 Bulukumba.
- Rahayu, S. (2024). The Impact of Artificial Intelligence on Education: Opportunities and Challenges. *Lecture Notes in Networks and Systems*, 920 LNNS(4), 566–575. https://doi.org/10.1007/978-3-031-53963-3_39
- Romero-Rodríguez, J. M., Ramírez-Montoya, M. S., Buenestado-Fernández, M., & Lara-Lara, F. (2023). Use of ChatGPT at University as a Tool for Complex Thinking: Students' Perceived Usefulness. *Journal of New Approaches in Educational Research*, 12(2), 323–339. <https://doi.org/10.7821/naer.2023.7.1458>

- Roth, W. M., & von Unger, H. (2018). Current perspectives on research ethics in qualitative research. *Forum Qualitative Sozialforschung*, 19(3). <https://doi.org/10.17169/fqs-19.3.3155>
- Salam, U., Annurrahman, Warneri, Tiur Maria, H., & Karolina, V. (2024). Examining the acceptance of Artificial Intelligence in writing publications among Senior High School teachers in Singkawang. *Jurnal Pengabdian Kepada Masyarakat*, 7(1), 305–313.
- Selly, N. O., Amri, S., Purwanti, S. E., Education, E., Program, S., & Indragiri, U. I. (2025). Analyzing Students' Perception On The Use Of Artificial Intelligence (Ai) In Writing English. 7(1), 121–131.
- Shafique, M., Islam, M., & Malik, M. (2024). The Effect of Positive Emotions on the Academic Engagement of Urban and Rural L2 Learners. 8(4).
- Song, Y. (2024). Assessing the interactions between learning enjoyment, motivation, burnout, and grit in EFL students: a mixed-methods approach. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-02303-6>
- Sumakul, Y. G., Toar, D., Hamied, A., & Sukyadi, D. (2022). Language Education and Acquisition Research Network Artificial Intelligence in EFL Classrooms: Friend or Foe? *LEARN Journal: Language Education and Acquisition Research Network*, 15(1), 232–256. <https://so04.tci-thaijo.org/index.php/LEARN/index>
- Viktorivna, K. L., Oleksandrovysh, V. A., Oleksandrivna, K. I., & Kaida Nadia Oleksandrivna. (2022). Artificial Intelligence in Language Learning: What Are We Afraid of. *Arab World English Journal (AWEJ)*, Special Issue on CALL (8)., 263. <https://doi.org/DOI:https://dx.doi.org/10.24093/awej/call8.18>
- Wang, X., Wan Jaafar, W. M., & Sulong, R. M. (2025). Building better learners: exploring positive emotions and life satisfaction as keys to academic engagement. *Frontiers in Education*, 10(March). <https://doi.org/10.3389/feduc.2025.1535996>
- Ya'u, M. S., & Mohammed, M. S. (2025). AI-Assisted Writing and Academic Literacy: Investigating the Dual Impact of Language Models on Writing Proficiency and Ethical Concerns in Nigerian Higher Education. *International Journal of Education and Literacy Studies*, 13(2), 593–604. <https://doi.org/10.7575/aiac.ijels.v.13n.2p.593>
- Zhai, C., Wibowo, S., & Li, L. D. (2024). The effects of over-reliance on AI dialogue systems on students' cognitive abilities: a systematic review. *Smart Learning Environments*, 11(1). <https://doi.org/10.1186/s40561-024-00316-7>