

**STUDENT'S PERCEPTIONS AND STRATEGIES IN USING
CHATGPT FOR ACADEMIC WRITING**

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**ANTASARI STATE ISLAMIC UNIVERSITY
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STUDENT'S PERCEPTIONS AND STRATEGIES IN USING CHATGPT FOR ACADEMIC WRITING

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Sarjana Pendidikan

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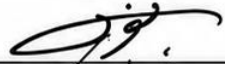
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ABSTRACT

Muhammad Rafly Maulana. 2026. *Students' Perceptions and Strategies in Using ChatGPT for Academic Writing*. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Dra.Andi Irlina, M.Hum.

Keywords: ChatGPT; Academic Writing; Students' Perceptions; Writing Strategies; Artificial Intelligence.

The rapid development of Artificial Intelligence (AI) has significantly influenced educational practices, particularly in academic writing. ChatGPT has become one of the most widely used AI-powered tools among university students because it provides assistance in generating ideas, improving grammar, and organizing written texts. Despite its benefits, concerns regarding dependency, plagiarism, accuracy, and ethical use have also emerged. Therefore, this study aimed to investigate students' perceptions of using ChatGPT in academic writing and to explore the strategies they employed while using the tool. This study employed a descriptive qualitative research design. The participants were seven undergraduate students of the English Language Education Study Program at UIN Antasari Banjarmasin who had experience using ChatGPT in academic writing. They were selected through purposive sampling based on predetermined criteria. Data were collected through semi-structured interviews and analyzed using thematic analysis, which involved familiarizing with the data, generating initial codes, identifying themes, reviewing themes, defining and naming themes, and reporting the findings.

The findings revealed that students had both positive and negative perceptions toward the use of ChatGPT in academic writing. Positive perceptions included ChatGPT as a helpful tool, assistance in brainstorming, drafting, revising, editing, and paraphrasing, as well as improving writing efficiency. Meanwhile, negative perceptions involved concerns about dependency, accuracy and reliability, plagiarism, and the detectability of AI-generated writing. Furthermore, the study found that students employed several strategies to use ChatGPT responsibly, including brainstorming, drafting, revising, editing, paraphrasing, maintaining originality, and avoiding dependency. These findings indicate that ChatGPT can effectively support academic writing when it is used critically, ethically, and as a complementary learning tool rather than a replacement for students' own knowledge and writing abilities.

ABSTRAK

Muhammad Rafly Maulana. 2026. Persepsi dan Strategi Mahasiswa dalam Menggunakan *ChatGPT* untuk Penulisan Akademik. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Pembimbing: Dra.Andi Irlina, M.Hum.

Kata kunci: ChatGPT; Penulisan Akademik; Persepsi Mahasiswa; Strategi Menulis; Kecerdasan Buatan.

Perkembangan pesat *Artificial Intelligence* (AI) telah memberikan pengaruh yang signifikan terhadap praktik pendidikan, khususnya dalam penulisan akademik. *ChatGPT* menjadi salah satu alat berbasis AI yang banyak digunakan oleh mahasiswa karena dapat membantu menghasilkan ide, memperbaiki tata bahasa, dan menyusun teks akademik. Meskipun demikian, penggunaan *ChatGPT* juga menimbulkan berbagai kekhawatiran, seperti ketergantungan, plagiarisme, akurasi informasi, dan penggunaan yang etis. Oleh karena itu, penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan *ChatGPT* dalam penulisan akademik serta mengeksplorasi strategi yang mereka gunakan ketika memanfaatkan *ChatGPT*. Penelitian ini menggunakan metode penelitian kualitatif deskriptif. Partisipan penelitian terdiri atas tujuh mahasiswa Program Studi Tadris Bahasa Inggris UIN Antasari Banjarmasin yang memiliki pengalaman menggunakan *ChatGPT* dalam penulisan akademik. Partisipan dipilih menggunakan teknik purposive sampling berdasarkan kriteria yang telah ditentukan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik yang meliputi proses memahami data, menghasilkan kode awal, mengidentifikasi tema, meninjau tema, mendefinisikan dan memberi nama tema, serta menyusun laporan hasil penelitian.

Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif dan negatif terhadap penggunaan *ChatGPT* dalam penulisan akademik. Persepsi positif meliputi *ChatGPT* sebagai alat yang membantu, mendukung proses brainstorming, penyusunan draf, revisi, penyuntingan, parafrase, serta meningkatkan efisiensi dalam menulis. Sementara itu, persepsi negatif mencakup kekhawatiran terhadap ketergantungan, akurasi dan reliabilitas informasi, plagiarisme, serta kemampuan alat pendeteksi AI dalam mengenali teks yang dihasilkan oleh *ChatGPT*. Selain itu, penelitian ini juga menemukan bahwa mahasiswa menerapkan beberapa strategi dalam menggunakan *ChatGPT* secara bertanggung jawab, yaitu brainstorming, penyusunan draf, revisi, penyuntingan, parafrase, menjaga orisinalitas tulisan, dan menghindari ketergantungan. Temuan ini menunjukkan bahwa *ChatGPT* dapat menjadi alat yang efektif dalam mendukung penulisan akademik apabila digunakan secara kritis, etis, dan sebagai alat pendukung pembelajaran, bukan sebagai pengganti kemampuan berpikir dan menulis mahasiswa.

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The writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharram, 12h 1448 A.H
June, 30th, 2024 A.D



Writer

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