

CHAPTER I

INTRODUCTION

A. Background of Study

The advancement of artificial intelligence (AI) has brought significant changes to various fields, including education. In higher education, AI-based tools have increasingly been integrated into learning activities to support students in completing academic tasks. One of the most widely used AI tools among university students today is ChatGPT, which is designed to generate human-like responses and assist users in various academic activities, particularly in writing.

Writing is a crucial skill for students in higher education, especially in producing academic writing. Academic writing refers to students' ability to present ideas in a structured, formal, and logical way within an academic writing context. It requires not only grammatical accuracy and appropriate vocabulary, but also critical thinking, coherence, and the ability to develop ideas systematically. However, many students still face difficulties in developing their academic writing skills, such as organizing arguments, paraphrasing sources, and expressing ideas clearly in English.

In recent years, ChatGPT has emerged as a popular tool used by students to assist them in academic writing activities. Students use ChatGPT for various purposes, such as generating ideas, improving sentence structure, paraphrasing texts, and checking grammar. In this context, ChatGPT can be seen as a tool that supports the development of students' academic writing skills rather than replacing their own efforts in writing.

However, the increasing use of ChatGPT in academic contexts raises important questions about how students perceive this tool and what strategies they employ when using it in their writing process. Understanding students' perceptions and strategies is essential, as it reflects how technology

influences students' learning practices and their development of academic writing skills.

From an Islamic perspective, seeking knowledge is not only about obtaining information but also about verifying its accuracy. As stated in Surah Al-Hujurat (49:6):

يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْحَبُوا عَلَىٰ مَا فَعَلْتُمْ
نُذِيرًا ﴿٦﴾

“O you who have believed, if a disobedient one brings you information, investigate, lest you harm a people out of ignorance and become regretful.”

This verse emphasizes the importance of verifying information before accepting it as truth. In the context of this study, this principle is relevant as students do not immediately accept information from ChatGPT, but instead check and compare it with other sources. This shows that students are careful in processing information before using it in their academic writing.

Several previous studies have investigated the use of ChatGPT and artificial intelligence tools in educational contexts. For example, Rabiev (2023) examined students' perceptions of ChatGPT as a learning support tool in language learning activities, focusing on its benefits and limitations. Kasneci et al. (2023) discussed the potential of AI-based tools in supporting higher education, particularly in terms of accessibility and learning efficiency. Koltovskaia (2020) explored the use of Grammarly as an AI-based writing assistant and found that it improved students' grammatical accuracy. In addition, Lubis et al. (2025) examined students' perceptions of using ChatGPT in academic writing tasks.

Although these studies provide valuable insights, most of them focus on general learning contexts and do not specifically explore how students perceive and strategically use ChatGPT for their academic writing skills. Therefore, there is still a gap in understanding how students use ChatGPT as a learning tool in academic writing practices. To address this gap, the present study aims to explore students' perceptions and strategies in using ChatGPT

for their academic writing. In this study, academic writing does not refer to a specific course, but to students' ability to produce structured, formal, and logical writing in academic contexts.

B. Definition of Key Terms

1. ChatGPT

ChatGPT refers to an artificial intelligence–based language model developed by OpenAI that is capable of generating human-like text responses. In this study, ChatGPT is used as a digital tool that assists students in completing academic writing tasks, such as generating ideas, organizing arguments, paraphrasing, and improving language use in the context of Academic Writing courses.

2. Students' Perceptions

Students' perceptions refer to students' views, opinions, and personal interpretations regarding the use of ChatGPT in Academic Writing. This includes how students perceive the usefulness, limitations, and ethical aspects of ChatGPT as a learning support tool in completing academic writing assignments.

3. Strategies of ChatGPT Use

Strategies of ChatGPT use refer to the ways and approaches employed by students when utilizing ChatGPT to support their academic writing process. These strategies may include using ChatGPT for brainstorming ideas, drafting outlines, checking grammar, or revising written texts, while still maintaining academic integrity.

4. Academic writing

Academic writing refer to students' ability to produce structured, formal, and logical written work in academic contexts. These include organizing ideas, developing arguments, using appropriate academic language, and

maintaining coherence and accuracy. In the context of this study, academic writing refers to students' writing activities during their academic studies, particularly in completing assignments that require well-organized and academically appropriate written responses.

C. Research Questions

1. What are student's perceptions of using ChatGPT for Academic Writing?
2. What strategies do students use when using ChatGPT for Academic Writing?

D. Research Objectives

1. To explore student's perceptions of using ChatGPT for Academic Writing.
2. To identify the strategies used by students when using ChatGPT for Academic Writing.

E. Research Significance

This study is expected to provide both theoretical and practical contributions in the field of English language education, particularly in the use of artificial intelligence in academic writing. Theoretically, this study contributes to the existing literature on the integration of artificial intelligence in education, especially in the context of academic writing skills, by providing insights into how students perceive and utilize ChatGPT as a learning tool. Practically, this study is beneficial for students, lecturers, and future researchers. For students, it provides an understanding of how ChatGPT can be used effectively and responsibly to support the development of academic writing skills. For lecturers, it offers insights into students' learning behavior.