

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Students' Perceptions About ChatGPT

The findings of this study answer the first research question regarding students' perceptions of using ChatGPT for academic writing. Based on the interview results, it was found that students generally have positive perceptions toward the use of ChatGPT, although some concerns were also identified.

A. Positive Perception

The findings revealed several positive perceptions regarding the use of chatgpt related to as a helpful tool for idea generation, grammar improvement, and writing efficiency.

No	Categorize	Utterance	Data Source
1.	ChatGPT for Idea Generation	<i>"It makes it easier to come up with ideas; for example, when writing a one-paragraph essay, you start with an idea about 'A' and then write sentences about it, and then you can see how ChatGPT generates sentences based on that idea."</i>	P1
		<i>"When I'm at a loss as to what to write, and I don't know what ideas to put down on paper, I start by using ChatGPT to get an idea of what to write about. ChatGPT can suggest some initial ideas for writing; for example, when it comes to essay assignments, I often don't know what ideas would work best, so I use ChatGPT as a starting point to help me come up with ideas for the essay."</i>	P2

		<i>“ChatGPT helps me come up with ideas when I’m writing, especially when I’ve run out of things to write about and don’t know where else to look for references; it’s ChatGPT that helps me come up with those writing ideas.”</i>	P5
2.	Grammar and Writing Improvement	<i>“In my opinion, ChatGPT is extremely helpful; for instance, it can link one paragraph to another. For example, once the first paragraph is finished, the next one naturally needs to flow on from the previous one. ChatGPT can help ensure that the two paragraphs remain logically connected.”</i>	P1
		<i>“it helps a lot, especially in grammar. Because when I only use a translator, the sentence structure and grammar are often not accurate or sound unnatural. ChatGPT, on the other hand, helps improve both grammar and writing quality, making the sentences clearer, more correct, and better structured.”</i>	P2
		<i>“ChatGPT can correct our writing and show where the mistakes are. Usually, I don’t just ask for corrections, but also for explanations about why my writing is wrong and why those errors occur.”</i>	P7
3.	ChatGPT for Writing Efficiency	<i>“It speeds up the writing process,”</i>	P1
		<i>“It helps complete tasks faster,”</i>	P2
		<i>“It is faster, especially when facing deadlines,”</i>	P3
		<i>“ChatGPT is extremely helpful in speeding up the writing process, as I often have to complete assignments with tight deadlines, so it’s more practical; however, I still take care to ensure the work is my own and not entirely generated by ChatGPT itself.”</i>	P7

Tables 4.1 Findings of Positive Perception

The findings presented in Table 4.1 indicate that participants generally had positive perceptions toward the use of ChatGPT in academic writing. Three major categories emerged from the interview data, namely ChatGPT for idea generation, grammar and writing

improvement, and writing efficiency. These findings suggest that participants perceived ChatGPT as a supportive learning tool that facilitated different stages of the writing process.

Participants explained that ChatGPT helped them generate ideas when they experienced difficulty starting their writing or developing their thoughts. In addition, they perceived ChatGPT as useful for improving grammar, sentence structure, and the overall organization of their writing. Several participants also appreciated its ability to provide explanations for grammatical corrections, which contributed to their learning process. Furthermore, participants believed that ChatGPT increased writing efficiency by helping them complete assignments more quickly, particularly when facing limited time. However, they also emphasized the importance of reviewing and modifying the generated content to ensure that the final work reflected their own understanding and ideas.

Overall, these findings demonstrate that participants viewed ChatGPT as a beneficial tool that supports academic writing while still recognizing the need for critical evaluation and personal contribution throughout the writing process.

B. Negative Perception

The findings also revealed several negative perceptions regarding the use of chatgpt, particularly related to concerns and limitations in its use.

No	Categorize	Utterance	Data Source
1.	Dependency on Chatgpt	<i>“Sometimes it makes me feel lazy about writing, because I feel that ChatGPT could just do the writing for me, and it also worries me because relying solely on ChatGPT might mean I don’t fully understand the content being written”</i>	p2

2.	Accuracy and Reliability Issues	<i>“The main concern is about credibility. Whether or not the content generated by ChatGPT can be relied upon. The thing is, some of it isn’t necessarily accurate—sometimes it’s correct, sometimes it’s made up. So it can’t yet be fully trusted.”</i>	P4
3.	Plagiarism and Academic Integrity	<i>“Our writing could be at risk of plagiarism; some lecturers check assignments to see whether students have used ChatGPT or not, so there’s a worry about plagiarism and being caught out by lecturers, as there are now AI-powered checking tools and websites available.”</i>	P3
4.	Detectability of AI-Generated Content	<i>“The language used by ChatGPT is clearly formal and its vocabulary is standard, so it is easy to tell whether the text has been generated by AI.”</i>	P1
		<i>“The main concern is that AI detection is now in place. If we rely entirely on ChatGPT, it can be detected. Furthermore, ChatGPT sometimes repeats words or uses language that is too stiff or formal, making it easier for lecturers to spot if we’re caught using it.”</i>	P5
		<i>“The text generated by ChatGPT is so formulaic that it can be detected by lecturers; moreover, because ChatGPT makes everything so easy—such as generating the desired text quickly—it can lead to addiction as the desired results are obtained so swiftly.”</i>	P6
		<i>“ Sometimes lecturers have already made it clear that assignments shouldn’t rely entirely on GPT, because even if the text has been paraphrased, it can still be detected as having been generated by GPT, and the reliance on AI is undoubtedly driven by the deadline”</i>	P7

Tables 4.2 Findings of Negative Perception

The findings presented in Table 4.2 reveal that, despite the perceived benefits of ChatGPT, participants also expressed several

concerns regarding its use in academic writing. Four main categories emerged from the data, including dependency on ChatGPT, accuracy and reliability issues, plagiarism and academic integrity, and the detectability of AI-generated content.

Participants acknowledged that excessive reliance on ChatGPT could reduce their motivation to think independently and might negatively affect the development of their academic writing skills. They also questioned the reliability of the information generated by ChatGPT, emphasizing that its responses should always be verified using credible academic sources. In addition, participants expressed concerns about plagiarism and academic honesty, particularly when AI-generated content is used without proper modification or understanding. Another important concern was the increasing ability of lecturers and AI detection tools to identify AI-generated writing based on its language patterns and writing style.

These findings indicate that participants were aware of both the advantages and limitations of ChatGPT. Rather than accepting AI-generated content without evaluation, they recognized the importance of using ChatGPT responsibly and critically to maintain academic integrity.

C. Students Strategies

Based on the findings obtained from the interviews, it was revealed that students apply various strategies when using ChatGPT in academic writing. These strategies emerge from students' experiences in utilizing ChatGPT as a supporting tool throughout different stages of the writing process. The findings indicate that students use ChatGPT in a structured and purposeful manner depending on their needs.

No	Categorize	Utterance	Data Source
1.	Brainstorming Ideas	<i>“When I have no idea what to write about, and just as I’m about to start writing I still don’t know what to write, I use ChatGPT as a starting point to get an idea of what to write. First, I send the article to ChatGPT, then ask it to explain the content. After that, I read the article again to double-check. From there, I start to get ideas for what to write based on the explanation and the evidence provided.”</i>	P2
		<i>“When it comes to planning, I usually start with a specific case or topic, then gather some initial information from various websites. After that, I use gpt to help me get an overview and identify the key points of the topic. From there, I start to get an idea of what I could write about. I then cross-check with other sources to ensure that the ideas I’ve come up with are accurate and relevant.”</i>	P5
2.	Drafting the Writing	<i>“Usually, I start by gathering reference material, then feed it into ChatGPT to summarise the journal articles. After that, I organise the information into a table. Then I feed it back into ChatGPT to generate a draft of the paper.”</i>	P5
		<i>“From the start, I didn’t know what the process of drafting a proposal entailed, so I used ChatGPT to ask for an explanation of how to draft a proposal and what sections needed to be included—for example, the background and so on.”</i>	P6
3.	Revising and Grammar checking	<i>“It’s usually used for revising; sometimes there are grammatical errors when writing. Once I’ve written the draft myself, I send it to ChatGPT for a final check before submitting the writing assignment.”</i>	P1

		<i>“First, I used Google Translate to understand the text, then rewrote it in my own words, and finally checked the grammar using ChatGPT to see if it was correct or not.”</i>	P2
		<i>“It is more commonly used for editing. For example, if you already have a piece of writing, you can input it into ChatGPT to check for errors and get suggestions for improvements.”</i>	P3
		<i>“It is more commonly used for editing. For example, if you already have a piece of writing, you can input it into ChatGPT to check for errors and get suggestions for improvements.”</i>	P6
4.	Paraphrasing	<i>“Usually, I ask ChatGPT to paraphrase my writing according to the style I want. I use it when I already have a draft, then I input it and request it to be rewritten so it sounds more appropriate with the writing style I am aiming for.”</i>	P4
5.	Editing the Final Writing	<i>“I usually do a final check by comparing my writing with the original article, and then I use ChatGPT to review whether it is correct or not. If something does not match, I ask ChatGPT again for clarification or correction.”</i>	P2
		<i>“I usually already have my own draft first, then I send it to ChatGPT to improve the structure and academic language before finalizing it. I also provide references to make sure the result stays consistent with the sources.”</i>	P7

6.	Maintaining Originality	<i>"I usually rewrite everything in my own words and do not directly use the output from ChatGPT. I only take the ideas or information as a reference, then I develop and rephrase them so that the final writing remains my own work and keeps its originality."</i>	P1
		<i>"I usually use Google Translate first to understand the text, then I rewrite it in my own words. After that, I check it again using ChatGPT to correct the grammar and make sure the writing is clear and accurate."</i>	P2
		<i>"I usually read my writing repeatedly to check which parts sound too much like AI-generated text. If I find any sections that seem unnatural or too similar to AI output, I revise them by rewriting those parts in my own words to make the writing more natural and original."</i>	P3
	Maintaining Originality	<i>I usually combine both. Most of the ideas come from myself, while ChatGPT is used as an additional support to strengthen or refine those ideas. This way, the writing is not too dependent on AI or solely based on my own ideas, but rather a balanced combination of both."</i>	P4
		<i>"After using ChatGPT, I usually paraphrase the generated content again to make sure it matches my own writing style and understanding. I do this either manually or by using other tools, so the final result is not directly taken from ChatGPT and still reflects my own way of writing."</i>	P5

		<i>“I usually combine ideas from ChatGPT with my own ideas, but most of the content comes from my own thinking. ChatGPT is only used in a small way to support or refine certain parts, so the final result mainly reflects my own ideas while still being slightly assisted by ChatGPT for better clarity and development.”</i>	P6
		<i>“The main points of the writing come from myself, while ChatGPT is used to help improve the structure and language. I develop the ideas on my own first, then use ChatGPT mainly to refine how the writing is organized and to make the language clearer and more appropriate.”</i>	P7
7.	Avoiding Dependency	<i>“By trying to do assignments not close to the deadline, because working near the deadline can trigger dependency on doing tasks instantly without thinking whether the answers taken from GPT are correct or not.”</i>	P1
		<i>“By trying to do the task independently first without asking for help from ChatGPT at the beginning and having confidence in my own work. ChatGPT is only used as a support tool and not to complete everything.”</i>	P2
		<i>“By not always relying on ChatGPT, especially when not under tight deadlines. As long as there is no urgent deadline, I usually do not use ChatGPT much in completing any writing tasks.”</i>	P3
		<i>“By remembering that AI is only a tool, which can still produce incorrect answers. Therefore, as users, we must analyze the results and cross-check them ourselves.”</i>	P4
		<i>“By reading more older literature and observing how people used to write without AI, which helps me reflect on my own practice so that I do not become too</i>	P5

		<i>dependent on tools like ChatGPT.”</i>	
		<i>“By trying to complete and finish the assignment on my own first before using ChatGPT, and by relying on existing sources to help guide my work. I make sure to attempt the task independently so I can understand it better, and only after that do I use ChatGPT as additional support if needed.”</i>	P6
		<i>“By increasing my interest in reading, because people often use ChatGPT due to laziness that comes from a lack of reading habits. If possible, I try to do the work by myself first before using any assistance.”</i>	P7

Tables 4.3 Findings of Students’s Strategies

The findings presented in Table 4.3 demonstrate that participants employed various strategies when using ChatGPT to support their academic writing. The strategies identified include brainstorming, drafting, revising and grammar checking, editing, paraphrasing, maintaining originality, and avoiding dependency. These strategies illustrate that participants used ChatGPT throughout different stages of the writing process rather than relying on it solely to generate complete assignments.

Participants commonly used ChatGPT to generate initial ideas, organize information, and produce preliminary drafts before refining the content independently. They also utilized ChatGPT to revise grammatical errors, improve sentence clarity, edit their writing, and paraphrase information into more appropriate academic language. At the same time, participants emphasized the importance of maintaining originality by combining AI-generated suggestions with their own ideas and verifying information from other reliable sources. To prevent excessive dependence, they consciously limited their use of ChatGPT and attempted to complete tasks independently before

seeking AI assistance.

Overall, these findings suggest that participants applied ChatGPT strategically as a learning support tool rather than a replacement for their own writing abilities. Their strategies reflect an awareness of responsible AI use while maintaining personal engagement in the academic writing process.

B. Discussion

The main objective of this research is to explore students' perceptions and strategies in using ChatGPT for academic writing. This research focuses on two main aspects: (1) students' perceptions toward the use of ChatGPT, and (2) the strategies applied by students when using ChatGPT in academic writing. This section presents the discussion and interpretation of the findings in relation to the theoretical framework and previous studies. The findings are analyzed to understand their meaning and how they relate to existing theories in academic writing and technology use.

1. Discussion of RQ1: Students' Perceptions in Using ChatGPT

The findings of this study showed that students' perceptions toward ChatGPT consisted of both positive and negative aspects. This is consistent with the theory of perception proposed by Robbins and Judge (2017), who define perception as the process through which individuals interpret and give meaning to their experiences.

Positive perceptions were reflected in the way participants viewed ChatGPT as a helpful tool for idea generation, grammar improvement, and writing efficiency. These findings can be explained by the Technology Acceptance Model proposed by Davis (1989), particularly the concepts of perceived usefulness and perceived ease of use. When students found ChatGPT helpful and easy to use, they developed positive attitudes toward it. These findings are consistent with the study conducted by Rabiev (2023), which found that students perceived

ChatGPT as a useful tool for supporting English language learning and writing activities. Similar to the present study, participants viewed ChatGPT positively because it helped them generate ideas, improve grammar, and complete writing tasks more efficiently.

In addition, the role of ChatGPT in reducing difficulty during the writing process aligns with the Cognitive Load Theory introduced by Sweller (1988), which suggests that reducing cognitive load allows learners to focus more on higher-level thinking, such as idea development and organization. From the perspective of AI in education, these findings support the idea that artificial intelligence can enhance learning by providing assistance and facilitating the writing process. AI tools such as ChatGPT can act as supportive technologies that help users perform tasks more efficiently and effectively. This finding also supports the study of Kasneci et al. (2023), who argued that AI-powered tools such as ChatGPT can enhance educational practices by assisting students in various academic tasks. Similar to the findings of this study, participants reported that ChatGPT facilitated their writing process and improved learning efficiency.

However, the findings also revealed negative perceptions, including dependency, accuracy and reliability issues, plagiarism, and detectability. These concerns reflect the limitations of AI tools. Dependency indicates the risk of over-reliance, which may reduce students' critical thinking and independent writing ability. Concerns about accuracy and reliability demonstrate that students are aware that AI-generated content is not always correct and requires verification. This aligns with the concept of ethical use of technology, particularly the need to critically evaluate information before accepting it. The concerns expressed by participants regarding dependency, plagiarism, and the reliability of AI-generated content are consistent with the findings of Kasneci et al. (2023), who highlighted several challenges associated with the educational use of ChatGPT. Likewise, Lubis et al. (2025) found that

although students acknowledged the benefits of ChatGPT, they also expressed concerns regarding academic integrity and excessive reliance on AI tools.

In addition, issues related to plagiarism and academic integrity can be explained through the principles proposed by the International Center for Academic Integrity (2021), which emphasize honesty, responsibility, and originality in academic work. Furthermore, the overall findings of this study support the results reported by Lubis et al. (2025), which showed that students generally hold both positive and negative perceptions toward the use of ChatGPT in academic writing. This similarity suggests that students tend to recognize the benefits of ChatGPT while remaining aware of its limitations and potential risks.

2. Discussion of RQ2: Strategies in Using ChatGPT

The findings of this study show that participants use ChatGPT strategically in different stages of the writing process, including brainstorming, drafting, revising, and editing. These strategies reflect the general concept of writing as a process, where individuals develop ideas, organize them, and refine their work over time.

The use of ChatGPT in brainstorming supports its function as an idea generation tool. Participants use ChatGPT when they do not know what to write, which helps them start the writing process more easily. This finding is consistent with the argument by Holmes et al. (2019), who state that AI can support learning by assisting in generating content and ideas.

In the drafting stage, ChatGPT is used to develop initial text. This reflects its role as a support tool in constructing sentences and organizing ideas. However, participants do not rely entirely on AI-generated content, as they continue to revise and edit their work. This shows that AI is used as a complementary tool rather than a replacement for human effort. This finding is consistent with the study of Kasneci et al. (2023), who

suggested that AI technologies can be used as learning support tools throughout different stages of academic work. Similarly, the participants in this study used ChatGPT strategically to generate ideas and organize their writing during the initial stages of the writing process.

The revising and editing strategies further demonstrate how participants improve their writing after using ChatGPT. This aligns with the idea that writing is a recursive process that involves continuous improvement. The use of ChatGPT in this stage also relates to cognitive load theory by Sweller (1988), as it helps reduce the effort needed to check grammar and structure. These findings are also consistent with the study conducted by Koltovskaia (2020), which demonstrated that AI-assisted writing tools can support students in revising, editing, and improving the linguistic quality of their writing. Similar to Koltovskaia's findings, participants in this study used ChatGPT to refine grammar, improve sentence structure, and enhance the overall quality of their written work.

In addition, participants apply strategies such as maintaining originality and avoiding dependency. Maintaining originality reflects an awareness of academic integrity, which is supported by the principles of International Center for Academic Integrity (2021). This shows that participants try to ensure that their work remains their own, even when using AI. The participants' efforts to maintain originality and avoid over-reliance on ChatGPT are in line with the findings of Lubis and Azhar (2025), who reported that students were aware of the importance of balancing the benefits of AI assistance with their academic responsibilities. This indicates that students increasingly recognize the need to use ChatGPT ethically and responsibly in academic writing.

Meanwhile, the strategy of avoiding dependency indicates that participants are aware of the risks of over-reliance on AI. This finding is consistent with Luckin et al. (2016), who highlight the importance of using AI as a support tool rather than a replacement for independent

thinking. Overall, these findings suggest that participants do not use ChatGPT passively. Instead, they actively control how they use it in different stages of writing, which reflects a strategic and responsible approach to AI use.