

REFERENCES

- Bailey, S. (2011). *Academic writing: A handbook for international students*. Routledge.
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper (Ed.), *APA handbook of research methods in psychology* (Vol. 2, pp. 57–71). American Psychological Association.
<https://doi.org/10.1037/13620-004>
- Brown, T. B., et al. (2020). *Language models are few-shot learners*. *Advances in Neural Information Processing Systems*.
- Crawford, K. (2021). *Atlas of AI: Power, politics, and the planetary costs of artificial intelligence*, New Haven: Yale University Press
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson.
- Daft, R. L. (2010). *Organization theory and design* (10th ed.). Cengage Learning.
- Davis, F. D. (1989). “Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology.” *MIS Quarterly* 13 (3): 319–340.
<https://doi.org/10.2307/249008>.
- Eaton, S.E. (2023). *Artificial intelligence and academic integrity: Emerging issues and future directions*. University of Calgary.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387.
- Harmer, J. (2004). *How to teach writing*. Pearson Education.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education*.

Center for Curriculum Redesign.

https://doi.org/10.1207/s15516709cog1202_4

Hyland, K. (2009). *Academic discourse: English in a global context*. Continuum.

International Center for Academic Integrity (2021). *The fundamental values of academic integrity* (3rd ed.). Clemson University.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., et al. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and individual differences*, 103, 102274.

Koltovskaia, S. (2020). Student engagement with automated written corrective feedback (AWCF) provided by Grammarly: A multiple case study. *Assessing Writing*, 44, 100450.

<https://doi.org/10.1016/j.asw.2020.100450>

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed). SAGE Publications.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE Publications.

Lubis, R., Azhar, A., & Daud, D. (2025). Students' perceptions toward the use of ChatGPT in academic writing. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 13(1), 1–12.

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson.

- Luthans, F. (2011). *Organizational behavior* (12th ed.). McGraw-Hill.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- McCarthy, J. (2007). *What is artificial intelligence?* Stanford University.
- OpenAI. (2023, November 30). *ChatGPT*. Retrieved July 12, 2026
<https://openai.com>
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3rd ed.).
 Pearson Longman.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House.
- Rabiev, A. (2023). Students' perceptions of ChatGPT as a learning support tool in English language learning. *Journal of Language and Education Studies*, 7(2), 45–56.
- Robbins, S. P., & Judge, T. A. (2017). *Organizational behavior* (17th ed.).
 Pearson Education.
- Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
- Santrock, J. W. (2011). *Educational psychology* (5th ed.). McGraw-Hill.
- Sekaran, U., & Bougie, R. (2013). *Research methods for business: A skill-building approach* (6th ed.). John Wiley & Sons.
- Sweller, J. (1988). *Cognitive load during problem solving: Effects on learning*. *Cognitive Science*, 12(2), 257–285.
- Turnitin. (2023). *AI writing detection capabilities*. Retrieved July 12, 2026, from
<https://www.turnitin.com>

- Venkatesh, V., & Davis, F. D. (2000). A theoretical extension of the Technology Acceptance Model: Four longitudinal field studies. *Management Science*, 46(2), 186–204.
- Zemach, D. E., & Rumisek, L. A. (2005). *Academic writing: From paragraph to essay*. Macmillan.
- Zuboff, S. (2019). *The age of surveillance capitalism*. PublicAffairs.