

## EXPLORING GENERATIVE AI IN ACADEMIC WRITING: EFL STUDENTS' PERCEPTIONS AND EXPERIENCES

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### Abstract

This study explored EFL students' perceptions and experiences of using Generative AI in Academic Writing. Employing qualitative methods, specifically narrative inquiry design, this study explored the academic writing of four EFL students at a private university in Indonesia. The data were collected through reflective journal and interview. The data then were analyzed thematically following Braun & Clark's thematic analysis procedures. This study revealed that the students perceived that the use of Generative AI in Academic Writing is needed since it could help them during academic writing process, performance, and production. Furthermore, the students encountered both positive and negative experiences. In terms of positive experience, the use of Gen-AI in Academic Writing could benefit the students' cognitive domain. In this matter, the use of Gen-AI helps students to deal with both linguistic and discourse issues of writing. However, the use of Generative AI in Academic Writing also could challenge the students in the matter of affective domain such as being too attached and relied too much on Gen-AI hence causing the students less motivated to do academic writing tasks without the help of Gen-AI. Therefore, this study emphasized the importance of educators' existence and guidance while students using Gen-AI in Academic Writing.

**Keywords:** Academic Writing, Generative AI, Students Experiences, Students Perceptions

### INTRODUCTION

English Academic Writing is challenging task that involves the integration of various cognitive aspects and an area of how knowledge activities which consists of constructing ideas, organizing arguments, selecting appropriate vocabulary, structure and soon (Noroozi, 2023) However, challenges arise due to insufficient subject knowledge, limited research skills, and time constraints for authors (Creely, 2024). Moreover, correctly managing citations poses difficulties, necessitating adherence to varied referencing style guidelines. Concerning to such challenges academic writing, the technology could assist English teachers and students with available learning references (Al Arif et al., 2023). GAI tools are able to generate 'human-like responses' to questions or prompts entered by the user, creating an 'expert system available on demand' (Johnston et al., 2025). Hence, technology-assisted learning media can support students in English classrooms, particularly in academic writing, generative artificial intelligence (GEN-AI) powered to support students' academic writing process and enhance EFL learners' writing skills. The growing adoption of artificial intelligence (AI) by organizations and individuals is already significantly impacting, and is

poised to further impact, various tasks through full automation or augmentation (Barros et al., 2023). Therefore, implementing AI and technology contributes to reinforcing students' writing academic skills. As stated by (Fitria, 2021), implementing tech AI based technology tools promotes students to recognize the error and improve the result of English academic writing it gives opportunities for students to learn more about grammar or vocabulary.

In integrating GAI tools into both language and non-language subjects in basic education settings can foster interdisciplinary learning, enhance writing proficiency, and provide valuable preparation for professional communication (Eriksson, 2023). It can be emphasized the integration and the use of Generative AI in academic writing could bring not only positive learning experiences but also writing skill improvement of the students. While GenAI can enhance ESL students' writing effectiveness, over-reliance on it may impede the development of essential writing and critical thinking skills (Sain et al., 2024). By examining the impact of AI in various subject areas, educators can create strategies that strengthen students' writing capabilities while also promoting critical thinking skills and creativity (Nguyen et al., 2024). At English-medium instruction (EMI) universities, the primary objective of academic English writing is to effectively convey subject knowledge and formulate disciplinary arguments in English (Hyland, 2021).

Previous studies related to the issues of using AI and technology in writing classrooms prove beneficial for students. Zulfa et al (2023) mentioned that the impact of GEN-AI ChatGPT on the writing skills of Indian undergraduate ESL students. The results indicated that they had positive perceptions of the role of ChatGPT in their academic writing skills. Additionally, based on the findings of Byrne (2022) regarding the potential improvement of learners' language abilities through ChatGPT (Al Arif et al., 2023). Likewise, the existing studies highlight the importance of Generative AI role in Academic Writing as it could foster the students' writing mastery enhancement. Another study from English Education Department at University "A" in Banyuwangi, East Java. Revealed that AI considerably enhances students' efficiency and writing quality by offering tools that assist with grammar correction, reference finding, and generating ideas (Retno et al., 2025). Furthermore, from Iranian study revealed that Generative AI-powered digital author assistants, including automatic citation tools, have emerged as valuable aids for literature searches, writing, and plagiarism avoidance. These tools streamline tasks such as creating summaries, identifying crucial points, offering citations, and providing feedback on grammar and style, saving considerable time and effort for authors (Alzubi, 2024)

Moreover, recent study in China demonstrated that the use of artificial intelligence tools in language learning notably improved students' writing accuracy and engagement, (Kim et al., 2024). The study found that students expected AI to serve multiple roles, including multi-tasking writing assistant, virtual tutor, and digital peer to support multifaceted writing processes and performance. Students perceived that GenAI-assisted writing could benefit them in three areas including the writing process, performance, and their affective domain. Meanwhile, they also identified AI-related, student-related, and task-related challenges that were experienced during the GenAI-assisted writing activity. Subsequently, the benefits and challenge of these aspects have not been justified clearly and deeply hence still need to be studied and emphasized further. Likewise, this present study will fulfill the gap related to those aspects. Therefore, this present study aims to explore the perceptions and experiences of EFL students regarding the use of Generative AI in academic writing that focuses on EFL students enrolled at a private university in Indonesia. Through this investigation, the study

seeks to contribute to the growing body of research on digital literacy, AI-assisted learning, and academic writing in EFL contexts.

## METHOD

This study is qualitative in nature hence employing narrative inquiry as the research design to explore EFL students' perceptions and experiences of using Generative AI in Academic Writing. Narrative inquiry is a research design that focuses on experience of individuals that documented as a narrative of phenomena and its emphasis on relational engagement that places relational ethics at the core of inquiry (Barkhuizen et al., 2013). Accordingly, the narrative inquiry was implemented in this study since it captured how EFL students perceived and the experiences that they encountered of using Gen-AI in Academic Writing. The setting of this study was conducted at one of private universities in Indonesia. Then, the participants of this study were 2 females and 2 males EFL students on their third year of college who have been using Gen-AI since the first week of academic writing course. The selected participants were those who overly use Gen-AI in Academic Writing and achieve B1 level of English level hence could communicate both in written and spoken English since the reflective journal and interview session were done in English.

Furthermore, the students' perceptions and experiences of using Gen-AI in Academic Writing were all documented on reflective journals. In further, the researcher interviewed the students through semi-structured interview to advance the data of how they perceive and what kind experiences that they have met over using Gen-AI in Academic Writing. The data obtained from reflective journals and semi-structured interview then were analyzed thematically following Braun & Clark's thematic analysis procedures. Thematic Analysis is a data analysis procedure that involves systematic flow of analyzing qualitative data taken from participants' written or oral statements in six steps; 1) familiarization of data, 2) assigning data preliminary codes, 3) searching for themes and patterns in code, 4) reviewing themes, 5) defining and naming themes, and 6) producing report, as illustrated by Figure 1. Furthermore, the results of data analysis were further interpreted, examined, and discussed using theoretical triangulation of multiple frameworks and perspectives Gay (2012) to achieve trustworthy, credible, and valid findings of this prior study.



Figure 1. The Process of Thematic Analysis Procedure adapted from (Clarke & Braun, 2021)



## RESULTS AND DISCUSSION

In this study, there were four students selected to share their perceptions and experiences of using Generative AI in Academic Writing. The result of students' reflective journal reported several perceptions and experiences which further emphasized on the interview session as well. In this context, the students' perceptions and experiences of using Gen-AI in Academic Writing is categorized based on the themes along with their sub-themes that will be further discussed below:

Table 3. Result of Thematic Analysis

Theme	Sub-theme	Frequency
The Importance of Using Gen-AI in Academic Writing	a) Gen-AI help students' academic writing process	4
	b) Gen-AI help students academic writing performance	4
	c) Gen-AI help students academic writing production	4
Positive and Negative Experiences of using Gen-AI in Academic Writing	a) Gen-AI in Academic Writing positively impacted on Cognitive Domain	4
	b) Gen AI in Academic Writing negatively impacted on Affective Domain	3

### 1. The Importance of Using Gen-AI in Academic Writing

The result of data analysis obtained from students' reflective journal and semi-structured interview revealed the first theme that was The Importance of using Gen-AI in Academic Writing. In this matter, all the students perceived Gen-AI in Academic Writing is needed and important as it can help students academic writing process, help students academic writing performance, and help students academic writing production. Accordingly, those results will be specifically discussed below:

#### a) Gen-AI help students' academic writing process

The use of Gen-AI is needed and important as it can help students' academic writing process. All the students perceived Gen-AI assist them in academic writing process including planning, drafting, and proofreading their academic writing script, as written by students on their reflective journal:

*Gen-AI is important, it helps me a lot from the start to the end of my academic writing process....during planning stage, the Gen-AI tools provide a lot of topics that I can choose for my academic writing, Gen-AI also help me throughout drafting process to carefully draft the best plans and ideas of my academic writing also gives proofreading of my academic writing final draft.*

(RJ-S1-TIOUGAIAW-GAHSAPR)

Also, the importance of using Gen-AI in Academic Writing within its process further stated on students' interview:

*Very important...**help my academic writing process**. First, the tools of Gen-AI support me to plan my academic script such as choosing the appropriate topic and its introduction, body, and conclusion. Second, Gen-AI also give me opportunity to choose the best draft of my academic writing in between. Lastly, feedback utilized on Gen-AI help me to do proofreading such as grammar checker on my final academic writing draft.*

(I-S3- TIOUGAIAW-GAHSAPWR)

Based on the data above, it can be emphasized that Gen-AI is very important to be used in Academic Writing. The use of Gen-AI in Academic Writing process is totally helpful throughout the planning, drafting, and proofreading stage. In the process of writing in which utilizing Gen-AI tools is worth every stage of writing since it will assist the students as users to find their best academic writing work all over three main stages of writing process; planning, drafting, and proofreading (Kim et al., 2024). Accordingly, the academic writing process that implemented Gen-AI is very much needed to lead students to create better academic writing script.

#### **b) Gen-AI help students academic writing performance**

In academic writing, Gen-AI help students to boost their performance on writing academically even better. All the students perceived the use of Gen-AI in academic writing help their writing performance at its best since it helps them develop well-written academic writing script, as revealed on the students' reflective journal:

*In academic writing that use **generative AI such as natural language chatbot assistant help me to develop a well-written writing draft that I cannot do alone.....my academic writing performance is getting advanced** as I could write academic writing that well-written not only on its structure but also the content.*

(RJ-S4-TIOUGAIAW-GAHSAPWE)

Furthermore, the use of Gen-AI in helping students' writing performance also emphasized the interview:

*In my opinion, **I notice it very well that Gen-AI help my writing performance better and even better**. Before I use Gen-AI my academic writing script is unstructured on both content and structure but after I use Gen-AI, my academic writing is improved because I could write a writing script that well-written on the aspect of structure and content of topic is academically appropriate.*

(I-S2- TIOUGAIAW-GAHSAPWE)

Based on the students' statements written on reflective journal and further stated during interview session revealed that Gen-AI helps students' academic writing performance better. In this context, Gen-AI help students to develop a well-written academic writing script in terms of its content and structure. A well-written writing script can be achieved through the usage of variety of Generative AI that can provide assistance on the writing composition, arrangement, and content improvement (Alkaissi & McFarlane, 2023). Therefore, the use of

Gen-AI in Academic Writing leads students to reach their best writing performance hence could develop a satisfying and compelling academic writing script.

### **c) Gen-AI help students with academic writing production**

In terms of academic writing production, the use of Gen-AI help students to create academic writing script that is scientific and informative. All the students perceived applying Gen-AI on their academic writing is the best move for them as they could produce a writing script scientifically and informatively, as found on the students' reflective journal:

*After I use Generative AI in my academic writing, I could produce writing script that is clear and scientific than before. My academic writing production now that is informative and enlightening is the proof of the use Gen-AI on academic writing.....Generative AI truly helpful because it provides a lot of ideas that relatable to the topic of my writing also equips with many academic words to make my academic writing more scientific.*

(RJ-S1-TIOUGAIAW-GAHSAPWR)

Moreover, the students' statements on reflective journal toward the help of Gen-AI in helping their academic writing production further stressed on the interview session:

*Generative AI in my writing is very important because it can help my academic writing production improved than before. Many Generative AI help me in the aspect of giving insightful input regarding to the topic that I write. Not only help me in the input of topic, Generative AI help me to make better academic writing that is informative as possible so the readers will understand clearly the topic that I discussed.*

(I-S2- TIOUGAIAW-GAHSAPWE)

According to the students' statements, the use of Gen-AI helps their academic writing production to be more informative and scientific. In the matter of informative academic writing, the students highlighted Gen-AI providing various ideas that related to their writing topic. On the other hand, Gen-AI also offer language support in terms of academic words in which make students' academic writing script become more scientific. Likewise, (Casal-Otero et al., 2023)Accordingly, the use of Generative AI will eventually enhance the production of students' academic writing in raising discussion of a topic that will be scientifically informative and convincing to the readers.

## **2. Positive and Negative Experiences of using Gen-AI in Academic Writing**

Positive and Negative Experiences of using Gen-AI in Academic Writing was the second theme that was discovered in this study. According to the result of students' reflective journal and semi-structured interview, all the students felt both positive and negative experiences of using Gen-AI in Academic Writing. The positive experiences of using Gen-AI in Academic Writing relates to the positive impact of it on students' cognitive domain. On the other hand, the negative experiences of using Gen-AI in Academic Writing concerns the negative impact of it on students' affective domain. Likewise, those results will be further discussed below:

### **a) Gen-AI in Academic Writing positively impacted on Cognitive Domain**



In this study, all the students experienced the use of Gen-AI in Academic Writing positively impacted on their cognitive domain. It was discovered the use of Gen-AI is useful for students' cognitive domain since it relates to the mental skills to recognize information, process ideas, and create knowledge to the academic writing. All the students argued the use of Gen-AI in Academic Writing helps them to deal with both linguistic and discourse issues of writing, as discovered in the students' reflective journal:

***Generative AI is important to help me know information, process the information become idea to create knowledge that needed and related to my writing. The existence of Generative AI helps me to know the context and content for my academic writing even better....it feels like my knowledge of language, structure, and grammar of academic writing is improved.***

(RJ-S2-PANEOUGAIAW- GAIAWPICM)

Likewise, the students further highlighted positive experiences of using Gen-AI on their cognitive domain during interview session:

***I experienced positive thing by using Generative AI in my academic writing....so many positive things, one of them is helping me to overcome vocabulary and grammar issues in writing. As we know, Generative AI is helpful to help writers like me finding the most appropriate words for my writing and correct grammar in my writing. Besides, Generative AI also help me to process information that I read become good and creative idea to write academic writing; it helps me a lot because I always stuck on developing idea for my academic writing before.***

(I-S3- PANEOUGAIAW- GAIAWPICM)

The statements written on students' reflective journal and stated on interview reinforced their experiences toward positive impact of Gen-AI on students' cognitive domain. In this matter, Gen-AI provides students with tools in the form of vocabularies selection and grammar checker to overcome students' linguistic issue of writing. Additionally, the use of Gen-AI helps students to be able to grasp and understand context and content of academic writing. Likewise, the students could overcome the discourse issue of writing since they were able to develop creative ideas in academic writing. In this context, Gen-AI could help students' writing skills as an important yet productive complex skill that need to be mastered further (Marghany, 2023). The use of Generative AI is varied from its benefit specifically on writing; it can help writers to solve problems related to language and mechanics of writing also reduce inconsistency and uninspired writing script (van Niekerk et al., 2025). Hence, it is underscored that students' cognitive domain in academic writing could be positively exposed, reinforced, and developed using Gen-AI.

#### **b) Gen AI in Academic Writing negatively impacted on Affective Domain**

In this study, students also experienced negative impact of Gen-AI in Academic Writing especially on affective domain. It was found the use of Gen-AI negatively impacts their affective domain that is associated with motivation, feelings, emotions, and attitudes in doing academic writing. 3 out of 4 students stressed the use of Gen-AI in Academic writing could make them be too attached and relied too much on Gen-AI. Besides, the students felt unconfident while doing academic writing task by themselves without Gen-AI, as discovered in the students' reflective journal:

*Despite of the positive thing that I experienced using Generative AI, however, I also experienced a challenge while using it....a challenge that make me feel too attached or emotionally depended on using it, so it feels like I cannot write without it, I become not confident if I had to write academic task without the help of generative AI. I'm afraid my academic writing will be bad and unclear without using Generative-AI.*

(RJ-S3-PANEOUGAIAW- GAIAWPICOM)

Additionally, the students emphasized negative experiences of using Gen-AI on their affective domain further on interview session:

*The negative experiences I felt of using Generative AI is somewhat about my feeling and motivation of doing academic writing. It's about thinking to always use Generative AI in every writing task like I cannot do writing task without it. Why does it so? It's because I'm fond of it like too relied on Generative AI everytime I got writing tasks to do and less motivated to do writing tasks if the lecturer told us to do it without AI. The result is I become anxious and unconfident ever since. That's the negative impact of using Generative AI in academic writing I experienced.*

(I-S4- PANEOUGAIAW- GAIAWPICOM)

Based on the result of students' reflective journal and interview, the negative experiences of using Gen-AI have been uncovered to be on students' cognitive domain in relation to students' feelings, emotions, and motivation. The students raised issue that the use of Gen-AI makes them too attached to it; they became unsure whether they could do the academic writing tasks by themselves or not. In further, the use of Gen-AI negatively impacted the way students think about themselves, and the confidence within the students. It was discovered that the students become less motivated to do academic writing tasks without the help of Gen-AI, even worse they became anxious and unconfident. Accordingly, it's important for students to recognize and keep in mind that AI values as supporting tool hence over-reliance on AI without understanding its values and cannot limit its actual role in learning will lessen not only your learning performance but also your attitudes and motivations toward learning (Cardon et al., 2023). Therefore, it can be concluded that the use of Gen-AI in Academic Writing must be followed by the students' awareness to concern on actual roles and values of AI itself, avoiding the negative impact of Gen-AI on students' affective domain in academic writing.

The findings above showed that Gen-AI is very important to be used in Academic Writing. The use of Gen-AI in Academic Writing process is totally helpful throughout the planning, drafting, and proofreading stage. It can be concluded that Gen-AI gives significant importance for writing activities. Likewise, Gen-AI was also affected to students' perception which is the process of organizing, recognizing and understanding the writing process. In this context, students' perceptions could give positive impact on the quality of interaction and communication in teaching and learning activities (Essien et al., 2024).

Derived from the result students' statements written on reflective journal and further stated during interview session revealed that Gen-AI helps students' academic writing performance better. In this context, Gen-AI help students to develop a well-written academic writing script in terms of its content and structure. Moreover, Artificial intelligence (AI) is



a term applied to a machine or software and refers to its capability to simulate intelligent human behavior, instantaneous calculations, problem-solving, and evaluation of new data based on previously assessed data. The integration of AI into several academic fields has brought about significant transformations in the generation, examination, and distribution of information in recent times. One of the most intriguing academic applications of AI is its capacity to assist students in writing research papers. AI-powered solutions streamline the research process and enhance productivity by offering a wide array of capabilities, including data analysis, literature review, drafting, and editing (Ateriya et al., 2025). Aside of that, Academic writing is produced from a complex process of pre-writing, drafting, revising, editing, and submitting. It requires advanced cognitive and linguistic abilities, especially at the doctoral level (Chanpradit, 2025).

Likewise, the finding of this study is relevantly confirmed several prior studies focusing on implementing Gen-AI on Academic Writing. A cross-sectional study by Alzubi (2024) explored both teacher and student perspectives on the use of ChatGPT at different stages of the writing process, such as brainstorming, outlining, revising, and feedback. Both groups found the tool most helpful in the early stages, such as generating ideas and organizing thoughts, where it serves as a supportive tool rather than replacing the student's creative process. Interestingly, teachers expressed more positive attitudes toward ChatGPT's use in providing feedback and evaluating student work, whereas students were more reserved. Similarly, Liu et al (2024) found that students felt that ChatGPT, while helpful, should be used alongside teacher feedback for more comprehensive error correction. Gen-AI writing systems offer continuous support during different stages of the academic writing process, from ideation (e.g., generating possible research questions and ideas) to editing and proofreading (e.g., offering correction, grammar checking, and proofreading) (Kim et al., 2024); Rowland, 2023). In short, it was then confirmed the students perceived the importance of integrating and using Gen-AI in Academic Writing as it could support them during writing process, activity, and production.

Regarding beneficial of EFL students perceive Gen-AI in terms of cognitive and linguistics support. The study's findings provide insight into language learners' perspectives that all students' experienced on use of Gen-AI in Academic Writing positively impacted on their cognitive domain. It was discovered the use of Gen-AI is useful for students' cognitive domain since it relates to mental skills to recognize information, process idea, and create knowledge to the academic writing. The overall positive perceptions exhibited by participants reflect that the learners are literate of generative AI tools, and these tools are capable to improve EFL writing skills. t was discovered the use of Gen-AI is useful for students' cognitive domain since it relates to the mental skills to recognize information, process idea, and create knowledge to the academic writing. The overall positive perceptions exhibited by participants reflect that the learners are literate of generative AI tools, and these tools are capable to improve EFL writing skills. On the other hand, this study enclosed that learners' literacy level of generative AI tools was affected to their feelings, emotions, and motivation. The students raised issue that the use of Gen-AI make them being too attached to it; they became unsure whether they could do the academic writing tasks by themselves or not. In further, the use of Gen-AI negatively impacted the way students think about themselves, the confidence within the students. The potential benefits of digital tools and AI use in education are exciting for many and promise to revolutionize education in the near future. However, as many experienced language teachers have undoubtedly noticed, technology can complicate the learning process. A familiar example for many language educators is machine translation (MT) technologies such as Google Translate (Nelson et al.,

2025). Besides the by using AI algorithms, these tools can analyze and understand the context of scientific writing, thereby offering real-time suggestions for improvements.

However generative AI is new, and its usage and capabilities go beyond these AI tools. Generative AI is a relatively a topic that sparks interest and provides new opportunities and challenges simultaneously (Shopovski, 2024). Despite these challenges, the advantages of using ChatGPT in academic writing are substantial. One significant benefit is the enhancement of productivity and efficiency. ChatGPT can automate routine writing tasks, such as drafting outlines, generating ideas, and providing grammar and style suggestions. This allows students and researchers to focus on more complex aspects of their work, thereby enhancing productivity. Johnston et al (2025) highlight how this capability of ChatGPT can streamline the writing process and free up time for more in-depth analysis and research. Correspondingly, cognitive engagement refers to time investment or intrinsically motivated efforts and set the learning strategy to mastery. While the growing technology offers numerous learning opportunities, regardless of the tech-powered innovation level, meaningful learning depends on how students are actively engaged in the specific task. Preliminary support for purposefully implemented technology may positively influence student engagement (Nazari et al., 2021).

On the other hand, despite these beneficial, the use of Gen AI in Academic Writing also negatively impacted on Affective Domain. Students expressed experiences of Gen-AI which resulted in reduced confidence in their ability to write independently. This emotional reliance suggests a potential risk: students may become less motivated or anxious when asked to complete writing tasks without the assistance of Gen-AI. These findings align with previous study that emphasizing the dual impact of AI in educational contexts. While AI tools like Gen-AI can enhance writing performance and productivity, ABDELAAL & SAWI (2024) excessive reliance may obstruct the growth of critical thinking, autonomy, and emotional resilience skills essential for academic success. As such, it becomes crucial for educators to foster students' AI awareness and responsible usage by framing Gen-AI as a complementary aid rather than a replacement for their own academic (Khalifa & Albadawy, 2024). It also in line with the study about use ChatGPT as one of Gen-AI on academic writing. In this study, students frequently praised the writing quality and variety of language styles produced by Gen-AI thereby positively impact their cognitive domain. However, relevant with other studies, concerns about drawback of using AI tools in academic settings were prevalent. Interestingly, there is always negative experiences encountered by the users related to the use of Gen-AI in language learning (Zhai, 2023). Despite the powerfulness and versatility of ChatGPT, students exhibited positive and negative experiences about the use of Gen-AI in EFL writing. Undeniably, they believed in the promise of this technology in language education and expressed curiosity in exploring its proper use hence impact positively on their cognitive domain. In the meantime, they harbour concerns about issues arising with the advent of ChatGPT, such as potential negative impact on their affective domain, overreliance. Excessive reliance may obstruct the growth of critical thinking, autonomy, and emotional resilience skills essential for academic success (Cui, 2025). As such, it becomes crucial for educators to foster students' AI awareness and responsible usage by framing Gen-AI as a complementary aid rather than a replacement for their own academic capabilities.

## CONCLUSION

This study has explored Gen-AI in Academic Writing specifically on EFL students' perceptions and experiences. Likewise, this study highlighted the importance of using Gen-

AI in Academic Writing as discovered on students' reflective journal and interview. The use of Gen-AI in academic writing help students' academic writing process in which needed to lead students of creating better academic writing script. Furthermore, the students perceived they can reach their best writing performance to develop satisfying and compelling academic writing script by using Gen-AI. Accordingly, Gen-AI in academic writing improve the production of students' academic writing to be more informative and scientific. Furthermore, all the students experienced positive impact of applying Gen-AI on their cognitive domain. In this matter, students' linguistic and discourse knowledge of writing could be positively exposed, reinforced, and developed using Gen-AI. Therefore, Gen-AI in academic writing offers significant beneficial experiences since it functions as an effective writing assistant for both linguistics and discourse knowledge of writing.

However, this study also further highlighted the negative impact of Gen-AI on students' affective domain in academic writing. The students experienced negative impact in using Gen-AI related to their motivation, feelings, emotions, and attitudes in doing academic writing. Gen-AI in academic writing has led students being too attached to it so they became unsure whether they could do the academic writing tasks by themselves or not. Then, this issue has committed students became anxious and unconfident because they felt less motivated to do academic writing task if not assisted by Gen-AI. Likewise, this study raised awareness for students to know actual roles and values of AI itself in order avoiding the negative impact of Gen-AI in academic writing. Furthermore, it is important for all educators including teachers and lecturers to maintain balance while exposing the students to Gen-AI in academic writing. Besides, it is essential to underscore that while Gen-AI can be a powerful tool in academic writing yet it only can serve as assistant as it should be and no more. Therefore, the implication of this study would be the importance of educators' existence and guidance while students using Gen-AI in Academic Writing.

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