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UNVEILING LANCANG KUNING UNIVERSITY STUDENTS' PERCEPTIONS TO SUPPORT ACADEMIC WRITING THROUGH AI CHATBOTS

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ABSTRACT

The ability to master English facilitates intercultural interactions and becomes a much-needed skill in various professional fields. Especially in the academic context of students who study English as a Foreign Language (EFL). This study aims to identify the Lancang Kuning university students' perceptions toward the use of AI chatbots in supporting academic writing. This study employed quantitative approach to ascertain and delineate the students' perceptions to support academic writing among EFL students and by administered questionnaire to 23 participants. To discover the relationship between students' perceptions and their writing ability, an essay writing task and rubric-based assessment were administered to the students. After analysis using SPSS, a significant correlation was found between perceptions and academic writing ability. The analysis results showed a correlation coefficient value of r = 0.527 with a significance value of 0.010. The significance value is <0.05., H_0 is rejected and H_1 is accepted. A positive correlation coefficient value indicates that the higher students' perceptions of AI chatbots, the higher their academic writing skills. In addition, a correlation value of 0.527 indicates a positive relationship at a moderate level (moderate correlation). Furthermore, this study provides an empirical overview of the dynamics of AI use in the early stages of its adoption in the local academic environment.

Keywords: AI chatbots, EFL students, academic writing, perception

1. INTRODUCTION

As time passes, English teaching strategies and methods continue to evolve and be innovative. However, in today's sophisticated world, conventional language learning methods, which often depend on rote memorization and repetitious exercises, are less effective in engaging students and providing a customized learning experience (Songsiengchai et al., 2023). This may lead to conditions where students feel left

behind or do not get enough support to develop. To find a way out, Artificial Intelligence (AI) has emerged as a powerful instrument across several sectors, transforming work execution and problem-solving approaches (Songsiengchai et al., 2023; Chen et al., 2020). Zhang et al. (2024) added that the swift advancement of artificial intelligence, and extensive language models has created prospects for many educational applications. AI will be a relevant solution, allowing students' learning experience to be more motivated, adaptive, and insightful.

For some students, especially English majors, AI can act as a writing assistant, providing quick and practical feedback. However, despite this convenience, various concerns arise. Uncontrolled use of AI is feared to create dependency, reduce critical thinking, and raise personal concerns about the integrity and originality of academic work. To gain an initial understanding of this phenomenon in a local context, researchers conducted a pre-survey of students at Lancang Kuning University. This pre-survey aimed to identify the extent to which students utilize AI chatbots in academic writing activities. Preliminary results indicate that students use AI chatbots to assist the writing process, particularly in grammar checking, writing assistance, translation, and developing ideas.

The integration of Artificial Intelligence (AI) in education, including English language education, particularly for academic writing, is increasingly gaining scholarly interest. Previous studies have primarily concentrated on this topic. Apriani et al. (2025) examined the effectiveness of using AI chatbots in academic writing and students perceived experienced and found that AI chatbots significantly improves students' academic writing abilities, as evidenced by both quantitative and qualitative data. Marković (2022) asserted that students learn how to write complicated phrases, paragraph, thesis statements, topic sentences, and even essays as part of their academic program. Teng (2024) explored the potential impact of ChatGPT on writing, as well as their perceptions and experiences in generating feedback for writing. The findings supported the significant positive effects of AI assistance including writing motivations, self-efficacy, engagement, and collaborative writing tendency.

AI in academic writing has attracted significant attention in recent years, with educators, researchers, and even students seeking to harness the potential of technology to enhance learning, particularly in English (Sumakul et al., 2022). AI tools are designed to provide a variety of feedback, from grammar corrections and writing suggestions to feedback aimed at improving the quality of student writing (Eden, 2025). In the field of educational technology, various theories exist to understand how users perceive and adopt new technologies.

A more comprehensive understanding of student perceptions is crucial to fully describe the dynamics of AI use in academic contexts, particularly in higher education institutions in Indonesia. Therefore, this study aims to fill this gap through a more integrated approach. Furthermore, this study provides an empirical overview of the dynamics of AI use in the early stages of its adoption in the local academic environment. The main question has revealed: What is the Lancang Kuning university students' perceptions toward the use of AI chatbots in supporting academic writing?

2. METHODOLOGY

This study employed quantitative approach to ascertain and delineate the students' perceptions to support academic writing among EFL students (Creswell, 2020). The researcher employed a survey as the research design for this investigation with administered a 5 Likert-scale questionnaire to 23 participants. To measure academic writing (Y), students were assigned an essay writing task on a predetermined topic related to academic subject matter. The use of a rubric-based assessment is consistent with best practices in EFL writing research, as it provides, explicit, transparent, and replicable criteria for evaluating writing performance (Hyland, 2008). Participants were assigned an individual essay writing task on a topic predetermined by the lecturer. The task was design to elicit academic writing performance relevant to the EFL university context. Quantitative analysis using IBM SPSS statistics to examine the influence of perception on academic writing ability.

The hypotheses are proposed in this research can be formulated as follows:

H_0: There is no significant influence of students' perceptions toward the use AI chatbots in supporting their academic writing.

H_1: There is a significant influence of students' perceptions toward the use AI chatbots in supporting academic writing.

3. RESULTS

Testing Hypothesis 1 (H1): The influence of students' perceptions toward the use of AI chatbots in supporting their academic writing.

This section presents findings related to the first research question: How do EFL students at Lancang Kuning University perceive the use of AI chatbots in supporting academic writing? Perception (X1) was measured using a 1–5 Likert-scale questionnaire. Data are presented using descriptive statistics, item-level analysis,

category distributions, analysis by component of perception, and overall interpretation.

Descriptive statistics for the perception variable (X1) are presented in Tabel 1. Reported statistics include the number participants (N) the minimum and maximum scores, the mean, and the standard deviation (SD).

Tabel 1. Descriptive Statistics of Student Perception (X1)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1	23	2.30	4.60	3.6522	.56478

According to Table 4.1. The overall mean score was M = 3.65 (SD = 0.56), which falls within the range of 3.41–4.20. Based on the criteria for interpreting mean scores (Riduwan, 2013), it can be categorized as a high level of perception. This finding indicates that, in general, EFL students at Lancang Kuning University have a favorable and supportive view of using AI chatbots in their academic writing.

The hypothesis is explained below.

H0: There is no significant influence of students' perceptions toward the use AI chatbots in supporting their academic writing.

H1: There is a significant influence of students' perceptions toward the use AI chatbots in supporting academic writing.

Table 2. Pearson Correlation Results X1 and Y

Correlations

		Y	X1
Y	Pearson Correlation	1	.527**
	Sig. (2-tailed)		**.010**
	N	23	23
TotalX1	Pearson Correlation	.527**	1
	Sig. (2-tailed)	.010	

N	23	23

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson Product-Moment correlation test was conducted to determine the relationship between students' perceptions of the use of AI chatbots and their academic writing skills. The analysis results showed a correlation coefficient value of r = 0.527 with a significance value of 0.010. Because the significance value is < 0.05, H_0 is rejected and H_1 is accepted. Thus, there is a significant positive relationship between students' perceptions of the use of AI chatbots and their academic writing skills. A positive correlation coefficient value indicates that the higher students' perceptions of AI chatbots, the higher their academic writing skills. In addition, a correlation value of 0.527 indicates a positive relationship at a moderate level (moderate correlation).

4. DISCUSSION

The research question asked about the perceptions of Lancang Kuning University EFL students toward the use of AI chatbots in supporting academic writing. The findings revealed that students' perceptions were at a Positive level overall (M = 3,65, SD 0.564), with 56.5% of participants demonstrating High perceptions. These findings suggest that the majority of EFL students at Lancang Kuning University view AI chatbots as beneficial, accessible, and relevant tools for supporting their academic writing processes.

This finding is consistent with a growing body of research in the EFL context demonstrating that students generally hold favorable perceptions of AI-assisted writing tools. For instance, Maphoto et al. (2024) explored the potential of AI to improve the academic writing skills of a large student cohort within the context of a distance learning institution. Utilizing qualitative methods, the study revealed that the potential of AI has a positive impact on teaching and learning experiences, providing innovative opportunities for academics. It gives contribution to the discourse on the intersection of AI and education, reiterating the innovative potential of AI in redefining pedagogical strategies and shaping the future of distance learning. Similarly, Ahmad et al. (2025) conducted a study to examine students', perceptions, of the impact, usage, knowledge, and overall perception toward the use of AI in academic writing. By employing a quantitative research approach, the results revealed that the majority of students have a positive attitude and perceptions on the use of AI in academic writing. The findings of this study hold implications not merely for students but also for curriculum integration. Higher

education institutions must consider embedding responsible AI literacy into academic courses to familiarize students with technology.

Academic writing is a structured product with a formal and critical tone used in the composition. It is distinguished form other forms of writing in terms of its formality, accuracy and references to credible sources and arguments (Bhandari & Bhandari, 2025). Due to its complexity, many students find it difficult to master academic writing skills, which require conceptual and critical thinking. Thus, as academic writing may be demanding for students to produce, educators may need to find a way to assist students in writing academically with the integration of artificial intelligence.

Despite predominantly favorable views and impressions, students articulated several concerns and problems regarding the utilization of AI. A primary concern is the privacy and security of personal data. Students also noted the potential for technology reliance to diminish their capacity for autonomous learning. Moreover, issues persist in guaranteeing equitable access to AI technology for all students, particularly for those with restricted internet connectivity and technical gadgets (Lee & Maeng, 2023). Duong & Chen (2025) stated that the role of AI chatbots in academic writing is not only related to ease of text management, but also to how technology impacts students' learning processes. A deeper understanding of the use of AI chatbots is essential to provide a more comprehensive picture of their implications and contributions in assisting and supporting students in academic writing in higher education (Wang et al., 2023).

5. CONCLUSION

In response to the first research question, the findings demonstrated that EFL students at Lancang Kuning University hold a Positive level of perception toward the use of AI chatbots in supporting academic writing (M = 3,65, SD 0.564). The majority of students (56%) fell within the Positive categories. Across the three perceptual components, the cognitive component, reflecting students' beliefs about the usefulness and relevance of AI chatbots, recorded the highest mean score, indicating that students' positive perceptions are primarily grounded in rational evaluations of AI chatbot functionality rather than mere emotional enthusiasm.

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