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**University Students' Perception of AI Usage for The Development of English Writing Skills**

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ABSTRACT

The emergence of artificial intelligence (AI) writing tools such as ChatGPT and Gemini has played an impact on how university students develop English academic writing skills. Although various forms of writing support can be found through these AI programs, concerns about students' overreliance, inaccurate outputs, and academic integrity still persist. Thus, the purpose of this study is to explore university students' perceptions regarding the use of AI towards developing English writing skills. This includes the types of AI programs used frequently, how students perceived these tools, and the concerns students had when using them. An online questionnaire featuring Likert-scale and open-ended questions was distributed to 208 students from Universiti Sultan Azlan Shah (USAS) who participated in this study. Descriptive statistics were used to analyse the quantitative data collected, and thematic analysis was used to analyse the qualitative data collected from open-ended questions. Findings showed that students generally had a positive perception of using AI tools as an aid to improve grammar, vocabulary, organisation, and confidence when writing. Students also believed that using AI as a writing tool was efficient, as it allowed them to experiment with language and helped ease the writing process. However, concerns were raised about the overreliance on AI tools, inaccurate

corrections given by AI tools, lack of originality, and possibility of plagiarism. This study could provide insight to educators and curriculum planners on the incorporation of ethical use of AI writing tools, while developing the skills to write independently and think critically for students.

KEYWORDS: Artificial Intelligence (AI), writing skills, student perceptions, academic writing, educational technology

Introduction

Writing skills serve as a crucial medium for students to convey their thoughts, organise ideas, build arguments, and demonstrate knowledge. For ESL students in Malaysian universities, writing well in English can impact academic success as well as employability upon graduation (Beh & Ganapathy, 2021; Azennoud, 2024). While students in the past relied on brainstorming activities, hand-written practice, grammar books, peer-feedback, and teacher input for editing and revisions, new opportunities with artificial intelligence (AI) provide learners with instant corrections and sources for vocabulary development. Platforms such as Gemini, ChatGPT, QuillBot, and Grammarly help students identify errors, suggest adjustments, and even write on their behalf. Studies indicate that AI can enhance learners' grammar, coherence, and organisation while alleviating writing anxiety (Syafei et al., 2024). These features are particularly beneficial for ESL learners who may lack confidence in writing tasks due to concerns with accuracy (Azennoud, 2024). Writing used to require dozens of cognitive steps, including rewriting multiple drafts until a final product was acceptable (Loo, 2023). While AI has demonstrated numerous benefits, there are also several challenges that students face.

In this regard, the study examines on how students engage with AI in their writing. The research is guided by the following questions:

1. What kind of AI tools are being used by the students?
2. What are the students' perceptions of AI usage for English written assessments?
3. What are the students' limitations and concerns when using AI for their writing?

By addressing these questions, the study seeks to explore the extent of AI adoption and the meanings that students attach to its use in the context of writing skills. Understanding which tools that are most widely used can help educators align teaching strategies with actual student practices. Exploring perceptions, whether AI is seen as an aid, a shortcut, or a crutch, provides insights into responsible integration. Lastly, examining concerns such as accuracy, originality, and ethics will highlight the areas in which instructions and policies must adapt.

This research is significant because AI is now inevitably embedded in higher education, yet its effect on independent writing remains contested. The information gathered from this study will allow teachers, curriculum planners, and administrators to find balance in leveraging AI's advantages while maintaining students' ability to think critically, write independently, and develop authentic voices.

Literature Review

Popular AI Tools for Writing and the Students' Usage Patterns

The extensive use of AI highlights the need for universities to implement AI literacy approaches that equip students with the skills to navigate and critically engage with AI tools, consequently strengthening their writing abilities and ethical awareness (Liang, 2023). Common AI platforms that university students use for writing include: Grammarly - An AI-powered writing assistant that helps with grammar, punctuation, style, and tone suggestions (Alfianofita, 2025); QuillBot - A paraphrasing tool that uses AI to help students rephrase sentences and improve clarity (Hrdličková, 2024); Scribbr - An AI tool focused on academic writing, providing plagiarism checks and citation assistance (Hrdličková, 2024; Blower, 2025); ChatGPT - An AI language model that can assist with brainstorming ideas, generating content, and providing feedback on writing (Werdiningsih, Marzuki, & Rusdin, 2024); and Google Docs with AI features - Offers built-in AI tools for grammar and style suggestions (Alfianofita, 2025) making collaborative writing easier. These platforms strengthen writing skills by offering feedback, suggestions, and tools for improving clarity and coherence in students' writing.

Perceptions of AI Usage

I) Positive Perceptions

AI tools that offer tailored feedback enable students to approach writing tasks with greater confidence, encouraging a mindset that embraces learning from mistakes rather than fearing them. For instance, adaptive AI systems can analyse a student's writing patterns and offer personalised suggestions that not only improve technical skills but also encourage a growth-oriented approach to creativity and critical thinking (Rafida et al., 2024). Another research suggests that students who use AI platforms such as Canva and Chat PDF not only report improved creativity but also experienced greater efficiency in their writing processes, with 64% of users believing that these tools considerably strengthen their critical thinking skills (Ruiz-Rojas et al., 2024). This shift in perspective can turn the writing process into a more iterative and reflective practice in which students learn to value the development of their ideas over time, thereby reinforcing their ability to adapt and thrive in diverse writing contexts. Ruiz-Rojas et al. (2024) suggest that when students are encouraged to embrace failure as a stepping stone to success, they are more likely to engage with AI tools without fear of compromising their creativity or originality.

II) Negative Perceptions

One of the main concerns regarding AI tools is dependency. By automating the editing and brainstorming process, students may neglect essential steps in language development: drafting, revising, and self-editing (Khamis & Yusof, 2024). The dependency on technology can lead to vocabulary atrophy, limit free-thinking, and diminish authenticity in students' writing. Another concern is the ethical implications that AI creates for students. Issues with plagiarism, determining original work, and if the students' work actually represents their capabilities are pressing concerns in academic settings (Khamis & Yusof, 2024). As students navigate the complexities of collaborative writing supported by AI, it is also important to consider the

potential effects of these technologies on their well-being. The expectation to produce high-quality work with the help of AI tools may unintentionally lead to greater anxiety among students, especially if they perceive their creativity as being overshadowed by technology. Research suggests that while AI can improve writing efficiency, it can also create a sense of dependency that diminishes students' confidence in their own abilities and limits their willingness to take creative risks (Khamis & Yusof, 2024; Guo & Zaini, 2024). Major and Chiarelott (2023) raise concerns about the inaccuracy of AI-generated content and the risk of weakened critical thinking skills among students who rely too heavily on these tools. A study by Ahn (2024) also noted that while AI tools can boost productivity, many students express concerns about the loss of originality in their work and the dubious ethical implications of using AI assistance.

In summary, AI in relation to language development has two opposing effects. If used excessively, AI can hinder students' growth. If used wisely, AI has the potential to enhance student learning by supplementing a student's writing development. The ways in which students use AI will determine whether it benefits or hinders their writing skills. Used correctly, AI can reinforce language development, encourage autonomous learning, and foster confidence in students. However, without proper guidance, students will use AI as a crutch that diminishes their writing abilities. The aforementioned issues surrounding AI develop a need for this study as universities nationwide are home to students who completed large portions of their academic writing in English. Writing skill does not only determine students' grades but can also help determine employability. Although many students are aware of AI tools, there has been little instruction as to how students can meaningfully or ethically use them (Khamis & Yusof, 2024).

Methodology

Research Design

A survey was used to investigate how students perceive the use of AI in improving their English writing skills. The data was collected through structured questionnaires.

Conceptual Framework

This study's conceptual framework was based on Davis's TAM as discussed in Al-Suqri and Al-Aufi's work from 2015. Davis's Technology Acceptance Model details how individuals' perceptions of a tool's usefulness and ease of use ultimately determine their acceptance and use of that technology.

Participants

208 students participated in this study (N = 208) and were recruited from several faculties and levels of study. Convenient cluster sampling at Universiti Sultan Azlan Shah (USAS) was used to recruit participants from different backgrounds.

Instrument

The survey consisted of closed, Likert, and open-ended questions. There were five components to the questionnaire: (1) demographics, (2) AI tool usage, (3) perceptions of AI's role in writing improvement, (4) perceived pros and cons when using AI tools, and (5) issues faced while using AI tools to write.

Instrument Validity

Validity was established by having five experts in ESL teaching and research methods to review the questionnaire. Comments were taken into consideration in terms of content accuracy, clarity, and adherence to the topic. Edits were made to ensure that the questions matched the topic of research and were free from ambiguous wording.

Instrument Reliability

Reliability was confirmed through piloting the questionnaire with two English classes that were selected from the same participant pool. The purpose of the pilot test was to determine the internal consistency of the questionnaire and ensure that all questions were clear and correctly worded. Only minor adjustments were required as a result of the pilot test before distributing the final questionnaire to the selected participants. During piloting, it was also determined if the questions were easy to understand and could measure what they were intended to.

Data Collection

The survey was conducted using Google Forms as online questionnaire. Participants were informed that their responses were anonymous and confidential. They were informed about the purpose of the study and that participating was completely voluntary. Upon submission, the participants' responses were downloaded into Excel sheets for analysis.

Data Analysis

Frequency, mean, and standard deviation as descriptive statistics were used to analyse the survey. Data were presented as frequency tables and percentages to show participants using technology, perceived benefits, and issues about using AI tools to write essays. The study analysed the data to identify the common trends and highlight the themes in the students' perceptions of using AI when writing. Microsoft Excel was used to analyse data collected from students.

Findings and Discussion*Descriptive Statistics*

The collected data is presented in the following table. The respondents, 208 students currently enrolled in the respective English courses offered during the semester, comprised 1 postgraduate

student, 89 diploma students, and 118 bachelor's degree students. The distribution by semester of study is shown in Table 1, and the field of study is shown in Table 2.

Table 1. Semester of studies

Semester	Frequency(n)	Percentage
1	36	17.3%
2	144	69.2%
3	22	10.6%
4	5	2.4%
Not applicable	1	0.5%

Table 2. Field of studies

Field of studies	Frequency(n)	Percentage
Islamic Studies	41	19.7%
Business Administration & Management	28	13.5%
Finance & Accounting	11	7.2%
Sharia Law	6	2.9%
Information Technology & Multimedia	49	21.6%
Arabic Language	4	1.9%
Counselling	46	22.1%
Early Childhood Education	23	11.1%

The gender distribution in Table 3 shows a higher proportion of females than males in the sample. The dominance of female participants reflects wider gender patterns in Malaysian higher education (MOHE, 2020).

Table 3. Gender distribution

Gender	Frequency(n)	Percentage
Female	141	67.79%
Male	67	32.21%

Table 4 shows the respondents' self-rated English proficiency. It shows that participants were concentrated at an intermediate to good proficiency level, suggesting that the sample was adequately positioned to use AI writing tools.

Table 4. Self-rated English proficiency

Self-rated English proficiency	Frequency(n)	Percentage
Very poor	1	0.48%
Poor	18	8.65%
Neutral/Average	141	67.79%
Good	48	23.08%

Table 5 shows the respondents' familiarity with AI tools. Most respondents rated themselves as 'Moderately familiar'. This suggests a strong awareness of AI among students. Recent studies show growing familiarity with AI writing tools among university populations (Ruiz-Rojas et al., 2024), which may point to the integration of AI into learning contexts.

Table 5. Familiarity with AI tools

Familiarity with AI tools	Frequency(n)	Percentage
Not at all familiar	2	0.96%
Slightly familiar	54	25.96%
Moderately familiar	100	48.08%
Very familiar	52	25.00%

As seen in Table 6, most respondents chose 'Sometimes' as their frequency of AI usage. Since this is considered moderate frequency, this suggests AI has not been fully integrated into the classroom setting, which aligns with Papakonstantinidis et al. (2024) and Maphosa and Maphosa (2023) findings that participants used AI sometimes when completing academic writing tasks.

Table 6. Frequency of AI use in class

Frequency of AI use in class	Frequency(n)	Percentage
Never	3	1.44%
Rarely	31	14.90%
Sometimes	115	55.29%
Often	49	23.56%
Always	10	4.81%

Table 7 provides descriptive statistics for students' responses to being AI dependent. The majority of respondents agreed that they were dependent on AI tools when writing. Since most answers trended towards agreeing with being AI dependent, this indicates that participants may be heavily reliant on using AI for writing. Major and Chiarelott (2023) and Guo and Zaini (2024) research reflect these findings by adding that too much dependence on AI can negatively impact students' ability to complete tasks without technology.

Table 7. Dependency on AI

Dependency on AI	Frequency(n)	Percentage
Not sure	63	30.29%
Agree	139	66.83%
Strongly Agree	6	2.88%

The AI tools and platforms most commonly used by students for writing are shown in Table 8, reflecting some of the findings of previous studies:

Table 8. AI tools used (Multiple responses allowed)

AI tools	Frequency(n)	Percentage
GPT-based writing assistance	170	81.7%
Google Translate	154	74%
Grammarly	74	35.6%
Gemini	39	18.8%
QuillBot	38	18.3%
Turnitin	18	8.7%
Deep Seek	18	8.7%
Ask AI	17	8.2%
(Others : Copilot, Perplexity, Turbolearn)	4	2%

Responses to questionnaire

I) Students' Perception of Using AI

1. Students' Agreement on AI Improving the Quality of English Writing

Q: To what extent do you agree that AI tools improve the overall quality of your English writing?

Table 9. Students' Perceptions of AI Improving English Writing Quality

Response Option	Frequency (n)	Percentage (%)
Strongly Disagree	1	0.48
Disagree	7	3.37
Not Sure	58	27.88
Agree	124	59.62
Strongly Agree	18	8.65
Total	208	100.00
Mean	3.73	—
Median	4	—
Mode	4	—
Standard Deviation	0.69	—

Table 9 shows that AI tools were rated positively by students with most respondents' answers being either 'Agree' or 'Strongly Agree' that AI tools help them write better in English. Even though most students indicated that they have a positive perception of writing with AI, it is important to note that there was still a cluster of students who selected either 'Strongly Disagree' or 'Disagree' to the statement. This could indicate that students have mixed views on whether AI is reliable or helps them write authentically. 'Not sure' had the second-highest number of responses, which could be because students have not used enough AI tools to form an opinion or have not had their introductory classes on how to use these tools for academic writing.

As previous studies have shown, Jaya and Susyla (2024) found that students in Indonesia believed that AI tools helped them with grammar accuracy and sentence structure. However, they mentioned that the paragraphs and ideas written were not very coherent. Another study done by Kasneci et al. (2023) discusses how large-scale language models like ChatGPT can help improve the quality of writing by helping with word choice and grammar. However, they do not help students improve their critical thinking skills when writing.

2. Students' Satisfaction with AI Feedback on English Writing

Q: How satisfied are you with the feedback provided by artificial intelligence (AI) tools on your English writing?

Table 10. Students' Satisfaction with AI Feedback on English Writing

Response Option	Frequency (n)	Percentage (%)
Very Dissatisfied	3	1.44
Dissatisfied	4	1.92
Neutral	113	54.33
Satisfied	73	35.10
Very Satisfied	15	7.21
Total	208	100.00
Mean	3.45	—
Median	3	—
Mode	3	—
Standard Deviation	0.72	—

Table 10 suggests that AI-generated feedback was neither considered positive nor negative by most students, as the majority selected 'Neutral'. This may indicate that students understand that AI can be useful in providing feedback to students but do not see AI feedback as better than instructors' feedback. In other words, while AI feedback can provide instant responses and help with grammar and spelling, it may lack the comprehensive and personalised feedback provided by teachers and lecturers. However, a large portion of the students did respond that they were satisfied with AI-generated feedback. This shows that students can benefit from using feedback generated by AI to improve their writing. Only a small portion of students were dissatisfied with AI-generated feedback. Overall, it does not seem like students have a strong negative reaction to

AI feedback. This coincides with a study from UHAMKA, illustrating that approximately 72% of students agreed that Grammarly was able to help them improve their writing skills greatly, which included writing clarity and grammar. Additionally, 63% of students felt that Grammarly was useful because it helped them understand rules to grammar (Inayah & Apoko, 2024).

3. Students' Confidence in English Writing After Using AI Tools

Q: How confident are you with your English writing after using artificial intelligence (AI) tools?

Table 11. Students' Confidence in English Writing After Using AI Tools

Response Option	Frequency (n)	Percentage (%)
Not Confident at All	8	3.85
Quite Confident	125	60.10
Confident	62	29.81
Very Confident	13	6.25
Mean	2.38	—
Median	2	—
Mode	2	—
Standard Deviation	0.66	—

The majority of respondents reported being quite confident, suggesting that AI tools generally improve students' confidence in English writing by helping them with grammar, vocabulary, and organisation. Overall, the results show that AI tools play a constructive role in raising students' self-perception of their writing ability, although most remain at a moderate rather than a high level of confidence. Several recent studies suggest that the use of AI-assisted tools contributes positively to students' confidence in English writing. In a study by Syafei et al. (2024), students in Indonesia reported notable improvements in writing performance (grammar, vocabulary, structure) and increased confidence after using AI tools, while many students in East Java felt more confident in drafting and submitting writing assignments when tools for grammar correction and style suggestions were available (Amani & Bisriyah, 2024).

4. Aspects of Writing Improved After Using AI Tools

Q: Which aspects of your writing have improved the most after using AI tools? (Select all that apply)

Table 12. Aspects of Writing Improved After Using AI Tools

Aspect of Writing Improved	Freq. (n)	% of Respondents (N=208)	% of Responses (Total=516)
Grammar and spelling	126	60.6%	24.4%
Writing style	114	54.8%	22.1%
Vocabulary	91	43.8%	17.6%
Idea generation	146	70.2%	28.3%
Overall structure	37	17.8%	7.2%
Other:			
• <i>Idea generation. Language, AI's language feels too formal to me. So do their structure. My AI is prompted to follow the structure I give, and only answer what I ask, not to correct my writing or give suggestions if I don't ask.</i>	1	0.5%	0.2%
• <i>Similar word but different pronunciation</i>	1	0.5%	0.2%

The results show that idea generation stands out as the most frequently improved aspect, while structure and 'Other' (as in 'same word but with different spelling and pronunciation') responses reflect the lowest levels of improvement. The average mean of the Likert questions was 35.46, with a median of 43.8. This tells us that most categories fell on the higher end of the questions. However, the mode was 0.5, which signifies that none of the categories was selected most frequently. Since the standard deviation is 26.83, this tells us that there is a large difference amongst the different categories.

5. Relevance of Learning Writing Skills Despite the Existence of AI Tools

Q: With the existence of AI tools to assist writing, do you think learning writing skills is still relevant?

Table 13. Relevance of Learning Writing Skills Despite the Existence of AI Tools

Response Option	Frequency (n)	Percentage (%)
Yes	162	77.88%
Not sure	33	15.89%
No	13	6.25%

The findings in Table 13 show that the majority of students felt learning how to write is still necessary. Since most students responded that learning the skill is still necessary, it shows that students believe that they should still develop their writing skill even if there are programs and tools that can write essays for them. A reasonable number of students were not sure if learning how to write is still necessary. This may be because students do not use AI tools enough to see how these tools could affect their writing. 6.25% of students believe that learning how to write is no longer necessary.

AI can offer many advantages to students when used for writing essays and assignments. Werdiningsih, Marzuki, and Rusdin (2024) found that students appreciate ChatGPT's ability to help them improve their vocabulary and provide ideas on what they should write about. However, they still find value in learning how to write without any help because they are concerned about the authenticity and originality of their work. Tate et al. (2025) had discussed that instructors can still use AI in classrooms when teaching students how to write. As long as students are able to practice writing and learn how to reflect and revise their own work, adding AI into the course can benefit students. Based on these studies, while AI can help students with writing, students should still learn how to write on their own.

II) AI Limitations and Concerns

1. Students' Perceptions on AI Over-Reliance and Writing Skill Development

Q: Do you believe artificial intelligence (AI) tools could lead to over-reliance and hinder the development of your writing skills?

Table 14. Students' Perceptions on AI Over-Reliance and Writing Skill Development

Response Option	Frequency (n)	Percentage (%)
Yes	110	52.88%
Not sure	50	24.04%
No	48	23.08%

The results show that the average amount of students who selected 'Yes' was 56.52%. This finding indicates that students are worried about becoming too dependent on these tools. On the other hand, 28.45% of students responded with 'No'. Students who selected this response likely do not believe that using AI assistance will impact their writing ability. Finally, 14.98% of participants indicated that they were 'Not Sure'. This means that students may have found it difficult to balance AI assistance and creation of work solely by themselves. The mean, median, and mode were 2.30, 3, and 3, respectively. The standard deviation was 0.82, meaning that responses varied.

2. Students' Perceptions on AI Use in Assessments as Academic Dishonesty

Q: Do you think using artificial intelligence (AI) for assessment use is a form of academic dishonesty?

Table 15. Students' Perceptions on AI Use in Assessments as Academic Dishonesty

Response Option	Frequency (n)	Percentage (%)
Not Sure	75	36.06%
No	67	32.21%
Yes	66	31.73%

The findings illustrated that opinions among students were mixed with regard to AI tools being used during assessments. While some students may believe that using AI during assessments is morally wrong, others may not view it as an issue. The mean was 2.00, while the median and mode were both 2. The standard deviation was 0.80.

3. Perceptions on the Accuracy of AI-Generated Output

Q: The outcome generated by artificial intelligence (AI) platforms is 100% accurate.

Table 16. Perceptions on the Accuracy of AI-Generated Output

Response Option	Frequency (n)	Percentage (%)
Strongly Disagree	20	9.62
Disagree	107	51.44
Not Sure	58	27.88
Agree	23	11.06
Strongly Agree	0	0.00
Total	208	100
Mean	2.40	-
Median	2	-
Mode	2	-
Standard Deviation	0.81	-

The results showed that students do not think its accuracy is always 100%. In fact, over half (51.44%) of respondents disagreed with this statement, and 9.62% strongly disagreed with it. These findings show that students understand that AI-generated essays may contain mistakes. Whether it is grammatical errors or simply stating incorrect information, students seem to know that AI is not perfect. 27.88% of participants selected 'Not Sure', which could indicate that they have never used AI to complete writing assignments to the extent that they can judge its accuracy. Only 11.06% agreed that its accuracy is always 100% and there are no students who strongly agreed with this statement. Major and Chiarelott (2023) found that most students believed generative AI helped make their writing more accurate and easier to understand.

However, some students were worried that they would become too reliant on the technology, and it would decrease originality and effort poured into writing assignments.

4. Perceived Consequences of AI Dependency (Multiple Responses Allowed)

Q: In your opinion, what are the consequences of being dependent on AI. Select all that apply.

Table 17. Perceived Consequences of AI Dependency (Multiple Responses Allowed)

Consequences of AI Dependency	Frequency (n)	Percentage (%)
Reduced critical thinking	163	78.4
Inability to think independently	159	76.4
Produce unoriginal work	120	57.7
Reduced writing skills	106	51.0
Others (Increase laziness and ignorance)	3	1.5

The results showed that 76.4% of students selected 'Inability to think independently'. This shows that students are worried that using AI will make them less cognitively capable. Additionally, over half of the students selected all of the other options. 57.7% of students selected having work that is not their own original thought, and 51% selected having lower writing skills as the consequences. This shows that students fear that using AI can cause them to get caught for plagiarism and diminish their ability to write. 18.3% of students selected that they are not worried about anything listed, and only 1.5% selected 'Others' (of increased laziness and ignorance).

5. Challenges and Limitations Using AI

Q: What challenges or limitations have you encountered while using AI tools for your writing? Select all that apply.

Table 18. Challenges and Limitations Using AI

Challenge / Limitation	Frequency (n)	(%)
Suggestions which are not correct or suitable to the context of writing task	113	54.3%
Lack of creativity or originality	125	60.1%
Difficulty in adapting AI suggestions to personal writing style	127	61.1%
Privacy or security concerns	39	18.8%
AI gives answers that are too detailed, causing users not to think	1	0.5%

The results show that 61.1% of students reported that they struggle to edit and rewrite AI-generated suggestions to fit their personal writing style. Almost as many students reported a lack

of creativity or original ideas (60.1%) when using AI tools. 54.3% of students noted that AI often provides them with inaccurate or irrelevant suggestions. Students also cited privacy and security concerns (18.8%), too many grammatical errors in AI-generated writing (16.4%), and too-long answers as challenges of using AI (0.5%). Overall, students reported that the main challenges of AI are related to how it can negatively impact writing style.

III) Responses to open-ended questions

Q.1: Students' Suggestions on How Educators Can Utilise AI to Improve Learning

To explore students' perspectives further, students were asked an open-ended question about how educators can use artificial intelligence to improve learning. The sample responses are as follows and were coded into themes showing how educators can use artificial intelligence to improve the teaching and learning process. Below, the themes are discussed along with examples of student responses that support each theme.

The most prominent theme is personalised learning. Students believed that AI can help personalise learning by catering lessons to each student's specific learning style and pace. Students also perceived AI as tools that could provide immediate feedback on their work, and that educators can use AI to create study aids such as notes and mind maps. Holmes et al. (2019) and Kamaruzaman and Sulaiman (2025) support the argument that AI allows for more personalised learning. By using AI, lessons can be tailored to individual students and provide for students who need extra assistance to get that help, and allow students who grasp the material faster to be able to progress independently.

Sample responses:

'Educators can use AI to give personalised learning, quick feedback, and extra help outside class through tools like chatbots.'

'Can ask the student to search the points in a significant time. Since it's fast and elaborate what they get.'

The second theme identified is on engaging and creative learning. Students believed that educators should use AI to make learning more fun and creative. They suggested that educators use AI to create interactive slides, quizzes, flashcards, and games. Students also believed educators should have students complete class projects using AI. Examples given by students include having students create a story, a video, or a design using AI. If educators use AI in these ways, students will be more excited about learning, and difficult content will be easier to teach because students can have fun while learning. Zawacki-Richter et al. (2019) found that AI can allow for more opportunities for students to learn creatively.

Sample responses:

'Educators can use AI to help students learn better. AI can show which students need more help, give fast answers to questions, and suggest ways to improve. It can also help make learning more fun with games and videos. This makes learning easier and more exciting for students.'

'Use the AI tools for a more interactive learning. For instance, flashcards, a quick questions to test students comprehension and summary of the learning for the day.'

The third theme identified is students noting the usefulness of AI when it comes to assessment and progress monitoring. Students commented that AI can be used to create quizzes and tests, automate grading processes, track performance, and provide corrections on students' grammar and spelling mistakes. These applications may help students identify their mistakes and learn from them, provide reliable feedback, and lessen teachers' workload when it comes to grading and marking. Previous research supports students' suggestions, citing AI tools' usefulness for formative assessment and providing rapid feedback (Lee & Moore, 2024).

Sample responses:

'Maybe educators can create quiz or test using AI tools. I mean it's the fast way right. For any lesson learnt in class, they can provide the student the quiz and the test on the spot.'

'Use AI tools that trusted for spell check or grammar correction for students. So that the students can learn where grammar or spell check that their false (mistake).'

The final theme identified is that students felt that AI could promote autonomous learning. Students mentioned chatbots, voice-based learning applications, as well as virtual assistants could be used to answer students' questions and provide practices that allow learning to continue outside the classroom. AI tools were found to promote independence in learners by allowing students to seek answers to their questions and solve problems. Literature also shows AI can help learners study independently (Khamis & Yusof, 2024).

Sample responses:

'AI tools like translation apps or chatbots can help students who speak other languages understand lessons better. Use AI to help, not replace teachers. Always check if the AI tool is accurate and fair.'

'Utilize the AI tools to create essays and ask for students to generate questions from that. Ask for students to change or humanize sentences provided by AI tools using their own words or style.'

Overall, these findings show that students view AI not only as a tool for efficiency and assessment but also as a driver of creativity, personalisation, and independent learning.

Q.2: Students' Perceptions of AI-Generated Feedback vs. Lecturer Feedback

Students had varying opinions about whether they would prefer AI-generated feedback or feedback from their lecturer. Students felt that AI feedback provides fast turnaround and was available anytime, as supported by Wang (2025). AI feedback was also valued for offering clear explanations and supporting quick revisions.

Sample responses:

'AI gives feedback very fast. It can check grammar, spelling, and suggest better words. It's also always available, so I can use it anytime.'

'AI will show us about what is wrong and will give the direct answers but it depends on what kind of AI tools you use. While lecturer will tell you the answer but not as detailed as AI.'

However, drawbacks mentioned by students included that AI feedback lacks the personable feedback provided by lecturers. Students noted that AI lacks context as well as cultural awareness and provides little advice on stylistic improvement. Learners were also worried that if students become too dependent on AI, they will not think critically, and their writing will lack quality and originality. AI will produce essays that are boring to read (Floridi & Chiriatti, 2020). Students added that another limitation to using AI to grade essays is that AI is not always correct (Gilson et al., 2023).

Sample responses:

'AI doesn't always understand the meaning or feelings in my writing. A lecturer can give deeper advice and explain better because they understand my ideas more clearly.'

'Advantage, can be more creative on writing an essay meanwhile for disadvantage some of the student didn't elaborate by themselves and just make AI do everything for them.'

'Lecturers can give motivation, praise, or encouragement, which helps boost student confidence something AI typically lacks due to its mechanical nature.'

Overall, students viewed AI feedback as useful but limited, reinforcing the importance of combining it with lecturer's guidance.

Sample response:

'The best provider for us in term of writing is the lecturer because we can still ask something that we didn't understand face to face-to-face and we can even better understand what we want to do.'

'I think using AI is really helpful and relevant to me and act(ually) it shows me which part that I (am) weak (at) in English, but I still need my lecturer to recheck writing, grammar and everything bcs (because) it is more realistic than the AI.'

In summary, when asked how the use of AI tools should be handled on networks and devices owned by learning institutions, students were against institutions banning the use of AI. Students noted that allowing the use of AI can help students become technologically literate and allow them to use AI as a tool to support their learning. Students also understood that using AI could lead to cheating, over-dependency, and concerns about student data being collected. As a result, students felt that the use of AI should be monitored and regulated to ensure that AI is used effectively and responsibly. The concern about originality reflects conversations about AI usage on student creativity. While AI provides many benefits to help students write, Wang et al. (2023) warn that AI can help students with fluency but harm originality if students rely on it too heavily.

Conclusion

As we integrate AI into instructions around writing tasks, educators can help students navigate these concerns by having students learn about how AI can influence discussions about authorship and ethical responsibility. Educators can also have students learn about the consequences of AI in writing by utilising case studies that demonstrate how AI can impact real-world writing scenarios. By allowing students to examine how AI can influence their writing, students can become better writers who are also responsible digital citizens.

Whilst educators are adapting to how they can use AI in teaching students to write, it can also open discussions about ethical authorship and about allowing students to use AI tools to complete writing tasks, where students can learn about collaboration and discuss which parts of AI-generated writing they choose to use in their work. Educators could also use case studies to allow students to see how AI writing is affecting the world around them. By allowing students to understand how AI can impact their writing, students will become better creators who understand how to responsibly use technology to aid their work. Students will also be able to learn critical skills when using AI as part of their writing process on varying aspects of writing. Ultimately, integrating AI in this way not only promotes inclusivity but also enables students to become responsible global citizens, equipped to navigate the complexities of a rapidly changing world.

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