STUDENTS' PERCEPTION ON THE USE OF CHATGPT

IN RESEARCH WRITING

(Quantitative Survey of 2020–2022 English Language Education Students at Tanjungpura University Based on Research Writing Experience)

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS TANJUNGPURA
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Submitted to fulfil one of the requirements for a thesis examination in English Language Education Study Program, Language and Arts Education Department, Faculty of Students Training and Education, Universitas Tanjungpura Pontianak

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I hereby sincerely state that the thesis entitled **Students' Perceptions On The Use Of ChatGPT in Research Writing** *(Quantitative Survey of 2020–2022 English Language Education Students at Tanjungpura University Based on Research Writing Experience)* is my own work. It does not contain any work of other people, except those cited in the quotations and the references as a scientific paper should.

The researcher is responsible for her thesis if in the future, it is proved to contain others' work or to imitate others' thesis. This declaration was written by the researcher.

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ABSTRACT

The integration of artificial intelligence (AI) tools like ChatGPT in academic writing has transformed research practices among students, offering both opportunities and challenges. This study examines the perceptions of English Language Education students at Tanjungpura University regarding ChatGPT's utility in research writing, framed within the Technology Acceptance Model (TAM). A quantitative survey design was employed, collecting data from 205 students across three academic batches (2020–2022) using a Likert-scale questionnaire. The instrument measured four TAM constructs: Perceived Usefulness, Perceived Ease of Use, Attitude Toward Usage, and Behavioral Intention. Descriptive statistics were used to analyze responses. Findings revealed consistently positive perceptions, with students reporting that ChatGPT was useful, easy to use, and encouraged their intention to continue using it in academic work. Attitudes toward its usage were also favorable, although some students expressed a decline in enthusiasm over time. The study confirms that ChatGPT's perceived benefits strongly influence its adoption, while highlighting the need for institutional guidelines to support ethical and effective AI integration in research writing.

Keywords: *Students' Perception, ChatGPT, Research Writing, Artificial Intelligence, Writing assistant.*

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Pontianak, 2025

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CHAPTER 1
INTRODUCTION

1.1. Background

The advancement of information and communication technology had brought about a fundamental transformation in the field of education, triggering a digital revolution that reshaped the traditional learning landscape entirely (Kushwaha et al., 2024). This transformation not only created a new paradigm in the learning process but also opened up limitless opportunities for innovation in teaching methods, material accessibility, and educational interaction between educators and learners (Hasnida et al., 2023). One of the most significant technological breakthroughs in the era of artificial intelligence was the emergence of ChatGPT (Chat Generative Pre-trained Transformer), a generative AI model based on natural language processing developed by OpenAI (Gupta, 2024).

ChatGPT was publicly launched at the end of 2022 and marked a new chapter in the implementation of AI for educational purposes. Its presence brought about a paradigmatic shift in language learning that had never been seen before (Wei, 2023). This digital revolution enabled the creation of a more dynamic and adaptive learning ecosystem. ChatGPT served as a valuable resource in higher education, used by students to enhance their writing skills. This tool can generate text, summarize

information, and create frameworks to save time and improve the quality of academic work (Halaweh, 2023).

In academic writing courses, ChatGPT had been utilized by students as a writing assistant. With its potential for concise automated essay evaluation and as a content or counter-argument generator, it supported students in developing coherent ideas (Lingard, 2023). This portrayal offered a positive perspective on the use of ChatGPT in academic writing, particularly due to its versatile capabilities. Overall, it could be concluded that ChatGPT was a highly beneficial AI-assisted tool for academic research writing. However, its presence in the realm of academic writing also brought about new dynamics, influencing the writing process itself and presenting challenges for writers to reflect on their approaches in using ChatGPT for research purposes.

Research was defined as a systematic method designed to uncover and understand various complex phenomena in scientific domains. Referring to Annan and Geneva (2019), research involved a series of well-planned and methodological stages, aimed at achieving comprehensive and meaningful results. From an academic perspective, as discussed by Rukmini (2017), in her review on academic research writing, research writing was not merely an abstract activity but a tangible practice that could be empirically observed. When carried out with careful approaches and deep reflection, academic research had the capacity to transform various academic dimensions. This transformation included the optimization of

teaching processes, the development of research methodologies, the strengthening of collaborative learning practices, and the formation of spaces for productive and constructive scholarly dialogue.

Within the context of these complex ethical challenges, academic research writing had become one of the main focuses of concern among among students, educators, and institutional policymakers. These concerns arose in response to ChatGPT's ability to generate sophisticated academic texts that mimicked the structure of conventional scholarly writing (Alqadi et al., 2023). ChatGPT's ability to analyze, synthesize, and present information in an academic format had sparked deep discussion regarding originality and authenticity in student-authored academic work (Xu & Jumaat, 2024).

The rapid integration of AI tools like ChatGPT into academic environments has raised pressing concerns regarding authorship and academic integrity. Educators and academic institutions are increasingly challenged to evaluate student work fairly in light of AI involvement. Academics, thesis supervisors, and university administrators now faced the dilemma of distinguishing between work that originated from students' independent thinking and work that had been significantly generated or assisted by artificial intelligence (Perkins, 2023). This issue became even more complex as ChatGPT was not only capable of producing general text, but also formulating academic arguments and constructing theoretical frameworks. The technology could even analyze data through systematic

approaches, raising fundamental questions about the definition of plagiarism in the AI era (Minkovska et al., 2024). As a consequence, higher education institutions were compelled to redefine academic policies that could accommodate this new reality while maintaining the standards of scientific integrity.

To identify research gaps and minimize potential bias, the researcher have reviewed relevant studies related to the use of ChatGPT in an academic research writing context. The first study examined was conducted by Salam (2024), which revealed that ChatGPT could foster a positive attitude toward technological change. The study also found that ChatGPT encouraged students to adopt the tool more intensively in the process of learning English writing. These findings provided an early indication that the integration of ChatGPT into academic contexts could be well accepted by students, although the study was still limited to the aspects of attitude and technology adoption.

Moreover, in his second study, Salam et al. (2024) expanded the scope by examining the acceptance of AI-based writing tools in the context of academic publication. This research revealed comprehensive findings regarding academics' perceptions and attitudes toward the use of AI technologies in the process of academic writing and publishing. Salam (2024) recommended the need for more focused studies to explore variations in users' individual experiences. In response to this, the researcher analyzes students' perceptions as a further step to understand

how individual students experience the use of ChatGPT as an AI tool, particularly in the context of academic research writing.

As a follow-up to these identified previous research, the present study was specifically conducted within the English Education Study Program at Tanjungpura University, involving students from the batch of 2020, 2021, and 2022 as research participants. The selection of this population was based on the consideration that students from these three batches had varying levels of experience with academic research writing courses as part of the curriculum, including Research on ELT, Writing Research Proposal, Seminar Research Design, Research Paper, and Thesis. Students from batch of 2020 had completed most of the academic writing courses and had comprehensive experience in utilizing AI to support thesis and research paper writing. Meanwhile, students from the batch of 2021 were at an intermediate stage, having engaged with AI in the context of Writing Research Proposal and Seminar Research Design. The batch of 2023, having just begun Research on ELT, provided a fresh perspective on AI adoption at the early stages of academic research writing.

In order to achieve this objective, a comprehensive quantitative survey approach to measure and statistically analyze the relationships between variables such as perceived usefulness, perceived ease of use, attitude toward usage, and behavioral intention to use based on the TAM model (Mohd Amir et al., 2020). With this strategically diverse range of academic levels, the study was expected to capture the dynamics of AI

acceptance comprehensively based on students' academic progress within the research writing curriculum. Through a quantitative survey approach, this study not only aimed to address the methodological limitations of previous research but also intended to provide empirical contributions in the local context of higher education in Indonesia, particularly in integrating the use of AI within the ongoing development of research writing courses.

1.2. Research Question

What are students' perceptions on the use of ChatGPT in research writing?

1.3. Research Purposes

a. Exploring students' perceptions regarding the use of ChatGPT in research writing.
b. Analyzing perspectives on the use of ChatGPT artificial intelligence technology among college students.

1.4. Research Significance

This research makes a substantive contribution to the development of academic literature on the integration of artificial intelligence technologies in the scientific writing process. The resulting findings not only enrich the conceptual understanding of the utilization of ChatGPT in an academic context, but also have practical implications for the development of institutional policies regarding the use of artificial intelligence tools in higher education settings. This research has two main significances: theoretical significance and practical significance, which are outlined as follows.

1.4.1. Theoretical Significance

The research helps expand knowledge about the integration of artificial intelligence (AI)-based tools such as Chatbots in academic writing. In addition, the research helps the development of theories about technologies that support learning and the function of digital literacy in research writing among university students, particularly language learner students. The results of this study can serve as a basis for further research on artificial intelligence-based technologies in writing learning and how they impact the development of research writing skills.

1.4.2. Practical Significance

a. For Students

The study sought to improve students' insights into the functions and limitations of AI writing applications such as ChatGPT. This knowledge helped them determine the best strategies for leveraging the technology as a support tool for their research and scholarly writing activities.

b. For the other Researcher

This research delivered valuable insights regarding how students comprehended and engaged with AI applications, particularly in the research writing domain. By examining student perceptions toward the implementation of AI writing assistants such as ChatGPT, this study helped reveal critical determinants that affected technology adoption in academic contexts. These findings not only provided references for subsequent studies in various educational environments, but also contributed to broader

discourse on the transformation of AI-enhanced learning and authoring practices.

1.5. Scope and Limitation

This study examines the perceptions of undergraduate English Education students (batches 2020, 2021, and 2022) at Tanjungpura University regarding the integration of ChatGPT into their research writing process. Through a systematic analysis of participants' experiences and attitudes, this study explores how these digital natives navigate the complexities of artificial intelligence as research and writing tool. The research specifically addresses the students' usage patterns, perceived benefits and limitations, ethical considerations, and the impact of ChatGPT on their academic writing development. By focusing on this demographic, this research provides valuable insight into the evolving relationship between emerging AI technologies and academic scholarship in the context of specific disciplines and institutions.

The limitations of this research are described as follows:

a. This research only focuses on the use of ChatGPT and does not compare it with other artificial intelligence tools.
b. This study only looks at students' perception in using ChatGPT in research writing and does not measure it objectively.
c. The findings from this study cannot be applied to all situations or other educational environments.

1.6. Terminology

a. ChatGPT

ChatGPT is a chatbot-based language model used by students as a writing assistant to generate, refine, and improve text through natural language processing.

b. Research Writing

Research writing is defined as a structured academic process of investigating a research problem and presenting the findings in written form based on established scholarly standards. In this study, the term specifically refers to a series of curriculum-based courses, including Research on ELT, Writing Research Proposal, Seminar Research Design, Research Paper, and Thesis within the English Education Study Program.

c. Students' Perception

Students' perception in this study refers to the way students understand, interpret, or perceive a particular subject or experience. Specifically, this research focuses on how students perceive and form opinions regarding the integration of ChatGPT technology in the research writing process.

d. Artificial Intelligence (AI)

Artificial Intelligence (AI) is the simulation of human intelligence processes by machines, particularly computer systems. In the context of this research, ChatGPT, as a development in the field of AI, represents an artificial intelligence system used by students as a reference source and writing tool for their research.