

The Students' Perception of ChatGPT as a Tool in Writing Assignment at English Education Study Program, University of Baturaja

Andre Agustian¹, Merie Agustiani², Mila Arizah³

^{1,2,3}Faculty of Teacher Training and Education, English Education Program, Baturaja University

a30157477@gmail.com

Abstract

This study explores the perceptions of students in the English Study Program at Baturaja University regarding the use of ChatGPT as a tool for writing assignments. The research employed a quantitative descriptive method using a survey design. A total of 56 students were selected through convenience sampling. Data were collected through a 20-item Likert-scale questionnaire focused on three main indicators: perceived usefulness, perceived ease of use, and trust or reliance on ChatGPT for grammar and writing accuracy. The findings revealed that the overall mean score was 3.95, indicating a positive perception. This was supported by a high proportion of favorable responses, with 41.16% of students selecting "Agree" and 31.90% selecting "Strongly Agree", totaling 73.06% positive responses across all questionnaire items. Each indicator also reflected a positive result: Perceived Usefulness had a mean of 4.01 (76.79% positive), Perceived Ease of Use scored 4.02 (75.72% positive), and Trust/Reliance showed a mean of 3.83 (66.67% positive). These results indicate that students considered ChatGPT to be beneficial, easy to use, and fairly reliable in supporting their academic writing. Students reported that ChatGPT helped enhance their writing motivation, grammar understanding, confidence, and idea development. While some concerns were noted regarding dependence and occasional inaccuracies, overall, the findings highlight the potential of ChatGPT as a supportive and accessible digital tool in academic writing within English language education.

Keywords: students' perception, ChatGPT, writing assignment, English education

Introduction

The rapid development of technology in the digital era has significantly transformed the educational landscape, particularly in higher education. One of the most notable innovations in recent years is the integration of Artificial Intelligence (AI) tools into academic learning environments. Among these tools, ChatGPT, developed by OpenAI, has emerged as a widely used AI-powered language model that offers assistance in various educational tasks, especially in writing. In English language learning, writing assignments play a central role in evaluating students' ability to generate ideas, organize arguments, and apply correct grammar and structure. However, many students continue to struggle with expressing their thoughts clearly, maintaining coherence, and revising their work effectively. These challenges can hinder academic progress and diminish confidence in writing.

The presence of ChatGPT offers a new alternative for students to overcome such obstacles. Its functions include generating ideas, correcting grammar, paraphrasing, and providing vocabulary suggestions, making it a potentially effective tool for academic writing support. Prior studies (e.g., Zebua & Katemba, 2024; Salwa & Tyas, 2024) have highlighted that ChatGPT is perceived as useful, accessible, and motivational in improving students'

English writing skills. However, perceptions may vary depending on context, user experience, and language proficiency.

Given this background, this study aims to explore the perceptions of students in the English Study Program at Baturaja University regarding the use of ChatGPT as a tool for writing assignments. Understanding how students perceive such tools is essential to determine their effectiveness, usability, and role in supporting academic writing in English as a Foreign Language setting.

Methodology

This study employed a quantitative descriptive approach using a survey design to explore students' perceptions of ChatGPT as a tool in completing writing assignments. The survey method was chosen for its ability to systematically measure and analyze students' attitudes and experiences within a specific population. The research was conducted at the English Study Program of Baturaja University and involved 56 students from the 2nd and 4th semesters, selected using convenience sampling, a non-probability technique chosen for its practicality in reaching available and willing respondents.

The research instrument consisted of a 20-item closed-ended questionnaire using a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was adapted from Zebua and Katemba (2024) and structured according to the Technology Acceptance Model (TAM) by Davis (1989), covering three main indicators: Perceived Usefulness, Perceived Ease of Use, and Trust/Reliance on ChatGPT for Grammar and Writing Accuracy. To ensure the instrument's validity, it was reviewed through expert judgment by two English education lecturers at Baturaja University, focusing on clarity, content relevance, and theoretical alignment.

The questionnaire was distributed online via Google Forms and disseminated through WhatsApp, allowing efficient and wide-reaching data collection. Data were analyzed using descriptive statistics, specifically by calculating mean scores and the percentage distribution of student responses across each item and indicator. To interpret the results, the study employed a classification scale adapted from Sugiyono (2017), which categorizes student perceptions based on mean score intervals as outlined below:

Table 1. The Criteria to Determine the Result of the Students' Score

Classification	Responses	Score
Strong Positive Perception	Strongly Agree	4.20 – 5.00
Positive perception	Agree	3.40 – 4.19
Neutral Perception	Neutral	2.60 – 3.39
Slightly Negative Perception	Disagree	1.80 – 2.59
Negative Perception	Strongly Disagree	1.00 – 1.79

This interpretation guideline ensured consistency in classifying perception levels and helped to objectively assess how students viewed the use of ChatGPT in supporting academic writing.

Finding and Discussion

The findings of this study revealed that students in the English Study Program at Baturaja University generally held positive perceptions of ChatGPT as a tool in completing writing assignments. Data were collected through a 20-item Likert-scale questionnaire,

categorized into three key indicators: Perceived Usefulness, Perceived Ease of Use, and Trust/Reliance on ChatGPT for Grammar and Writing Accuracy.

The overall mean score of all questionnaire responses was 3.95, which falls into the category of *Positive Perception* according to the interpretation criteria (Sugiyono, 2017). In total, 73.06% of students selected either “Agree” or “Strongly Agree” across all items, indicating a strong tendency toward favorable views of ChatGPT. This supports the conclusion that ChatGPT is viewed positively as a digital tool in the context of academic writing.

Specifically, the indicator Perceived Usefulness received a mean score of 4.01, with 76.79% positive responses. This suggests that students found ChatGPT helpful in enhancing their writing performance, particularly in developing ideas, improving grammar, and gaining writing motivation. These findings align with Zebua and Katemba (2024), who found that students perceived ChatGPT as an effective writing assistant for academic tasks. The second indicator, Perceived Ease of Use, obtained the highest mean score at 4.02, with 75.72% of students expressing agreement or strong agreement. This reflects the user-friendly and accessible nature of ChatGPT, which students found easy to navigate without needing extensive training or support. The tool’s intuitive design and instant responses were cited as contributing factors to its usability. This finding is consistent with the Technology Acceptance Model (TAM), which identifies ease of use as a key predictor of technology adoption.

The third indicator, Trust/Reliance on ChatGPT, showed a slightly lower mean score of 3.83, though still within the *positive* range. 66.67% of students expressed trust in ChatGPT’s ability to support grammar correction and sentence structure accuracy. However, this score also reflects a degree of caution, as some students remained neutral or expressed concern regarding the tool’s occasional inaccuracies. This echoes findings by Soto et al. (2025), who warned of the limitations of AI-generated content and the need for critical review.

Overall, the findings demonstrate that students recognized ChatGPT as a supportive, easy-to-use, and motivating tool in the writing process. While some concerns related to over-reliance and accuracy were acknowledged, the general perception was favorable. The results also support previous studies (e.g., Salwa & Tyas, 2024; Mennella & Quadros-Mennella, 2024), which found that students valued ChatGPT for improving their writing confidence, efficiency, and idea organization. These findings highlight the growing acceptance of AI in education and suggest that ChatGPT can serve as a beneficial complement to traditional writing instruction, especially when used ethically and responsibly. The study confirms that ChatGPT is not only technically helpful but also perceived positively by students as part of their academic writing toolkit.

Conclusion

The results of this study indicate that students in the English Study Program at Baturaja University generally hold positive perceptions of ChatGPT as a tool for completing writing assignments. The overall mean score of 3.95 and the high percentage of positive responses (73.06%) reflect that students find ChatGPT useful, easy to use, and reasonably trustworthy for supporting academic writing tasks. Among the three indicators, Perceived Ease of Use received the highest average score (4.02), followed by Perceived Usefulness (4.01), and Trust/Reliance (3.83). These results suggest that students view ChatGPT as a

helpful and accessible tool that enhances their writing motivation, improves grammar and structure, and supports the development of ideas in English writing.

While most students reported favorable experiences, some also expressed reservations about over-dependence on the tool and concerns over its grammatical accuracy. These concerns indicate a need for balanced and guided usage, where ChatGPT is used to support—not replace—critical thinking and writing skills. Therefore, it is important for educators and institutions to provide digital literacy guidance, so that students can effectively use AI tools while maintaining academic integrity.

Based on the findings, several suggestions can be made. First, students should be encouraged to use ChatGPT as a writing assistant, especially during the brainstorming and revising stages, while still applying their own judgment and critical thinking. Second, lecturers should consider integrating AI tools like ChatGPT into the classroom as supplementary learning aids, not substitutes, and provide clear instructions on ethical use. Finally, future researchers are encouraged to explore longitudinal effects of ChatGPT usage, differences across academic disciplines, and the impact of AI on students' writing performance in greater depth.

References

- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340.
<https://doi.org/10.2307/249008>
- Mennella, B., & Quadros-Mennella, E. (2024). Student use, performance, and perceptions of ChatGPT on college writing assignments. *Journal of Educational Technology Research*, 19(1), 59–76.
- Salwa, N., & Tyas, R. S. (2024). Integrating AI tools in academic writing: A case study of Indonesian EFL students using ChatGPT. *Indonesian Journal of English Language Teaching*, 18(1), 45–58.
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D* (25th ed.). Alfabeta.
- Soto, D., Kim, H., & Arifin, M. (2025). Limitations of large language models in academic writing: A critical perspective. *International Journal of Educational Technology in Higher Education*, 22(1), 12–28.
- Zebua, N. E., & Katemba, C. V. (2024). Students' perceptions of ChatGPT as an AI writing assistant. *Journal of English Language and Education*, 10(2), 112–124.