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Student' ² Perceptions of the Use of Artificial Intelligence In English Writing Learning

[Persepsi Siswa Terhadap Penggunaan Kecerdasan Buatan (Artificial Intelligence) Dalam Pembelajaran Menulis Bahasa Inggris]

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Abstract. ³ The objective of this study is to find out the perception of senior high school student on the use of Artificial Intelligence (AI) in learning English writing at SMA Muhammadiyah 2 Sidoarjo. Given the growing integration of AI-assisted technologies in language education, it is crucial to understand students' perspectives to foster effective and responsible implementation in English classrooms. The study used descriptive quantitative research design with survey method. The participants were 28 students from Class X-3, who had previously used AI-assisted tools such as ChatGPT, Gemini, Claude, DeepSeek, DeepL, and Google Translate in English writing tasks prior to this study. Data was collected using a close ended questionnaire consisting of 20 statements on a four point Likert scale. The collected data were analyzed by using descriptive statistics such as frequency, percentage, mean and standard deviation. Students reported that AI was a helpful learning tool, especially to increase grammar accuracy, improve vocabulary, generate writing ideas, and understand text structure. AI was also perceived as easy to use and supportive of the writing process. However, students also pointed out some limitations of AI, such as sometimes wrong outputs, confusing grammar suggestions and the need to critically evaluate the content produced by AI before using it. The total mean score of students' perception was 2.48 which shows moderate perception about the use of AI on English writing learning. The study concludes that AI has considerable potential to support English writing instruction when used responsibly under teachers' guidance while fostering students' critical thinking, digital literacy, and independent writing skills.

Keywords - English writing learning, students' perceptions, (EFL) English as a Foreign Language

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Abstrak. Tujuan penelitian ini adalah untuk mengetahui persepsi siswa sekolah menengah atas terhadap penggunaan Artificial Intelligence (AI) dalam pembelajaran menulis bahasa Inggris di SMA Muhammadiyah 2 Sidoarjo. Mengingat semakin luasnya integrasi teknologi berbasis AI dalam pendidikan bahasa, penting untuk memahami perspektif siswa guna mendorong penerapan AI yang efektif dan bertanggung jawab di kelas bahasa Inggris. Penelitian ini menggunakan desain penelitian kuantitatif deskriptif dengan metode survei. Partisipan penelitian berjumlah 28 siswa dari kelas X-3 yang sebelumnya telah menggunakan berbagai alat berbantuan AI, seperti ChatGPT, Gemini, Claude, DeepSeek, DeepL, dan Google Translate, dalam tugas menulis bahasa Inggris sebelum penelitian ini dilakukan. Data dikumpulkan menggunakan kuesioner tertutup yang terdiri atas 20 pernyataan dengan skala Likert empat poin. Data yang diperoleh dianalisis menggunakan statistik deskriptif, meliputi frekuensi, persentase, rata-rata (mean), dan standar deviasi. Hasil penelitian menunjukkan bahwa siswa menilai AI sebagai alat pembelajaran yang bermanfaat, terutama dalam meningkatkan ketepatan tata bahasa, memperkaya kosakata, membantu menghasilkan ide untuk menulis, serta memahami struktur teks. AI juga dipersepsikan mudah digunakan dan mampu mendukung proses penulisan. Namun, siswa juga mengemukakan beberapa keterbatasan AI, seperti hasil yang terkadang kurang tepat, saran tata bahasa yang membingungkan, serta perlunya mengevaluasi secara kritis konten yang dihasilkan AI sebelum digunakan. Skor rata-rata (mean) keseluruhan persepsi siswa adalah 2,48, yang menunjukkan bahwa persepsi siswa terhadap penggunaan AI dalam pembelajaran menulis bahasa Inggris berada pada kategori sedang (moderate). Penelitian ini menyimpulkan bahwa AI memiliki potensi yang besar untuk mendukung pembelajaran menulis bahasa Inggris apabila digunakan secara bertanggung jawab di bawah bimbingan guru, sekaligus mendorong berkembangnya kemampuan berpikir kritis, literasi digital, dan keterampilan menulis secara mandiri pada siswa.

Kata Kunci - pembelajaran menulis bahasa Inggris, persepsi siswa; (EFL) Bahasa Inggris sebagai Bahasa Asing

I. INTRODUCTION

As an international language, English is crucial to worldwide communication, technology, and education. Because they have few opportunities to use the language outside of the classroom, students in EFL situations frequently struggle to learn English. Since students are not always motivated or interested, studying English in an EFL setting is still challenging, necessitating innovative instructional strategies [1]. This circumstance demonstrates that not all pupils' demand ¹ have been adequately satisfied by standard educational methods. Therefore, English language learning

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requires innovative and flexible approaches to assist pupils advance their language proficiency. One strategy to address issues in English language instruction is to use technology, particularly to increase student engagement and provide them with greater flexibility.

One of the most crucial things you should master when learning English is how to write effectively. It is challenging to learn since it requires extensive knowledge of vocabulary, syntax, idea organization, and text organization. Many people think that learning this is one of the most difficult things for EFL. Senior high school (SMA) students should be able to write a variety of texts, such as reports, presentations, narratives, and descriptions. Many high school seniors struggle with structuring their ideas, selecting appropriate language, and crafting coherent sentences. This implies that pupils require resources to improve their English language learning and writing [2].

AI is a type of technology that can help students learn English through interactive features, feedback, and language support. Schools are increasingly adopting AI to support language learning through personalized feedback, content generation, and interactive learning experiences [3]. It can assist learners with vocabulary development, provide language feedback, and translate content for them. AI is a tool that aids students in learning how to write by teaching them new vocabulary, improving sentence construction, and helping them comprehend how language functions. Teachers are not supposed to be replaced by AI. It is intended to be a useful tool that improves instruction and learning in the classroom. By providing you with automatic feedback, assisting you with vocabulary, and translating things that were more difficult to perform with earlier techniques, Artificial Intelligence (AI) makes learning English easier [4].

Artificial Intelligence (AI) has become a transformational force in the current digital era, altering the way students learn and streamlining instructional methods [5]. AI makes it possible for students to access individualized learning materials, get real-time feedback, and participate in interactive activities that enhance the learning process, all of which foster innovation in the context of learning English. This variety of technologies includes speech recognition software, adaptive learning platforms, chatbots, intelligent tutoring systems, and other cutting-edge solutions that are especially made to assist language acquisition [6].

Perception refers to the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. In the educational context, students' perceptions represent their evaluations, beliefs, and attitudes toward learning experiences, instructional strategies, and educational technologies based on their interactions and personal experiences. Students who develop positive perceptions toward learning technologies are more likely to accept and utilize them effectively, whereas negative perceptions may reduce their willingness to engage with such technologies. As Artificial Intelligence (AI) becomes increasingly integrated into English language learning, students develop perceptions based on their experiences of using AI to support writing activities. Therefore, understanding students' perceptions is essential for evaluating the acceptance and educational value of AI in English writing learning. In this study, students' perceptions are examined through four dimensions: perceived usefulness, perceived ease of use, motivation and self-confidence, and challenges in AI use.

Based on the concept of perception, students evaluate educational technologies according to their learning experiences and interactions. In the context of Artificial Intelligence (AI), students' perceptions can be reflected in how they assess the usefulness of AI, its ease of use, its influence on learning motivation and self-confidence, and the challenges encountered during its use. These dimensions provide a comprehensive understanding of how students perceive AI as a learning support tool in English writing learning.

Students' perspectives have significant impact on the effective integration in technology, particularly AI, in education. Students' opinions, attitudes, and assessments about the usage of technology in the classroom are referred to as their perceptions. While negative impressions may become obstacles to the best use of technology, positive perceptions can increase students' motivation, engagement, and acceptance of learning tools. Thus, a key component of comprehending how AI is viewed and applied in English writing teaching, especially at the senior high school level, is analyzing students' perspectives. According to earlier research, senior high school students who have favorable opinions of digital learning resources typically exhibit greater levels of engagement and motivation when learning English [7].

Numerous earlier studies have looked at the application of AI in English language acquisition, especially with regard to its efficacy and effect on enhancing learning results. However, since many pertinent studies have been carried out mainly in higher education environments, there is still a dearth of research that explicitly addresses students' impressions of the employment of AI in senior high school-level writing teaching. Furthermore, there are comparatively few research [8] that concentrate on translation-based AI tools, like DeepL, in English writing training. Furthermore, despite the fact that these tools are among the most accessible technologies and are frequently utilized by students when completing writing assignments, research examining the various AI tools frequently used by students in English writing learning within the context of English writing instruction at the senior high school level is still scarce. This issue shows that there is a research gap that has to be filled using a quantitative method based on students' perceptions.

Previous studies have shown that students respond positively to digital learning media because such media can support engagement and language learning activities [9]. In addition, studies on Grammarly, Canva, and other digital media have shown that technology can assist students in writing and improve learning effectiveness [10]. However, previous studies mostly focused on digital learning media in general or on single applications such as Grammarly, Canva, Instagram, Nearpod, or Wordwall [11]. Limited research has specifically examined senior high school students' perceptions toward the use of multiple AI-assisted tools, such as ChatGPT, Gemini, Claude, DeepSeek, and Google Translate, in English writing learning [12].

The educational setting is crucial to comprehending the application of AI in English learning, in addition to the narrow focus of earlier research. In a somewhat distinctive and contextual way, SMA Muhammadiyah 2 Sidoarjo has started incorporating AI-based technology. The school promotes the use of AI as a learning support system that is consistent with Islamic beliefs and the advancement of digital literacy, in addition to its use as a translation tool. Both in class and on their own, students are used to using AI-assisted programs like grammar checks, translation tools, and AI-based writing assistants. Teachers stress that AI should be a learning tool, not a way to finish homework, and they guide students to use these tools in a critical and responsible manner. One of the most popular and accessible technologies for students in this context are translation-based AI applications such as Google Translate and DeepL, which are widely used to help with English writing assignments. SMA Muhammadiyah 2 Sidoarjo is an interesting research location due to the contextual application. Students' perceptions, acceptance, and usage patterns in English writing instruction may be influenced by their familiarity with these AI technologies.

Based on this background, the present study will focus on the use of AI-assisted tools in English writing teaching, including generative AI and translation-based applications frequently used by students. The tools include ChatGPT, Gemini, DeepL, Google Translate, Claude, and DeepSeek. We chose the AI tools DeepL and Google Translate because they are widely available and widely used by senior high school students [13]. In addition, previous studies have shown that students prefer AI tools like DeepL and Google Translate when writing situations. AI-assisted tools such as DeepL and Google Translate can be used in writing instruction to help students with vocabulary selection, sentence construction and comprehension of English language structures, although the effectiveness may depend upon students' usage [14]. This research shows that artificial intelligence can be a helpful learning tool, rather than for academic dishonesty or cheating. However, the growing adoption of generative AI has raised serious concerns about academic integrity, requiring responsible and ethical AI use in educational contexts [15]. Therefore, the objective of this research is to explore senior high school students' perceptions towards the use of artificial intelligence (AI) tools in English writing instruction. The research question formulated in this study was as follows:

- (1) What are students' perceptions of the use of Artificial Intelligence (AI) tools in English writing learning?

II. METHOD

The study uses a descriptive quantitative research design to describe students' perception on the use of artificial intelligence (AI) in English writing instruction, adopting quantitative survey methods similar to other studies in EFL and language education contexts. Thus, student impressions can be objectively quantified by numerical scores from closed-ended surveys. The involvement of senior high school (SMA) students in the study is caused by the stage of English writing development which needs more sophisticated skills in sentence form, mastery of vocabulary and concept organization.

This research was done at SMA Muhammadiyah 2 Sidoarjo which teaches English as foreign language (EFL).

Data were collected in the even semester of 2025/2026 academic year. The study was motivated by the problems that the students of senior high school faced to learn English writing, such as insufficient vocabulary, grammatical errors, and low self-confidence. Given the increasing use of AI in academic education, this study is expected to provide empirical insights into how students perceive the use of AI as a helpful learning solution rather than as a form of academic dishonesty.

The object of this research was the students of class X-3 of SMA Muhammadiyah 2 Sidoarjo with 28 students. The present study employed purposive sampling as the class chosen had experience in utilizing artificial intelligence (AI) technologies for English language learning, including in writing exercises. Respondents were selected for their knowledge of AI assisted learning technologies relevant to the study objectives. Students absent on the day of data collection were excluded from the study.

A closed-ended questionnaire was adapted from previous researches that explored students' perceptions of technology and artificial intelligence in English language learning for this study. The instrument focused on students' experiences of using AI-assisted writing tools, including perceived usefulness, perceived ease of use, and impact on writing development, which are common dimensions discussed in AI writing education research [16]. The survey investigated students' attitudes about the use of various AI-assisted tools that are commonly used in English writing instruction, including generative AI and translation-based programs such as ChatGPT, Gemini, Claude, DeepSeek, DeepL, and Google Translate. The resources were chosen because they were widely utilized by students in English

writing tasks as tools to aid vocabulary growth, grammar correction, idea generation and translation. The questionnaire was developed based on the following four-point Likert scale:

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Table 1. Questionnaire instrument covered several aspects of students' perceptions

No	Aspect	Indicator
1	Perceptions of the ease of use of AI-assisted tools in English writing learning	I have used AI to help me write in English I use AI such as ChatGPT or Grammarly when writing I often use AI in writing learning AI is easy to use in English writing
2	Perceptions of the benefits of AI in assisting vocabulary development and sentence structure	AI helps me improve my vocabulary AI helps correct grammar AI helps me generate writing ideas AI helps improve my writing ability AI helps me understand text structure better
3	Perceptions of the influence of AI on writing motivation and self-confidence	AI makes me more confident in writing
4	Perceptions of the challenges and responsible use of AI in English writing learning	AI makes me too dependent when writing in English I have difficulty understanding AI-generated writing AI often gives results that do not match my intention I rarely recheck AI-generated writing AI reduces my independent writing practice My writing ability does not develop because of frequent AI use AI sometimes gives confusing grammar AI does not always improve my writing quality I feel less confident writing without AI assistance

AI makes me less creative in developing writing ideas

Content validity of the questionnaire was checked by experts before distribution. The tool was adapted from previous studies on students' perceptions of technology and Artificial Intelligence when learning English. The questionnaire questions were reviewed and adjusted to the senior high school English writing curriculum.

The instrument was also reviewed by the research supervisor to ensure that the statements were relevant, understandable and consistent with the objectives of the study.

The English teacher helped in distributing the questionnaire to the pupils to ensure that each statement was understood by the responders. The reliability of the questionnaire was assessed by using Cronbach's Alpha before the data analysis. The result indicated a Cronbach's Alpha coefficient of 0.800, which proved high internal consistency and validated the survey measuring students' attitudes towards the use of AI in English writing instruction.

Information collected from the questionnaire was analyzed using descriptive statistics. Data analysis consisted of calculating frequencies, percentages, mean scores, and standard deviations for each questionnaire item. The results of the analysis were used to characterize trends in students' views on the use of artificial intelligence (AI) tools in teaching English writing. Students' perceptions were classified into four categories namely; Negative, Moderate, Positive and Very Positive based on the mean score ranges. The results of this study are expected to contribute to the knowledge on the acceptance of AI as a learning tool in senior high school English writing instruction.

III. RESULT AND DISCUSSION

A. Result

The study was conducted to 28 students of class X-3 at SMA Muhammadiyah 2 Sidoarjo. It was conducted by giving a questionnaire about the perception of the use of Artificial Intelligence (AI) in English writing learning. The data collected were analyzed by using descriptive statistics such as frequencies, percentages, mean scores and standard deviation.

The questionnaire contained 20 statements rated on a four-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree). The study first identified AI tools students commonly used in English writing learning activities prior to exploring students' perceptions. The results showed that students used various AI-assisted tools to support writing tasks, such as generating ideas, checking grammar, developing vocabulary, and translating.

Table 2. AI Tools Used by Students

AI Tool	Frequency
Gemini	14
ChatGPT	11
Claude	5
Google Translate	2
DeepSeek	2

The results show that Gemini was the most popular AI tool used by students, followed by ChatGPT. This is in line with the growing trend of generative AI applications among students, as they offer instant feedback, language support, and writing assistance, which has been observed in earlier educational AI research [3]. Several students also mentioned using Google Translate, DeepSeek and Claude. The result shows that students are likely to use both generative AI applications and translation-based tools in accordance with their individual learning needs. The reason for the popularity of Gemini and ChatGPT may be their ability to respond instantly, help in writing, correct grammar, and help develop ideas.

Descriptive statistics were calculated for each item of the questionnaire to investigate students' perceptions towards AI in English writing learning. The results are summarized in Table 3.

Table 3. Descriptive Statistics of Students' Perceptions toward AI in English Writing Learning

No	Questionnaire Statements	Mean	SD	Category
1	I have used AI to help me write in English	2.61	0.79	Positive
2	I use AI such as ChatGPT or Grammarly when writing	2.18	0.94	Moderate

3	I often use AI in writing learning	2.14	0.89	Moderate
4	AI is easy to use in English writing	3.00	0.90	19 Positive
5	AI helps me improve my vocabulary	3.14	0.76	Positive
6	AI helps correct grammar	3.25	0.84	Positive
7	AI helps me generate writing ideas	3.21	0.83	Positive
8	AI helps improve my writing ability	2.89	1.03	Positive
9	AI makes me more confident in writing	2.54	1.00	Positive
10	AI helps me understand text structure better	3.11	0.92	Positive
11	AI makes me too dependent when writing in English	2.18	1.02	Moderate
12	I have difficulty understanding AI-generated writing	2.07	0.90	Moderate
13	AI often gives results that do not match my intention	2.39	0.83	Moderate
14	I rarely recheck AI-generated writing	1.71	1.01	Negative
15	AI reduces my independent writing practice	2.32	1.16	Moderate
16	My writing ability does not develop because of frequent AI use	2.14	1.11	Moderate
17	AI sometimes gives confusing grammar	2.43	0.79	Moderate
18	AI does not always improve my writing quality	2.43	1.00	Moderate
19	I feel less confident writing without AI assistance	1.64	0.62	Negative
20	AI makes me less creative in developing writing ideas	2.11	0.96	Moderate

The results indicated that students had generally positive perceptions of the use of AI in the learning of English writing. The statement “AI helps correct grammar” has the highest mean score ($M = 3.25$, $SD = 0.84$), followed by “AI helps me generate writing ideas” ($M = 3.21$, $SD = 0.83$) and “AI helps me improve my vocabulary” ($M = 3.14$, $SD = 0.76$). These results suggest that students found AI especially helpful in improving the accuracy of language and in assisting the writing process.

In addition, students also agreed that AI was easy to use in English writing activity ($M = 3.00$, $SD = 0.90$) and helped them to better understand text structure ($M = 3.11$, $SD = 0.92$). These findings suggest that students perceived AI as an accessible and practical learning tool that could help them to tackle common writing challenges.

Some of the statements about potential negative effects of AI received moderate mean scores. Students slightly agreed that AI-generated grammar suggestions were sometimes confusing ($M = 2.43$), AI did not always improve writing quality ($M = 2.43$), and AI sometimes generated outputs that did not meet their intentions ($M = 2.39$).

The results show that students had generally positive attitude towards AI, but also acknowledged its limitations and possible weaknesses.

Average score of students' perceptions was 2.48. Based on the scale of interpretation used in this study, this score is in the Moderate category overall. Hence, the students' perception on the usage of Artificial Intelligence in English learning writing was at a moderate level. Students recognized the benefits of AI for vocabulary development, grammar correction, idea generation and writing support, but also recognized the necessity of employing AI critically and responsibly.

Table 4. Interpretation of Mean Scores

Mean Score Range	Interpretation	Mean Score Range	Interpretation
1.00 – 1.75	Negative	1.00 – 1.75	Negative
1.76 – 2.50	Moderate	1.76 – 2.50	Moderate
2.51 – 3.25	Positive	2.51 – 3.25	Positive
3.26 – 4.00	Very Positive	3.26 – 4.00	Very Positive

B. Discussion

The results of the study indicated that students generally viewed Artificial Intelligence (AI) as a useful tool in learning English writing. Although the mean score of the whole questionnaire ($M = 2.48$) is categorized as Moderate, some items received positive mean scores, especially the items related to grammar correction, vocabulary enrichment, idea generation, and understanding text structure. The results indicate that students are aware of the benefits of AI-supported tools in helping different stages of the writing process.

The highest mean score ($M = 3.25$) was obtained for the statement "AI helps correct grammar". The result shows that students considered AI was specially helpful in providing assistance to improve the accuracy of their English writing grammar. Grammar is one of the most difficult parts of writing for EFL learners as it concerns sentence structure, verb forms, tenses and language conventions. AI tools can offer instant feedback and automatic corrections, which can help students spot and fix grammatical errors more effectively. This is in line with prior research which suggests that AI-assisted technologies can assist in language learning by improving grammar accuracy and offering immediate feedback during the learning process [6].

Vocabulary development and idea generation were also positively viewed by students. The mean scores for the statements "AI helps me improve my vocabulary" ($M = 3.14$) and "AI helps me generate writing ideas" ($M = 3.21$) are high, suggesting that AI applications can serve as learning support tools to assist students in the pre-writing and drafting stages. According to Vygotsky's sociocultural theory, Artificial intelligence can be used as a scaffolding to help students to complete writing tasks in their Zone of Proximal Development before they can do it by themselves [18]. The results indicate that students mainly employ AI as an instrument to expand their vocabulary and to cope up with ideas when they find it difficult to articulate their ideas in English. This result is in agreement with [5] that states that the power of artificial intelligence (AI) tools can be used to create more personalized and supportive learning experiences for students, helping them to break down language barriers and improve communication skills.

Another key finding relates to the students' motivation and self-confidence to write in English. The statement "AI makes me more confident in writing" resulted in a positive mean score ($M = 2.54$), indicating AI-assisted tools helped students feel more confident when they did writing tasks. This can be attributed to the immediate feedback, vocabulary suggestions, and writing assistance offered by AI, which helps to reduce students' anxiety and encourages them to express their thoughts more effectively. The results indicate that AI assists students in improving their writing outcomes and also creates a more interactive and motivating learning environment.

Another interesting finding is the popularity of the AI tools among the participants. The results showed that the most used applications among the students were Gemini and ChatGPT. This is probably because they are convenient, easy to use, and can provide you with immediate answers to writing questions. The emergence of these generative AI tools indicates that an increasing number of students are turning to conversational AI platforms to support their learning activities. Safitri et al. [13] states that students prefer AI-assisted applications because they are easier to use for writing and provide practical learning assistance. Moreover, Febriyanti et al. [19] reported that pre-service English teachers had a high level of competence in the practical use of AI tools, which indicates that AI is already involved in English language learning and teaching.

Furthermore, the fact that participants perceived ChatGPT and Gemini as popular also supports the findings of [20] who found that AI chatbots have significant educational value when they are used to support classroom instruction rather than replace teachers. These AI tools offer interactive learning support, instant feedback and personalised help, which are useful tools for improving students' English writing skills. The findings also showed that the students were not highly dependent on AI. The lowest mean score ($M = 1.64$) was for 'I feel less confident writing without AI assistance', which suggests that most of the students found that they could write independently without the assistance of content generated by AI. Students also disagreed with the statement "I rarely recheck AI-generated writing" ($M = 1.71$), indicating a greater tendency to revise and critique content created by AI before incorporating it into their own work. The study provides a critical view on the use of AI that students see AI as an additional resource and not a substitute of their writing skills.

Some of the positive views identified in this survey were moderated by students' awareness of some limits of AI. Statements regarding confusing grammar advice, inconsistent outcomes and potential dependencies received moderate mean ratings. The results show that students are aware that AI-generated solutions are not always correct or appropriate for the purpose. This means that students are required to critically evaluate the AI-generated text and make required changes before using it in academic writing. This is important because effective integration of AI into schools requires access to technology and essential online literacy skill.

The results, taken together, indicate that AI has great potential to promote English writing learning in senior high school. But teachers still have a key role to play in guiding students to use AI responsibly, ethically and critically. AI should be used as an additional learning tool to help students in their writing development, but not replace traditional learning processes, keeping them active, creative and critical thinkers.

VII. CONCLUSION

This study examined students' perceptions of the use of Artificial Intelligence (AI) tools in English writing learning at SMA Muhammadiyah 2 Sidoarjo. The results revealed moderate perception of students on the use of AI with a total mean score of 2.48. Students saw AI as a helpful tool for learning, especially to improve grammar, expand vocabulary, generate ideas and understand the structure of text. The results also indicated that the students were not greatly reliant on AI-assisted applications. Most participants indicated that they were still able to write independently, and were prone to critically review the output of AI prior to use. This implies that AI is viewed more as a tool to assist learning rather than a substitute for students' own writing efforts.

The results also show that AI-generating tools such as Gemini and ChatGPT are increasingly used for assisting writing in English. These apps help students instantly. They make writing easier and learning more enjoyable. Yet

Students also said that AI has limitations such as it is not always correct and does not always give the desired output. Artificial intelligence can be helpful, but teachers need to be critical and keep it under control.

To put it simply, AI has a huge potential to help English writing learning if used properly and responsibly. Teachers should promote the use of AI-assisted tools by students as an addition to the writing process, while also promoting critical thinking, online literacy, and the ethical use of technology. Future research should include larger samples in other educational contexts and investigate the real impact of the AI-assisted tools on students' writing performance and language development.

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