

## Students' Perception of ChatGPT as a Media for Learning Writing

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| ARTICLE INFO                                                                                                                                                                                                                  | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Received</b><br/>04/06/26</p> <p><b>Revised</b><br/>20/07/26</p> <p><b>Accepted</b><br/>20/08/26</p>                                                                                                                    | <p>Writing is considered one of the significant abilities in learning the English language. Writing skill involves communicating ideas and information via written texts. Nevertheless, some students often find it hard to improve their writing skills because of the problems with grammar, vocabulary, and idea organizing. Artificial intelligence technologies have brought some new solutions that could be helpful for students. For instance, ChatGPT is the popular tool that helps users to generate ideas, edit their writing works, and increase the accuracy of language usage. This research investigates how the students enrolled in the English Education department at the 2023 batch of Universitas Negeri Medan perceive ChatGPT as the medium for learning writing using the theoretical framework of the technology acceptance model. a descriptive quantitative research design was chosen, and data was collected using the questionnaire applied to the 87 sixths semester students. The analysis showed that the respondents had a positive attitude towards the discussed technology. More specifically, 75.9% of the respondents considered ChatGPT to be an effective means for helping them conduct writing tasks, while 81.6% of them used it with a bit of caution through the verification of information created by the artificial intelligence prior to integrating it in their academic writings. Furthermore, 50.6% of the respondents utilized ChatGPT during writing tasks on a regular basis, and also saw it only as an additional means of learning and not as a replacement for writing independently. Another advantage mentioned by the majority of respondents is the convenience associated with the interface and quick responses to queries. Although most of the interviewees positively viewed ChatGPT as a supportive tool, they all stressed the necessity of verifying information obtained from AI.</p> |
| <p><b>Keywords:</b><br/>Artificial Intelligence, ChatGPT, EFL Writing, Students' Perception, Technology Acceptance Model (TAM).</p>                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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## I. INTRODUCTION

Writing is one of the essential skills in language learning because it enables students to express ideas, communicate information, and engage effectively in written communication. Although English language learners are expected to develop writing as one of the core language skills, many still encounter difficulties in mastering it because writing involves multiple interconnected requirements. To produce effective writing, learners need

to generate ideas, organize information logically, apply appropriate grammatical structures, and use suitable vocabulary simultaneously. In addition, writing requires more than linguistic knowledge, as it also involves critical thinking, logical organization of ideas, and clear expression. Unlike speaking, which often allows immediate feedback from listeners, writing provides limited opportunities for real-time correction. As a result, many students find it difficult to translate their thoughts into written form, particularly in academic contexts, and therefore require support throughout the writing process. These challenges have encouraged educators and researchers to explore innovative technology-based approaches that can support the development of students' writing skills. In this regard, Pratama and Sulistiyo (2024) argued that the increasing use of artificial intelligence in language learning has created greater opportunities for learners to improve their writing skills.

Artificial intelligence (AI) has become one of the major technological developments influencing various aspects of education in recent years. AI refers to a collection of technologies that enable computers to analyze, process, understand, and communicate information, including both spoken and written language. In addition to processing information, AI can provide suggestions, answer questions, and offer guidance based on users' needs. As AI continues to evolve, its educational applications have become increasingly important for supporting teaching and learning activities. Among the AI-powered technologies currently used in education, ChatGPT has emerged as one of the most widely adopted tools. Developed by OpenAI, ChatGPT generates human-like responses based on users' prompts. In the context of language learning, ChatGPT can serve as a medium for writing instruction by helping learners generate ideas, develop outlines, expand vocabulary, correct grammatical errors, organize paragraphs, and receive feedback on their writing. Through these functions, ChatGPT provides immediate responses that encourage learners to engage more actively in writing activities.

The growing use of ChatGPT in educational settings has attracted increasing attention from researchers, particularly regarding its potential to support students' writing development. A growing body of research suggests that artificial intelligence can make a positive contribution to writing instruction. For example, Pratama and Sulistiyo (2024), in their systematic review of 22 peer-reviewed studies, reported that AI technologies such as ChatGPT provided timely feedback on grammar, punctuation, and writing style while helping learners revise their work more efficiently. The review also found that ChatGPT supported learners' creativity by facilitating brainstorming activities and expanding their vocabulary. In addition, the technology contributed to more personalized learning by identifying individual writing patterns and responding to students' specific learning needs. Building on these findings, subsequent studies have examined students' perceptions of using ChatGPT in writing activities and have generally reported positive responses. Hasanah and Nurcholis (2024), for instance, found that English Education students viewed ChatGPT positively because it helped them generate supporting ideas, improve the quality of their writing, work more efficiently, and complete writing assignments in less time. Similarly,

Silalahi (2025) reported that students perceived ChatGPT as both useful and easy to use because it enabled them to access relevant information, organize ideas more effectively, expand their vocabulary, and improve the overall quality of their writing.

This positive perception of ChatGPT is not limited to university students, as similar findings have also been reported among secondary school learners. For example, Napitupulu et al. (2025) found that ChatGPT helped students improve their grammar, vocabulary, sentence structure, and idea organization. The study also reported that the tool increased students' confidence in writing because it was perceived as user-friendly and effective in addressing various writing difficulties. Similarly, Wardhana et al. (2026) found that ChatGPT served as an effective learning resource by providing immediate feedback, supporting vocabulary development, facilitating idea generation, and helping students overcome writer's block. In addition, the study showed that ChatGPT enhanced students' creativity by assisting them with brainstorming, outlining, and exploring alternative perspectives during the writing process. Taken together, these findings suggest that ChatGPT can support students' writing development in various ways. Beyond improving writing skills, the technology also encourages students to become more creative, productive, confident, and actively engaged in writing activities. Overall, these findings are consistent with previous studies highlighting the broader contribution of artificial intelligence to educational practices.

Artificial intelligence has transformed the way students access and use learning resources, particularly in language learning. Rather than simply providing information, AI supports learners throughout the learning process by offering guidance that can be tailored to their individual needs. This role is especially evident in writing instruction, where AI provides immediate feedback that is not always available in conventional classroom settings. As a result, students can review their grammar, vocabulary choices, and overall writing organization more efficiently while continuing to develop their writing skills independently. As the use of AI in higher education continues to expand, educational institutions have increasingly recognized its potential to provide more personalized learning support, particularly in language learning. Since writing development requires continuous practice and timely guidance, AI tools such as ChatGPT can complement classroom instruction by providing assistance when teachers are unavailable. Therefore, examining students' perceptions of AI-assisted writing tools, including ChatGPT, is essential for understanding how these technologies influence writing development and the extent to which they can support learning in contemporary educational contexts.

Although previous studies have consistently reported positive perceptions of ChatGPT, understanding the factors underlying these perceptions requires an appropriate theoretical framework. In this regard, the Technology Acceptance Model (TAM) provides a well established explanation of how individuals accept and use a particular technology. According to TAM, technology is more likely to be accepted when users perceive it as both useful and easy to use. Perceived usefulness refers to the extent to which individuals believe that a technology can improve their performance, whereas perceived ease of use reflects the

degree to which the technology is considered simple to learn and operate. Together, these two constructs play an important role in shaping users' acceptance of educational technology. Supporting this view, Ali et al. (2024), in their meta-analysis, confirmed that TAM remains a relevant framework for explaining the adoption of AI technologies, particularly because perceived usefulness and perceived ease of use continue to be key determinants of technology acceptance. Based on this framework, the present study adopts four TAM constructs perceived usefulness (PU), perceived ease of use (PEOU), attitude toward use (ATU), and behavioral intention to use (BIU) to guide the development of the research instrument and the interpretation of students' perceptions, as discussed further in the Methods section.

Despite these reported benefits, the use of ChatGPT in education continues to present several challenges. Although many students acknowledge its usefulness, concerns remain regarding the accuracy and reliability of the information it generates. Wardhana et al. (2026) reported that some students were worried about becoming overly dependent on ChatGPT because they found it increasingly difficult to complete tasks independently. The study also found that AI-generated responses were not always accurate and therefore required additional verification before being used. Similar concerns emerged from preliminary interviews conducted with English Education students from the 2023 batch of Universitas Negeri Medan. Although most participants recognized the advantages of ChatGPT in supporting their writing activities, several expressed concerns about information reliability and the possibility of becoming dependent on the technology. One participant explained that they consistently verified the information generated by ChatGPT because relying on a single source was considered inappropriate. Interestingly, differences in the way students used ChatGPT also became evident. Nearly all participants agreed that the tool should not be used for creative or personal writing, with one participant explaining that they preferred to complete free-writing tasks independently and reserved the use of ChatGPT for non-personal or academic purposes. Taken together, these findings indicate that students' perceptions of ChatGPT are more complex than those reported in previous studies.

While previous studies have consistently reported positive perceptions of ChatGPT in writing activities, their findings have mainly focused on its benefits, such as improving grammar, expanding vocabulary, enhancing writing quality, supporting idea generation, and increasing students' confidence. However, limited attention has been given to the relationship between students' perceptions and their actual use of ChatGPT. Issues such as dependency, concerns about the accuracy and reliability of AI-generated information, and the selective use of ChatGPT for different types of writing have not been explored extensively. In addition, most existing studies have involved broad groups of participants, including secondary school and university students from various academic disciplines. Comparatively few studies have focused specifically on English Education students, who engage intensively in writing activities while also being expected to maintain academic integrity. Therefore, further investigation is needed to provide a deeper understanding of

English Education students' perceptions of ChatGPT as a medium for learning writing and how these perceptions are reflected in their actual writing practices.

To address these gaps, this study investigates the perceptions of English Education students from the 2023 batch of Universitas Negeri Medan toward the use of ChatGPT as a medium for learning writing by applying the Technology Acceptance Model (TAM). Specifically, the study explores students' perceptions of the usefulness and ease of use of ChatGPT, as well as the opportunities and challenges they encounter when using it for writing activities. These perceptions are examined by mapping students' responses from a structured questionnaire to the four constructs of TAM: perceived usefulness (PU), perceived ease of use (PEOU), attitude toward use (ATU), and behavioral intention to use (BIU). Through this approach, the study seeks to contribute to the growing body of literature on the use of artificial intelligence in writing instruction. Based on the research gap identified in previous studies, this research addresses the following questions: (1) What are the perceptions of English Education students regarding the use of ChatGPT as a medium for learning writing? and (2) How is the use of ChatGPT as a medium for learning writing manifested in the perceptions of English Education students? As the integration of artificial intelligence into language learning continues to expand, addressing these questions is becoming increasingly important for understanding how students perceive and use ChatGPT in writing instruction. The findings are expected to provide insights for teachers in integrating ChatGPT into writing instruction while encouraging students to use the technology critically, responsibly, and ethically as a learning support rather than a substitute for their own writing abilities.

## II. METHODS

This study employed a descriptive quantitative research design to investigate sixth-semester English Language Education students' perceptions of ChatGPT as a writing aid. Before the main data collection was conducted, a preliminary open-ended interview was carried out with a small group of students from the same cohort to identify recurring issues and support the formulation of the research problem. This preliminary stage served an exploratory purpose and was not included in the main dataset analyzed in the study. The research was guided by the four constructs of the Technology Acceptance Model (TAM) proposed by Davis (1989), namely Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), and Behavioral Intention to Use (BIU). These constructs provided the analytical framework for both the development of the questionnaire and the interpretation of the findings. The study was conducted in the English Education Department at Universitas Negeri Medan and involved 87 sixth-semester students as respondents. Participants were selected based on three criteria: being members of the English Education 2023 cohort, currently enrolled in the sixth semester, and having used ChatGPT during writing classes. As the participants had completed multiple writing assignments, they were expected to possess prior experience with AI-assisted writing tools. Their ages ranged from 20 to 22 years, and gender was not considered a criterion for participant selection.

The research was conducted online using Google Forms to distribute a closed-ended questionnaire and collect participants' responses. The collected data were subsequently analyzed using descriptive analysis. The questionnaire was organized according to the four constructs of the Technology Acceptance Model. Perceived Usefulness (PU) examined students' views of ChatGPT as a tool for improving their writing skills. This construct was included because previous studies have demonstrated that AI tools such as ChatGPT can facilitate writing development by providing feedback, generating ideas, and assisting with revision, among other functions (Pratama & Sulistiyo, 2024). Perceived Ease of Use (PEOU) focused on the extent to which students experienced difficulties in learning to use ChatGPT and the amount of effort required to operate it effectively. This aspect was considered important because ease of use has been identified as a significant factor influencing the acceptance of AI technologies in educational settings (Ali et al., 2024). Attitude Toward Use (ATU) explored students' overall comfort, trust, and preference for using ChatGPT compared with completing writing tasks without AI assistance. It also examined students' concerns regarding the ethical use of ChatGPT in academic contexts. Finally, Behavioral Intention to Use (BIU) investigated the extent to which students relied on ChatGPT rather than completing writing tasks independently. This construct captured variations in both actual and intended usage patterns, ranging from writing without assistance to using ChatGPT for brainstorming, revising drafts, or refining language.

To encourage honest responses, the questionnaire instructions were written in a clear and concise manner. Respondents were informed that there were no correct or incorrect answers and were asked to answer each question based on their personal experiences. Before the questionnaire was distributed, its content validity was established through expert judgment. The research supervisor reviewed all questionnaire items to ensure that they adequately represented the four TAM constructs investigated in this study. Following the expert review, the questionnaire was piloted with one respondent to evaluate the clarity of the instructions before being administered to the remaining participants. The questionnaire link was then distributed through WhatsApp because it is widely used among university students. Responses collected automatically through Google Forms were exported for further processing and analyzed descriptively to identify patterns and trends across the four TAM constructs related to students' perceptions and use of ChatGPT. Prior to completing the questionnaire, participants were informed about the objectives of the study, the confidentiality procedures, and their right to withdraw from the research at any stage.

This study has several limitations related to the operationalization of the Technology Acceptance Model. The questionnaire employed closed-ended, single-item measures for each TAM construct, including Perceived Usefulness, Perceived Ease of Use, Attitude Toward Use, and Behavioral Intention to Use, rather than multi-item Likert-scale measures. Consequently, formal reliability testing, such as Cronbach's alpha, was not conducted because internal consistency estimates require multiple items measured on a consistent interval scale. Likewise, construct validity procedures, including factor analysis, were not performed due to the categorical nature of the response options. Instead, the instrument's content validity was established through expert judgment. The research supervisor reviewed all questionnaire items to ensure their alignment with the four TAM constructs before the questionnaire was distributed. Future studies are encouraged to develop a multi-item Likert-scale version of the instrument and incorporate formal reliability and validity testing. Such improvements would enable more robust statistical analyses of the relationships among the TAM constructs.

### III. RESULT AND DISCUSSION

#### Result

The questionnaire findings indicate that ChatGPT has become an important learning tool among sixth-semester English Education students, particularly in supporting academic writing activities. Overall, the participants demonstrated positive perceptions of the technology across the four constructs of the Technology Acceptance Model (TAM), namely Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), and Behavioral Intention to Use (BIU). Most students regarded ChatGPT as beneficial for generating ideas, improving grammar, refining sentence structure, and receiving immediate feedback throughout the writing process. At the same time, they acknowledged the limitations of AI-generated content and emphasized the importance of verifying information before incorporating it into academic assignments. These findings suggest that students perceive ChatGPT as a complementary learning resource that enhances writing performance while requiring responsible and critical use. Overall, the results indicate that students recognize both the advantages and the limitations of AI, allowing them to integrate the technology into their learning practices in a balanced manner.

Furthermore, the findings demonstrate that students have incorporated ChatGPT into their academic routines rather than viewing it as a temporary technological trend. The high level of acceptance suggests that AI-assisted writing tools have become increasingly relevant in higher education, where students regularly engage in independent writing activities. This pattern reflects the expanding role of artificial intelligence in supporting language learning and academic writing. It also indicates that students are willing to adopt educational technologies that provide practical benefits while remaining aware of their potential limitations. Such balanced acceptance highlights students' ability to use AI as a supportive learning resource instead of relying on it uncritically. Consequently, the findings reinforce the growing significance of AI-assisted technologies in contemporary language education.

Table 1. Students' Perception of ChatGPT as a Media for Learning Writing

| TAM Constructs               | Response Categories                             | Number of Respondents | Percentage (%) |
|------------------------------|-------------------------------------------------|-----------------------|----------------|
| Perceived Usefulness (PU)    | Somewhat useful (requires verification)         | 66                    | 75.9           |
|                              | Very helpful for idea generation and refinement | 20                    | 23.0           |
|                              | Not helpful and sometimes confusing             | 1                     | 1.1            |
| Perceived Ease of Use (PEOU) | Frequently used for various task                | 44                    | 50.6           |
|                              | Used specifically for academic writing.         | 33                    | 37.9           |
|                              | Used only for university assignments.           | 9                     | 10.3           |
|                              | Rarely or never used.                           | 1                     | 1.1            |
| Attitude Toward Using (ATU)  | Cautious Trust (verification needed)            | 71                    | 81.6           |

|                                   |                                                     |    |      |
|-----------------------------------|-----------------------------------------------------|----|------|
|                                   | Skeptical due to errors or modification             | 16 | 18.4 |
| Behavioral Intention to Use (BIU) | Primarily independent, occasional ChatGPT use       | 44 | 50.6 |
|                                   | Frequent reliance on ChatGPT for writing assistance | 34 | 39.1 |
|                                   | Near-total reliance on ChatGPT for assignments      | 9  | 10.3 |

**Discussion**

The findings reveal that students perceived ChatGPT as a highly useful tool for supporting their writing activities. As presented in Table 1, 66 respondents (75.9%) considered ChatGPT useful despite recognizing the need to verify its responses, whereas 20 respondents (23.0%) viewed it as particularly beneficial for generating ideas and refining their writing. Only one respondent (1.1%) reported that ChatGPT was not helpful during the writing process. These results indicate that students generally regarded ChatGPT as an effective learning aid that supports various stages of writing, including brainstorming, drafting, revising, and improving language accuracy. In addition, participants appreciated the technology not only because it generated ideas but also because it provided immediate assistance whenever they encountered difficulties while completing writing tasks. Overall, the findings demonstrate that ChatGPT effectively supports students throughout different phases of the academic writing process.

The positive perception of ChatGPT’s usefulness may be attributed to several practical advantages offered by the technology. Unlike conventional writing resources, such as dictionaries or grammar books, ChatGPT combines multiple functions within a single platform by providing explanations, language corrections, vocabulary suggestions, and organizational support simultaneously. As a result, students can obtain immediate assistance without consulting multiple resources, making the writing process more efficient and less time-consuming. Moreover, its accessibility across various digital devices enables students to receive writing support whenever and wherever it is needed. According to Davis (1989), users are more likely to adopt a technology when they believe it improves their performance. Therefore, the high level of perceived usefulness identified in this study indicates that students accepted ChatGPT because they believed it enhanced both the quality and efficiency of their academic writing.

These findings are also consistent with previous studies that reported similar perceptions among language learners. Hasanah and Nurcholis (2024) found that university students valued ChatGPT because it improved writing quality, increased productivity, and facilitated idea organization. Likewise, Hayadi et al. (2025) and Zebua and Katemba (2024) reported that students appreciated ChatGPT for supporting vocabulary development, grammatical accuracy, and writing motivation. Wardhana et al. (2026) also concluded that ChatGPT functioned as an effective writing assistant by providing immediate feedback and facilitating brainstorming activities. Collectively, these findings indicate that perceived usefulness remains one of the strongest factors influencing students’ acceptance of AI-assisted writing technologies in higher education.

The findings also demonstrate that students perceived ChatGPT as an easy-to-use technology that could be integrated naturally into their writing activities. Most participants reported using ChatGPT frequently, either for a variety of writing-related tasks or specifically for academic writing. These responses suggest that students encountered few difficulties when learning to operate the application and were able to access its features without requiring extensive technical knowledge. Furthermore, the simplicity of the interface, combined with its ability to generate immediate responses, enabled students to obtain writing assistance efficiently whenever needed. This high level of perceived ease of use appears to have encouraged students to incorporate ChatGPT into their regular academic practices. Overall, the findings indicate that the platform's user-friendly design supported its successful adoption among the participants.

The ease of operating ChatGPT allowed students to concentrate on developing their ideas rather than learning how to use the technology itself. Since the platform requires minimal effort to navigate, students were able to complete writing tasks more efficiently and with fewer technical barriers. In addition, the convenience, accessibility, and responsiveness of ChatGPT reduced the effort needed to obtain writing support throughout the writing process. According to Davis (1989), technologies that are perceived as easy to use are more likely to be accepted because users experience fewer obstacles during adoption. In the present study, these characteristics strengthened students' overall acceptance of ChatGPT by making it both practical and accessible for academic writing. Therefore, the findings suggest that ease of use played a significant role in encouraging students to integrate the technology into their learning activities.

These findings are consistent with previous studies highlighting the importance of usability in the adoption of educational technologies. Ali et al. (2024) identified perceived ease of use as one of the primary factors influencing students' acceptance of artificial intelligence in educational settings. Similarly, Valova et al. (2024) reported that students preferred ChatGPT because its user-friendly interface enabled them to complete academic tasks more efficiently. Within the original Technology Acceptance Model, Davis (1989) proposed that perceived ease of use not only directly influences technology acceptance but also contributes to perceived usefulness, as technologies requiring less effort allow users to recognize their benefits more readily. This perspective was further developed by Venkatesh and Davis (2000), who argued that ease of use exerts an even stronger influence on usefulness perceptions as users become more familiar with a system over time. Consistent with these theoretical perspectives, the high level of perceived ease of use observed in this study may partially explain the equally high level of perceived usefulness, indicating that both constructs reinforced one another in shaping students' acceptance of ChatGPT. Overall, the consistency of these findings across previous studies confirms that ease of use remains a key factor encouraging students to adopt AI-assisted learning technologies.

Although students generally expressed positive attitudes toward ChatGPT, the findings also reveal that their acceptance of the technology was accompanied by a cautious approach to AI-generated information. Many participants reported verifying ChatGPT's responses before incorporating them into their academic writing because they recognized that AI-generated content could occasionally contain inaccuracies or misleading information. Rather than reflecting distrust toward the technology, this behavior demonstrates that students acknowledged both its strengths and its limitations while evaluating its outputs critically. Such findings illustrate the development of responsible digital literacy, as students assessed the credibility of AI-generated responses before using them in academic contexts. This practice is particularly important in higher education, where academic writing requires accurate information, proper referencing, and adherence to the

principles of academic integrity. Consequently, students appeared to perceive ChatGPT as a valuable learning assistant rather than an authoritative source of knowledge. Overall, their positive attitude reflects informed acceptance that is supported by critical evaluation instead of unconditional trust.

These findings are consistent with previous studies that reported similar concerns regarding the reliability of AI-generated information. Hayadi et al. (2025) found that students frequently verified ChatGPT responses before incorporating them into academic assignments because inaccuracies occasionally occurred. Likewise, Wardhana et al. (2026) reported that students questioned the accuracy and relevance of certain AI-generated responses, particularly when the outputs did not align with assignment requirements. This pattern is consistent with the attitudinal component of the Technology Acceptance Model, which suggests that attitudes toward using a technology are formed through a rational evaluation of both its benefits and its limitations rather than through unconditional acceptance (Davis, 1989). Furthermore, the larger proportion of students expressing cautious trust instead of complete skepticism indicates that verification behavior functioned as a strategy for minimizing potential risks while maintaining positive perceptions of ChatGPT. Consequently, these findings demonstrate that positive attitudes toward AI can coexist with critical awareness, enabling students to use ChatGPT responsibly in academic writing.

The findings for Behavioral Intention to Use (BIU) reveal a gradual pattern of reliance on ChatGPT rather than a uniform level of dependence. As presented in Table 1, 44 respondents (50.6%) reported completing most of their writing tasks independently while occasionally consulting ChatGPT, indicating that half of the participants viewed the technology primarily as a supplementary learning resource. Meanwhile, 34 respondents (39.1%) stated that they frequently relied on ChatGPT to support their writing activities, suggesting a more consistent pattern of use throughout the writing process. A smaller group of 9 respondents (10.3%) reported using ChatGPT for nearly all of their writing assignments, representing the highest level of behavioral reliance observed in this study. These findings indicate that students' behavioral intention to use ChatGPT exists along a continuum ranging from occasional consultation to near-total reliance rather than reflecting a simple distinction between independent writing and AI-assisted writing. Overall, the results suggest that students differed in the extent to which they incorporated ChatGPT into their academic writing practices.

Within the Technology Acceptance Model, this distribution is consistent with Davis's (1989) proposition that behavioral intention to use a technology is influenced by the combined effects of perceived usefulness and perceived ease of use rather than by a single determinant. Students who perceived ChatGPT as more useful and easier to operate appeared more likely to integrate it into their writing activities on a regular basis, whereas those with more moderate perceptions tended to use it only as occasional support. Nevertheless, this pattern of reliance reflects different levels of responsible technology adoption rather than unquestioning dependence. Even among the smaller group of students who relied on ChatGPT for nearly all of their writing tasks, this behavior does not necessarily indicate excessive dependence because most participants still acknowledged that overreliance on AI could limit the development of their own writing abilities. Consequently, students appeared willing to use ChatGPT when it complemented, rather than replaced, their individual efforts. They also demonstrated an understanding of the importance of maintaining originality and academic integrity while benefiting from technological assistance. Overall, these findings indicate that students employed ChatGPT responsibly as a learning aid for idea development, language improvement, and revision while preserving their own authorship, reinforcing the

view that AI can contribute positively to writing instruction when used critically, ethically, and in combination with students' own intellectual efforts.

#### **IV. CONCLUSION AND SUGGESTION**

##### **Conclusion**

This study investigated English Education students' perceptions of ChatGPT as a medium for learning writing through the four constructs of the Technology Acceptance Model (TAM): Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Use (ATU), and Behavioral Intention to Use (BIU). The findings indicate that students generally perceived ChatGPT as a useful and accessible learning tool that supported idea generation, language improvement, revision, and immediate feedback throughout the writing process. Furthermore, these positive perceptions were reflected in students' actual writing practices. Most participants used ChatGPT to brainstorm ideas, refine drafts, improve grammatical accuracy, and enhance the overall quality of their writing rather than to produce complete assignments. At the same time, they recognized the limitations of AI-generated responses and consistently verified the information before incorporating it into academic work. They also emphasized the importance of maintaining their own authorship, demonstrating a balanced and responsible approach to AI-assisted writing. Overall, the findings suggest that students accepted ChatGPT as a complementary learning resource that enhanced the writing process without replacing independent thinking, thereby supporting the Technology Acceptance Model and extending its application to AI-assisted writing in higher education.

##### **Suggestions**

Based on these findings, students are encouraged to use ChatGPT strategically to support brainstorming, revision, and language refinement while continuing to develop their own writing competence through independent practice and critical evaluation of AI-generated content. Likewise, lecturers should provide explicit guidance on the ethical integration of artificial intelligence into writing instruction by emphasizing information verification, academic integrity, and responsible AI use. Such guidance is expected to help students maximize the educational benefits of ChatGPT while minimizing the risk of excessive reliance on AI-generated responses. Considering the methodological limitations of this study, future researchers are encouraged to develop validated multi-item TAM instruments that enable reliability and construct validity testing, thereby providing stronger empirical evidence of technology acceptance. In addition, future studies should involve participants from different universities, educational levels, and academic disciplines to improve the generalizability of the findings. Finally, qualitative or mixed-methods research is recommended to provide deeper insights into how AI-assisted writing practices influence students' writing development and technology acceptance over time.

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