

An Investigation into the Use of English Writing Assistance Applications among Grade XI-B Students at MAN 1 Lamongan

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The increasing use of artificial intelligence (AI)-based writing assistance applications has significantly transformed how students approach academic writing, particularly in English language learning. Despite its growing popularity, understanding how secondary school students integrate these digital tools remains essential. This study investigated the utilization, perceptions, and challenges regarding AI-driven writing assistants in English as a Foreign Language (EFL) contexts. Employing a qualitative case study approach, data were collected through semi-structured interviews with 20 (twenty) students at grade XI-B of MAN 1 Lamongan and analyzed thematically. The findings show that students actively use applications such as ChatGPT, Grammarly, QuillBot, and Google Translate across various writing stages, including brainstorming, drafting, grammar correction, and paraphrasing. Students perceived these applications as effective tools that boost writing confidence, expand vocabulary, and improve text accuracy. However, the study also identified critical challenges, notably student over-reliance on automated suggestions, reduced deep engagement with grammar rules, and potential risks to academic integrity. This study concludes that while AI-based tools offer valuable learning assistance, their integration requires balanced instructional guidance. Teachers must foster digital literacy to ensure students use AI as a self-assessment supplement rather than a complete substitute for independent writing skills.

Keywords: *AI Writing Assistance, EFL Writing, Qualitative Case Study, Digital Literacy.*

ABSTRAKSI

Meningkatnya penggunaan aplikasi bantuan menulis berbasis kecerdasan buatan (artificial intelligence/AI) telah mengubah secara signifikan cara siswa melakukan penulisan akademik, khususnya dalam pembelajaran bahasa Inggris. Terlepas dari popularitasnya yang kian meningkat, pemahaman tentang bagaimana siswa sekolah menengah mengintegrasikan alat-alat digital ini tetap menjadi hal yang sangat penting. Penelitian ini menginvestigasi pemanfaatan, persepsi, dan tantangan terkait alat bantu menulis berbasis AI dalam konteks bahasa Inggris sebagai bahasa asing (English as a Foreign Language/EFL). Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara terstruktur dengan 20 (Dua puluh) siswa program peminatan bahasa Inggris kelas XI-B MAN 1 Lamongan dan dianalisis secara tematik. Temuan penelitian menunjukkan bahwa siswa secara aktif menggunakan aplikasi seperti ChatGPT, Grammarly, QuillBot, dan Google Translate di berbagai tahapan menulis, termasuk pencarian ide (brainstorming), penyusunan draf, koreksi tata bahasa, dan parafrase. Siswa menganggap aplikasi-aplikasi ini sebagai alat yang efektif untuk meningkatkan rasa percaya diri dalam menulis, memperluas kosakata, dan meningkatkan akurasi teks. Namun, penelitian ini juga mengidentifikasi beberapa tantangan krusial, terutama ketergantungan berlebihan siswa pada saran otomatis, berkurangnya keterlibatan mendalam terhadap aturan tata bahasa, serta potensi risiko terhadap integritas akademik. Penelitian ini menyimpulkan bahwa meskipun alat berbasis AI menawarkan bantuan pembelajaran yang berharga, integrasinya memerlukan bimbingan instruksional yang seimbang. Guru harus membina literasi digital untuk memastikan siswa menggunakan AI sebagai sarana evaluasi mandiri (self-assessment), bukannya sebagai pengganti utuh dari keterampilan menulis mandiri.

Kata Kunci : Bantuan Menulis Berbasis AI, Menulis EFL, Studi Kasus Kualitatif, Literasi Digital.

PENDAHULUAN

In English language learning, writing is one of the skills that must be mastered from elementary school through college. Writing in English is a complex process because it involves linguistic competence, idea development, and an understanding of communicative context (Hyland, 2019). In higher education, writing is one of the most challenging skills, as students are not only required to generate ideas but also to pay attention to grammar, academic sentence structure, and systematic writing (Ma, 2021). This demonstrates that writing is not merely about arranging sentences but also involves integrating critical thinking to organize, develop, and present ideas systematically.

Although various difficulties in writing have been identified, these challenges are not limited to technical aspects such as vocabulary and grammar; they also encompass students' cognitive and psychological factors. Limitations in organizing ideas and low self-confidence often become obstacles in producing coherent and academic writing (Puspita, 2024). This illustrates that the writing process is a complex activity that requires not only language proficiency but also

critical thinking skills and continuous practice.

Therefore, to overcome these challenges, students tend to leverage advancements in information and communication technology as an alternative strategy to enhance their writing skills. In English language learning, the use of technology offers students opportunities to improve their language proficiency more effectively and flexibly (Amir&Rustam, 2025 & Stocllwell, G. 2022). According to Kukulska-Hulme (2020), digital technology allows language learners to independently access various learning resources and receive faster feedback during the learning process. This indicates that technology functions not only as a learning medium but also as a supportive tool that helps students develop their writing skills more effectively.

Based on the findings of a study conducted by Anggrianingsih et al. (2026), the integration of technology into English language learning in the digital age has shown significant and diverse developments in practice. The use of digital platforms such as Learning Management Systems (LMS), Computer-Assisted Language Learning (CALL),

Mobile-Assisted Language Learning (MALL), and social media has a positive impact on increasing motivation, engagement in learning, and learning outcomes. It also enhances the accessibility and flexibility of English language learning. Along with these developments, artificial intelligence (AI)-based technology has begun to emerge as part of innovation in language learning, particularly in supporting writing skills.

The application of Artificial Intelligence (AI) in education has been implemented at various levels, ranging from elementary school to higher education. According to research conducted by Sulaiman et al. (2025) at the elementary school level, the use of AI with adaptive quiz features provides students with an enjoyable and meaningful learning experience, thereby improving their retention and participation in learning. Research conducted by Fansuy (2023) on training with AI writing tools at the lower secondary level found that students were able to develop their writing skills more effectively. This is reinforced by the results of research conducted by Nurlaela (2025) at the high school level regarding the application of AI-based technologies, such as ChatGPT, which can serve as an effective solution to enhance students'

digital literacy skills in the digital age. These findings reinforce the results of research conducted by Hashim (2018), who stated that the application of digital technology in education can increase student motivation and interaction in the learning process. The integration of AI in language learning not only enriches students' learning experiences but also helps build critical and creative thinking skills.

At the higher education level, the use of artificial intelligence technology is growing and is widely employed to support students' academic writing processes. Various AI-based tools such as ChatGPT, Grammarly, and QuillBot are utilized to help students develop ideas, improve grammar, and enhance the coherence and quality of their academic writing. Research findings indicate that the use of AI writing tools can help improve fluency, language accuracy, writing quality, and boost students' confidence through immediate feedback (O'Neill & Russell, 2019; Wang & Han, 2022). These findings suggest that AI technology can serve as a supportive tool to help students understand the academic writing process more systematically and effectively. Thus, the use of AI in writing instruction at the university level can be an innovative

approach that supports the development of students' academic writing skills in the digital age.

Additionally, the use of AI in academic writing is beginning to raise ethical issues, particularly regarding the boundary between technological assistance and students' original contributions in producing written work. This issue is becoming increasingly relevant as the use of AI writing tools in completing academic assignments rises. However, this aspect is rarely discussed in depth within the context of students' real-world experiences, particularly regarding academic writing: how they perceive the use of AI—whether as a tool or as a substitute for the thinking and writing process itself.

This study aims not only to explore how English Education students utilize writing assistance applications to support their academic writing process but also to understand the implications for their thinking process, independent learning, and ethical boundaries in academic writing.

METHOD

This study employs a qualitative approach using the case study method to

deeply explore students' experiences in using writing assistance applications within their academic processes. The participants in this study consisted of 20 (twenty) students from grade XI-B of Madrasah Aliyah Negeri 1 Lamongan (MAN 1 Lamongan). Participants were selected using purposive sampling, which involves selecting individuals with experience relevant to the research topic.

Research data were collected through in-depth interviews. The interviews were conducted using a semi-structured approach. The interviews were conducted in person and lasted approximately 15–30 minutes per participant.

The data obtained was then analyzed using thematic analysis. The analysis was conducted in several stages: repeatedly reading the entire interview transcripts, identifying key codes, grouping the codes into relevant themes, and interpreting the meaning of each identified theme.

RESULT AND DISCUSSION

Based on the results of interviews conducted with 20 (twenty) students of grade XI-B of MAN 1 Lamongan, several themes emerged that illustrate how

students use writing assistance apps in their school work. These themes include the types of applications used, reasons for use, the writing process with the help of applications, the most frequently used features, perceived benefits, challenges faced, the impact on the thinking process, dependence on applications, and students' perceptions of the use of writing assistance applications. Each theme was analyzed based on participants' responses and linked to existing theories and prior research to gain a deeper understanding.

TOPIC 1: TYPES OF WRITING ASSISTANCE APPS

The interview results indicate that students use various types of writing assistance apps to support their writing process. The most frequently used apps are ChatGPT, Grammarly, QuillBot, and Google Translate. Most participants stated that ChatGPT is used to generate ideas, create example sentences, and help understand the structure of academic writing. Meanwhile, Grammarly is primarily used to check for grammar, spelling, and sentence structure errors. One participant noted in the interview, "I most often use ChatGPT to generate initial ideas, then use Grammarly to check grammar before submission." As for Quill

Bot and Google Translate, they are used to help understand vocabulary or translate specific phrases considered difficult.

According to Hyland (2019), academic writing is a complex process because it involves linguistic skills, idea development, organization of thoughts, and the ability to convey a message clearly to the reader. In this process, students often face difficulties in organizing ideas and using appropriate language structures, thus requiring additional support during the writing process. The availability of AI-based writing assistance applications provides an alternative that makes it easier for students to overcome these obstacles, particularly during the planning and revision stages of their writing. Technologies such as ChatGPT and Grammarly help students not only with technical aspects of language but also in developing ideas systematically.

Based on these findings, it can be concluded that students' selection of writing assistance applications is not random but based on the specific functions they need in the writing process. The predominant use of ChatGPT indicates that students need more assistance in the early stages of writing, particularly in generating ideas and developing an

outline. Meanwhile, the use of Grammarly and QuillBot suggests that students also place great emphasis on the final quality of their writing before submission. This demonstrates that AI technology serves not only as a language correction tool but has become an integral part of students' thought processes and academic writing strategies. Thus, it can be concluded that the use of various writing assistance applications reflects a shift in students' learning patterns in the digital age, where they increasingly rely on technology to achieve better academic outcomes.

TOPIC 2: REASONS FOR USING WRITING ASSISTANCE APPS

The interview results show that students use writing assistance apps for various reasons related to their academic needs and the difficulties they face when writing in English. Most participants stated that the use of apps such as ChatGPT, Grammarly, and QuillBot is driven by school assignment requirements, such as writing simple story, reports, articles, and, some projects. Students feel that these assignments require strong writing skills, particularly in the use of proper grammar, the selection of academic vocabulary, and the systematic organization of ideas. One participant

stated, "I started using writing assistance apps more frequently because school assignments are piling up, and teachers expect more formal and polished writing." This statement indicates that academic needs are the primary factor driving students to utilize technology in their writing process.

In addition to academic demands, difficulties with grammar and limited vocabulary were also the most common reasons cited. Many participants admitted that they often struggled with tenses, sentence structure, subject-verb agreement, and the appropriate use of vocabulary in academic contexts. Some students also find it difficult to develop ideas into coherent and well-structured paragraphs. One participant explained, "Sometimes I know what I want to write, but it's hard to put it into proper English sentences." This situation indicates that the main issue for students is not only their language proficiency but also a lack of confidence in translating their ideas into academic writing. Therefore, writing assistance apps are considered the most practical solution to help them produce high-quality written work. The statement above aligns with the view expressed by Rahimi and Fathi (2021), who noted that English language students often face

writing difficulties due to limited linguistic ability, insufficient mastery of grammar, and low self-confidence in expressing ideas in writing.

With the help of AI, students felt that the writing process became more focused and less mentally taxing. These findings are also supported by research conducted by Riadil (2021), which shows that English language education students tend to use digital technology as a learning strategy to overcome difficulties in academic writing, particularly in the areas of grammar correction and vocabulary development. The study by Nazari et al. (2021) also explains that the use of AI writing tools can boost students' confidence because they receive immediate feedback on the errors they make.

It can be concluded that similar results are evident in this study, where the majority of students felt more confident when submitting assignments after their writing was checked using a writing assistance app.

TOPIC 3: THE WRITING PROCESS WITH THE AID OF WRITING APPLICATIONS

Interview results show that most students do not immediately use writing assistance apps from the start of the writing process, but first draft their work independently. They typically begin by understanding the topic, creating a simple outline, and then writing down the main ideas based on their own understanding. Only after the initial draft is complete do they use apps like ChatGPT, Grammarly, and QuillBot to assist with the revision and refinement of their writing. One participant stated, "I usually write on my own first, then after finishing, I check the grammar and fix sentences using Grammarly or QuillBot." However, some participants admitted that they sometimes use ChatGPT right from the start when they struggle to begin writing or face time constraints in completing assignments. This indicates that writing assistance apps are used more as supportive tools during the revision stage rather than as the primary tool for generating the text.

This suggests that writing assistance apps are used more as supporting tools during the revision stage than as the primary tool for producing

written work. In the early stages of writing, ChatGPT is the most frequently used app for brainstorming ideas, understanding the topic, and creating sample outlines or opening sentences. Some students also admitted that they often struggle when starting to write, especially when determining the main idea and structuring relevant arguments to align with the discussion topic. In such situations, students use AI to get an initial outline before developing the text independently. This is supported by a statement from one participant who said, “If I’m unsure where to start, I usually ask ChatGPT first to get an idea of the content I’ll be writing.” This statement indicates that AI functions as a brainstorming partner that helps students overcome temporary writer’s block and simplifies the planning stage of their writing.

After the drafting stage was complete, students relied more heavily on Grammarly and QuillBot to revise grammar, improve sentence structure, and make their sentences more formal and academic. Some participants also use Google Translate to help find more appropriate vocabulary. From the interview results, it can be concluded that they realize that their initial drafts often still contain many grammatical errors and

do not align with the academic writing style expected by instructors. Therefore, the revision stage becomes a crucial part of their writing process. According to Hyland (2019), academic writing is not a onetime process but an iterative one involving continuous drafting, revising, editing, and rewriting to produce a well-crafted piece. This finding indicates that students understand writing as a process, not merely the final product.

The findings of this study are also consistent with the research by Kohnke et al. (2023), which states that students tend to use AI writing tools in two main stages: the idea generation stage and the revision support stage. In the early stage, AI helps students generate ideas and build the structure of their writing, while in the final stage, AI is used to improve the linguistic accuracy and academic quality of the writing. Research conducted by Nazari et al. (2021) also shows that students feel more confident when they can self-revise with the help of AI-based technology before submitting their assignments to instructors. A similar pattern was observed in this study, where students felt more confident after their writing had been checked using a writing assistance app. Thus, the use of writing assistance applications does not replace students’

thinking processes but becomes part of a learning strategy that helps them engage in the writing process more systematically, purposefully, and efficiently.

TOPIC 4: MOST FREQUENTLY USED FEATURES

Interview results show that there are writing assistance app features most frequently used by students in the academic writing process, namely grammar checkers, paraphrasing, translation features, synonym suggestions, and sentence improvement suggestions. Of all these features, grammar checking is the most widely used because students feel that grammatical errors are the main problem in their writing. Most participants stated that they frequently use Grammarly to check tenses, subject-verb agreement, punctuation, and sentence structure before submitting assignments. One participant in the study said, “I use Grammarly most often to check grammar because I’m afraid there will be many errors when I submit my assignment.” This statement indicates that grammatical accuracy is a primary concern for students in producing high-quality academic writing.

In addition to grammar checking, QuillBot’s paraphrasing feature is also one of the most frequently used features.

Students use this feature to refine their sentences so they sound more formal, academic, and less simplistic. Some participants admitted that they often felt the sentences they wrote were still too simple or didn’t quite fit the academic writing style, making paraphrasing a practical solution. One participant stated, “I often use QuillBot to make my sentences neater and more academic, especially when writing articles.” Additionally, the synonym suggestions feature also helps students enrich their vocabulary and avoid repeating the same words within a single paragraph. This indicates that students are not only focused on grammatical accuracy but also on the quality of their language and academic writing style.

The translation and sentence improvement suggestions features are also used quite frequently, especially when students struggle to understand specific vocabulary or construct more natural sentences in English. Google Translate is still used to help look up word meanings or translate specific phrases, while the AI suggestions feature in ChatGPT is used to obtain clearer and more structured sentence alternatives. According to Kohnke et al. (2023), features in AI writing tools such as grammar correction,

paraphrasing, and vocabulary enhancement play a crucial role in helping students improve the quality of their academic writing more quickly and efficiently.

The use of paraphrasing and sentence improvement features indicates students' awareness of the importance of language quality and academic style in their writing. This suggests that students tend to be more concerned about grammar errors because this aspect is often the primary criterion in academic writing. This also demonstrates that writing assistance applications are not only used to correct technical errors, but also as a tool to improve the quality of thinking and convey ideas more professionally in an academic context.

TOPIC 5: PERCEIVED BENEFITS OF USING WRITING ASSISTANCE APPS

Interview results indicate that English language education students experience various tangible benefits from using writing assistance apps in their academic writing process. The most prominent benefit reported is an improvement in writing quality, particularly in terms of grammar, vocabulary, sentence structure, and

coherence between paragraphs. Most participants stated that after using applications such as Grammarly, QuillBot, and ChatGPT, their writing became neater, more formal, and more aligned with academic writing standards. One participant in the study stated, "After using Grammarly and QuillBot, I feel my writing has become neater, clearer, and easier to read and understand." This statement indicates that writing assistance apps help students produce higher-quality writing that is better prepared for academic evaluation. In addition to improvements in writing quality, students also experienced benefits in the form of time efficiency during the assignment completion process.

Some participants admitted that previously they needed a considerable amount of time to manually check grammar or search for the right vocabulary, but with the writing assistance apps, the process became faster and more practical. Using ChatGPT also helps most students generate initial ideas and create outlines, so they don't experience writer's block for too long when starting to write. One participant stated, "When I use ChatGPT, I can start writing faster because I already have a rough outline." This shows that AI technology not only improves the quality of written work but

also makes the writing process more efficient and focused.

A benefit of using writing assistance apps frequently reported by students in this study is an increased sense of confidence in writing English. Before using writing assistance apps, many students felt uncertain about their grammar and writing structure, often feeling anxious when submitting academic assignments. However, after receiving automatic feedback from apps like Grammarly, they felt more confident because they could self-correct their work before submission. According to Nazari et al. (2021), AI writing tools can boost students' self confidence because they receive immediate feedback that helps them understand their mistakes and correct them independently. Research by Wang and Han (2022) also indicates that the use of AI technology in academic writing can enhance motivation and learner autonomy, as students feel they have greater control over the revision process of their writing.

This indicates that the benefits of using writing assistance apps are not only evident in the writing process but also in the academic outcomes achieved by students. Thus, writing assistance apps serve as supportive tools that help students

improve the quality of their writing, save time, build self-confidence, and support overall academic achievement in English language learning. Of all the benefits identified, improved writing quality and self-confidence were the most prominent benefits reported by the majority of participants.

TOPIC 6: CHALLENGES AND LIMITATIONS IN THE USE OF WRITING ASSISTANT APPLICATIONS

Although writing assistant applications offer many benefits, interview results indicate that students also face various challenges and limitations in using them. One of the most frequently encountered challenges is the output from AI based writing assistance apps, particularly ChatGPT, where the results are often too general, lack specificity, and do not always align with the context of the desired assignment. Based on the interview findings, some participants noted that AI generated content frequently appears overly formal, too broad, or even irrelevant to the topic they are working on. One participant explained, "Sometimes the results from ChatGPT are too general, so I still have to review them again—in other words, make minor revisions to align with

the expected assignment.” This indicates that while AI can help provide initial ideas, students still need to independently evaluate and adjust the provided results.

Additionally, some participants also noted that using writing assistance apps does not always automatically produce correct answers, particularly regarding grammar and paraphrasing. Features in Grammarly and QuillBot sometimes suggest sentences that feel unnatural or even alter the original meaning of the intended message. In some cases, students had to make manual revisions because the paraphrased results were considered too stiff or inconsistent with the desired academic context. One participant stated, “Not all of QuillBot’s results are immediately suitable; sometimes the meaning changes, so I have to double-check.” This finding suggests that writing assistance apps cannot be fully utilized without the user’s active involvement in the revision process.

Another common challenge is the development of a dependency on the application, especially when students begin to find it difficult to write without AI assistance. Some participants admitted that they became too accustomed to using the application to generate initial ideas, check

grammar, or construct sentences, leading to a decline in their confidence to write independently. According to Ranalli (2021), the use of AI-based technology in language learning can indeed provide many benefits, but it also has the potential to lead to over-reliance if students become too dependent on automatic feedback and reduce their independent thinking processes.

TOPIC 7: THE IMPACT OF WRITING ASSISTANT APPS ON STUDENTS’ THINKING PROCESSES

Interview results indicate that the use of writing assistant apps not only affects the quality of students’ written work but also influences how they think during the writing process. Most participants stated that applications such as ChatGPT, Grammarly, and Quill Bot make the writing process easier, faster, and more focused. They felt particularly assisted in the early stages when they had to brainstorm ideas, create an outline, and determine the structure of their writing. One respondent stated, “With help from ChatGPT, it’s easier for me to understand what I need to write and I’m not as confused about where to start.” This statement indicates that writing assistance apps act as cognitive facilitators, helping students reduce the cognitive load during the early stages of writing.

However, some participants also realized that continuous use of AI-based applications can reduce independent thinking, especially when they rely too heavily on instant answers from AI. Some students admitted that they have become more accustomed to receiving ready-made results rather than developing ideas independently from scratch. In certain situations, they felt they preferred using AI to get quick answers rather than thinking through things manually for longer. One participant explained, “Sometimes, if I use AI too often, I become lazy to think for myself because everything feels faster when the app helps me right away.” This suggests that the convenience provided by technology can also influence students’ cognitive processes in constructing arguments and critically developing ideas.

According to Ranalli (2021), the use of AI-based technology in language learning can help improve learning efficiency, but it also has the potential to reduce reflective thinking if learners become overly reliant on automatic feedback without engaging in self-evaluation.

TOPIC 8: STUDENTS’ RELIANCE ON WRITING ASSISTANCE APPS

Interview results indicate that some students are beginning to feel a reliance on writing assistance apps when completing their academic assignments. This reliance is evident in the students’ habit of almost always using apps such as ChatGPT, Grammarly, and Quill Bot before submitting their writing assignments. Some participants admitted to feeling less confident when writing without the assistance of these applications, particularly when checking grammar, structuring academic sentences, and developing initial ideas. One respondent stated, “Now, when I write without Grammarly, I feel less confident—like I’m afraid there are many grammar mistakes I haven’t noticed.” This statement indicates that writing assistance applications have become an almost inseparable part of students’ academic writing process.

Beyond grammar checking, reliance is also evident in the use of ChatGPT for brainstorming ideas and outlining. Some students admitted that they prefer to seek initial answers through AI rather than trying to develop ideas on their own manually. In some situations, especially when facing assignment deadlines, students feel that

using AI is the fastest and safest way to start writing. In some situations, especially when facing assignment deadlines, students feel that using AI is the fastest and safest way to start writing. One participant explained, “If a deadline is approaching, I usually open ChatGPT right away because it’s faster than starting from scratch.” This suggests that the efficiency offered by AI can encourage students to become increasingly reliant on technology in their academic thinking processes.

According to Ranalli (2021), the use of AI-based technology in language learning can indeed improve efficiency and help learners overcome writing difficulties, but overly intensive use risks causing over-reliance, which can reduce learner autonomy. Research by Kohnke et al. (2023) also explains that students who use AI writing tools too frequently tend to focus more on the final result than on the learning process itself, so their independent writing skills may gradually decline. These findings align with the results of this study, in which some students admitted that they became more comfortable using AI assistance than relying on their own abilities.

However, not all participants viewed the use of the app as a form of negative dependency. Some students actually

regarded the writing assistance app as a support system that helped them learn more effectively, as long as its use remained controlled and was not used to replace the entire writing process. They recognize that the app should function as a tool for revising and developing ideas, not as a substitute for critical thinking skills and writing creativity.

TOPIC 9: STUDENTS’ PERCEPTIONS OF WRITING ASSISTANCE APPS

Interview results indicate that most students have a positive perception of using writing assistance apps in their academic writing process. Students view apps such as ChatGPT, Grammarly, and QuillBot as practical, efficient, and highly helpful tools for completing academic assignments. They feel that these applications simplify the writing process, particularly in correcting grammar, developing ideas, and producing more formal writing that meets academic standards. One participant stated, “In my opinion, applications like Grammarly and ChatGPT are very helpful because they make the writing process faster and less confusing.” This statement indicates that students view AI technology as a tangible form of support in meeting the demands of academic writing in higher education.

In addition to positive perceptions, some students also expressed critical views regarding the use of writing assistance apps. They recognize that while these apps offer many benefits, the results provided are not always accurate and still require independent review. Some participants believe that AI sometimes generates answers that are too generic, lack personalization, and do not fully align with the context of the assignment given by the instructor. One respondent explained, “AI is helpful, but if used as-is, the results are sometimes too generic and don’t feel like my own writing.” This indicates that students do not simply accept the technology passively but remain conscious of the need to evaluate the quality of the results provided by the application.

CONCLUSION

This study aims to explore the use of writing assistance applications by the 20 (twenty) grade (XI-B) students of MAN 1 Lamongan to support their academic writing process. The results show that students actively utilize various writing assistance applications such as ChatGPT, Grammarly, QuillBot, and Google Translate to assist with various stages of the writing process, ranging from brainstorming ideas, drafting, and paraphrasing to checking grammar and

revising sentence structure. These applications provide significant benefits in improving the quality of writing, time efficiency, self-confidence, and students’ academic outcomes.

However, this study also found that the use of writing assistance applications is not without various challenges and limitations. Some students encountered issues such as AI outputs that were too generic, changes in meaning in paraphrased results, and the need for manual revisions to ensure the writing remained appropriate for an academic context.

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