

Students' Perceptions of AI-Powered Writing Assistants for Enhancing Writing Skills

Syebila Zahara Sopa¹, Kurnia Febianti^{2*}, Umi Kalsum³
 {syebilazaharasopa@gmail.com¹, stkipmkurnia@gmail.com^{2*}, umkagoan@gmail.com³}

STKIP Muhammadiyah Pagar Aalam, Indonesia¹²³

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Abstract. This study aims to examine students' perceptions of AI-Powered Writing Assistants, namely Grammarly, ChatGPT, and QuillBot, regarding their ability to enhance writing skills at STKIP Muhammadiyah Pagar Alam. The rapid development of Artificial Intelligence has significantly influenced educational practices, particularly in academic writing, by providing tools that support grammar correction, idea generation, and paraphrasing. This study employed a descriptive quantitative research design. The participants consisted of 112 students from the English Education Study program, selected using a total sampling. Data were collected through a structured questionnaire using a four-point Likert scale and analyzed using descriptive statistics. The findings indicate that students generally have positive perceptions of AI-powered writing assistants. These tools are considered helpful in improving grammar accuracy, generating ideas, organizing writing, and enhancing overall writing quality. However, the results also reveal concerns regarding students' dependence on AI tools, a potential reduction in critical thinking, and academic risk related to misuse. Despite these concerns, students demonstrate awareness of academic ethics and the importance of responsible use. In conclusion, an AI-Powered Writing Assistant plays a significant role in supporting students' writing development when used appropriately. Therefore, balanced and ethical use of these tools is essential to maximize their benefits while minimizing potential risk in academic writing.

Keywords: AI-Powered Writing Assistants, ChatGPT, Grammarly, QuillBot, Students' perceptions, Academic writing

1. INTRODUCTION

The rapid development of Artificial Intelligence has significantly influenced educational practices, particularly in academic writing by providing tools that support grammar correction, idea generation, and paraphrasing. Artificial Intelligence (AI) has developed quickly in recent years and has had a big impact on many facets of modern life, such as communication, information access, and education. The learning process is now more useful, effective, and accessible thanks to the increasing integration of AI-based technology into student-used digital platforms. AI boosts academic efficacy, increases student engagement, and facilitates personalized learning in educational settings [1]. The quick development of AI in recent years has had a profound effect on many aspects of contemporary life, such as communication, information access, and education [2], [3]. AI-powered writing assistants are digital tools that help users with the writing process through analyzing content, identifying mistakes, and making recommendations to increase correctness, coherence, and clarity [4]. Higher education settings are increasingly utilizing artificial intelligence (AI) writing tools like Grammarly, ChatGPT, and QuillBot. Grammar correction, sentence rearrangement, paraphrasing, and vocabulary expansion are just a few of the writing chores that these tools assist with [5]- [7]. These tools include technologies like context-aware feedback and machine learning. Previous studies have shown that AI writing assistants can help with grammar, spelling, punctuation, and general writing clarity, especially for language learners [8], [9]. Although AI-Powered writing assistants can improve accuracy and clarity, excessive reliance may weaken students' critical thinking and independent writing skills, particularly among lower-proficiency learners who tend to accept AI feedback passively [10]-[11]. Therefore, understanding students' perceptions of using AI-powered writing assistants such as Grammarly, ChatGPT, and QuillBot was essential.

Students frequently use a variety of AI-based writing tools, such as Grammarly, ChatGPT, and QuillBot, to support academic writing assignments. Students can enhance their organization, language use, and writing quality by using these tools, which offer automatic feedback and advice. A growing tendency in how students finish writing projects in the digital age is reflected in the integration of these tools [12].

Artificial intelligence writing tools like Grammarly, Quillbot, and ChatGPT are used by many students learning English as a second language (ESL), particularly English as a foreign language, to get quick, real-time feedback on grammar, vocabulary, coherence, and editing [13]-[14]. Students can enhance their organization, language use, and writing quality by using these tools, which offer automatic feedback and advice [3], [15]. Nevertheless, there are several issues with using AI-powered writing helpers despite their benefits. Over-reliance on these tools can hinder students' ability to think independently, restrict their comprehension of the writing process, and impair their critical thinking abilities. According to earlier research, using AI tools incorrectly can result in over-reliance and decreased cognitive engagement [16], [17].

Several studies have explored students' perceptions of AI writing tools. For instance, Previous research found that students considered AI tools helpful for improving grammar, paraphrasing, and idea generation, though they were less effective for complex writing tasks such as developing arguments. Other studies also reported that AI tools were widely used in the pre-writing, drafting, and editing stages and received generally positive responses from students [18]-[19]. The tools are used for evaluate the score of memorizing and sometimes for mind mapping [18]-[20]. These also as a medium for scaffolding students to understand then stimulate students to step more innovative [22]-[24]. However, improper or excessive reliance on these tools can reduce critical thinking, creativity, and the ability to independently organize ideas.

Despite these findings, most previous studies have focused on general AI usage or specific instructional contexts, often employing qualitative approaches or case studies. While these studies have explored students' perceptions broadly, limited research has specifically investigated students' perceptions of A-Powered Writing Assistants for Enhancing Academic Writing within the local context of STKIP Muhammadiyah Pagar Alam. Moreover, previous studies rarely examine multiple AI-Powered writing tools simultaneously, such as Grammarly, ChatGPT, and QuillBot, within a descriptive quantitative framework. This gap is important because different AI tools may influence students' writing skill development in different ways, and understanding students' perceptions in a specific institutional context is necessary to provide more accurate insight into their learning experiences. Therefore, this study aims to examine students' perceptions of AI-Powered Writing Assistant as writing support tools for enhancing writing skills at STKIP Muhammadiyah Pagar Alam. The study focused on Grammarly, ChatGPT, and QuillBot.

2. METHOD

Research Design

This study employed a descriptive quantitative research design to obtain a clear and systematic understanding of Students' Perceptions of AI-powered writing assistants for enhancing academic writing skills at STKIP Muhammadiyah PagarAlam, Indonesia. This design was appropriate as it focused on collecting numerical data to describe students' experiences, attitudes, and perceptions regarding the use of AI-based writing tools. This study focused on a single variable, namely, students' perceptions of AI-Powered Writing Assistants for enhancing academic writing skills. Data were collected through a structured questionnaire measured using a four-point Likert scale ranging from strongly disagree (1) to strongly agree (4).

Participants

The population in this study included all active students of the English Education Study Program at STKIP Muhammadiyah Pagar Ala in the 2025/2026 academic year. The total population consisted of 112 students distributed across the second, fourth, sixth, and eighth semesters. Since the population size was relatively small and accessible, the research employed a total sampling technique. Consequently, all 112 students were taken as research participants without any selection criteria.

Instrument

The primary instrument used in this study was a closed-ended questionnaire consisting of 30 statements designed to measure Students' Perceptions of AI-Powered writing assistants for enhancing Writing skills, including Grammarly, ChatGPT, and QuillBot. The questionnaire covered five key indicators: perceived usefulness, dependence, impact on writing skill and critical thinking, awareness of academic ethics, and academic risk. The instrument was validated through expert judgment to ensure content validity, including clarity, relevance, and alignment. The instrument was tested using Cronbach's Alpha to ensure the consistency of the questionnaire.

Data Collection

The data collection was conducted using an online questionnaire administered through Google Forms. All research participants received the link to the questionnaire through personal messages and WhatsApp groups. To ensure the legitimacy, authenticity, and accuracy of the data, respondents were asked to complete the questionnaire independently and honestly. The procedure of gathering data was completed within the allotted time. All replies were collected after the deadline, verified for accuracy, and then compiled into a spreadsheet for further statistical analysis.

Data Analysis

The collected data were analyzed using descriptive statistical techniques to describe students' perceptions of AI-Powered writing assistants. The analysis involved calculating percentages for each item in the questionnaire. Responses were grouped into positive (strongly disagree and agree) and negative (strongly disagree and disagree). This categorization was used to identify general trends and dominant patterns in students' perceptions. The result of the analysis was then presented in the form of tables accompanied by descriptive explanations to provide a clear overview of the findings.

3. FINDINGS

Students' Perceptions of AI-Powered Writing Assistants

This section discusses the findings related to students' perceptions toward the use of AI-Powered writing assistants, specifically Grammarly, ChatGPT, and QuillBot, in supporting their academic writing. The data obtained from the questionnaire were analyzed and are presented in tabular form to provide a clear overview of the distribution of students' responses. Each table is accompanied by descriptive explanations that interpret the percentages and highlight the dominant patterns, tendencies, and significant findings regarding how students perceive Usefulness, Dependence of AI-powered Writing Assistants, Impact on writing skill and critical thinking, Academic Ethics, and also Academic Risk.

Tables 1. Summary of students' perceptions of AI-Powered Writing Assistants

No	Indicator	Grammarly (%)	ChatGPT (%)	QuillBot
1	Perceived Usefulness	96.45%	98.2%	90.7%
2	Dependence	83.8%	92.8%	67.4%
3	Writing Skill and Critical Thinking	92.8%	98.7%	81.3%
4	Academic Ethics	97.0%	94.7%	95.1%
	Academic Risks	91.1%	94.3%	97.3%

(Source: Research Data, 2026)

Overall, the findings indicate that students demonstrated predominantly positive perceptions toward all AI-powered writing assistants, as reflected in the high percentages across all indicators. The questionnaire results revealed that most students selected "Agree" and "strongly Agree" for the majority of items, showing a strong and consistent tendency toward positive responses. None of the indicators fell into the "Disagree" or "Strongly Disagree" categories, suggesting that students generally accept the integration of AI tools into their academic writing process. ChatGPT had the highest percentage (98.2%) for perceived usefulness, followed by Grammarly (96.4%). This implies that both resources are quite helpful in assisting learners with their academic writing. Grammarly is mostly concerned with enhancing writing quality and grammar accuracy, whereas ChatGPT is primarily used for idea generation and content organization. QuillBot, on the other hand, shows a somewhat lower proportion (90.7%), suggesting that, while helpful, its role is more constrained than that of the other tools.

ChatGPT has the highest level of dependence (92.8%), suggesting that students rely on it more to complete their writing assignments. While QuillBot has the lowest percentage (67.4%), Grammarly has a reasonable amount of dependence (83.8%), indicating that students are less reliant on it and might still prefer to paraphrase on their own. Again, ChatGPT has the greatest percentage (98.7%) for the influence on writing abilities and critical thinking, followed by Grammarly (92.8%). This suggests that both tools are considered useful for enhancing writing skills and fostering the development of ideas. QuillBot, on the other hand, displays a smaller proportion (81.3%), indicating that its contribution is more concentrated on sentence-level progress than on overall writing development. All three tools regularly display high percentages (over 94%) in terms of academic ethical knowledge, showing that students recognize the

significance of employing AI responsibly. The majority of students concur that AI-generated results must still be representative of their own work and should not be used straight away without modification.

The last part of the results shows how aware students are of the risks to their academic performance when using AI-Powered Writing Assistants. QuillBot recorded the greatest proportion (92.7 %), as shown in Table 4.3, suggesting that nearly all students are aware of the possible drawbacks of overusing this tool, especially with regard to impaired independent writing skills and increasing dependency. In a similar vein, Grammarly (91.1%) and ChatGPT (94.3%) both show a high degree of student knowledge of the moral and academic ramifications of over-reliance on AI. These findings show that even though students actively employ AI technologies, they remain cognizant of the boundaries that should not be breached in their academic work. Overall, the statistics show that students have a favorable opinion of AI-Powered Writing Assistants and acknowledge their usefulness in helping with academic writing assignments. However, the results highlight that students view these tools as additional resources rather than as replacements for their own writing and cognitive skills. While using Grammarly, ChatGPT, and QuillBot to help with idea generation, grammar correction, and paraphrasing, students still prioritize independent study, critical thinking, and academic integrity as essential components of their writing process.

4. DISCUSSIONS

This study examined students' perceptions of AI-Powered Writing Assistants, including Grammarly, ChatGPT, and QuillBot, for enhancing writing skills. Overall, the findings reveal that students tend to have positive perceptions toward the use of these tools in academic Writing. AI-Powered Writing Assistants are perceived as helpful in improving writing quality, supporting idea development, and facilitating the writing process. However, the findings also indicate concerns about dependence and potential academic risks. These results directly address the research objective, which is to explore students' perceptions of an AI-powered Writing Assistant for Enhancing Writing Skills.

Perceived Usefulness

In terms of perceived usefulness, the findings suggest that students view the AI-Powered Writing Assistant as a beneficial tool in supporting their academic Writing. Grammarly is mainly associated with improving grammatical accuracy and language quality. ChatGPT supports idea generation and organization, while QuillBot helps in paraphrasing and reducing repetition. This can be explained by AI tools' ability to provide immediate feedback and suggestions, which allow students to revise and improve their Writing more efficiently. These findings are consistent with previous studies, which state that an AI-Powered Writing Assistant enhances writing quality through grammar and vocabulary support [25], [26]. In addition, other studies explain that AI tools assist students throughout the writing process, particularly in generating and organizing ideas [27]. ChatGPT supported content planning and organization, while QuillBot improved grammatical accuracy, spelling, and vocabulary [3], [28], [29]. Additionally, the findings demonstrate that students frequently use these AI applications, with QuillBot being utilized for paraphrasing, Grammarly mostly for grammatical checking, and ChatGPT for idea development. Eight out of ten students think it's helpful to use AI tools to improve their language and sentence structure. Therefore, the usefulness of AI tools lies in their role as supportive learning tools that enhance students' writing performance.

Dependence on AI-Powered Writing Assistants

Regarding Dependence on AI-powered writing assistants, the findings indicate that students demonstrate varying levels of reliance on AI tools. Students tend to rely more on Grammarly for revising their Writing and on ChatGPT for developing ideas and completing writing tasks. However, reliance on QuillBot appears less consistent, as some students prefer to paraphrase independently. This variation suggests that students do not fully depend on AI tools but rather use them as complementary support. Nevertheless, there is a tendency that excessive use of AI tools may lead to over-reliance and independence [30]. The findings indicate that students often utilize ChatGPT for its ease of use and grammar help, although worries about over-reliance impacting their creativity and critical thinking were voiced [31], [32], [11]. In addition, other studies highlight that overuse of AI tools can affect students' autonomy in learning [16]. This may occur because AI tools provide quick and convenient solutions, which can reduce students' engagement in developing their own ideas and writing skills.

Impact on Writing Skills and Critical Thinking

In terms of Impact on Writing Skills and Critical thinking, the findings reveal that students generally perceive AI-Powered Writing Assistants as having a positive impact on their writing development. Grammarly helps students identify and correct grammatical errors, ChatGPT supports idea development while still encouraging independent thinking, and QuillBot helps students construct more effective sentences. This could be due to the fact that these tools offer students organized recommendations and instant feedback, which enables them to learn from corrections and enhance their Writing more effectively. These findings are in line with studies showing that AI applications improve writing productivity and overall quality [33], [12]. Furthermore, other research states that AI tools contribute to better organization and content development in students' writing [9]. In agreement with the study, students' capacity to construct coherent arguments, correct language, and provide evidence in their writing was significantly enhanced by AI technologies [34], [35]. However, some students also recognize that excessive reliance on AI tools may reduce opportunities to practice independent Writing and critical thinking. This indicates that while AI tools can enhance writing skills, their benefits depend on how actively students engage with the writing process.

Academic Ethics

Furthermore, regarding Awareness of Academic Ethics, the findings indicate that students generally have a good understanding of ethical considerations when using an AI-Powered Writing Assistant. Students acknowledge that tools such as Grammarly, ChatGPT, and QuillBot should not be used directly without revision and must be accompanied by their own effort. This may be because students are increasingly exposed to academic guidelines and discussions about plagiarism and responsible AI use, which shape their awareness of ethical writing practices. Students showed awareness of academic integrity by reporting techniques like paraphrasing, verifying information produced by AI, and reducing reliance on AI outputs [36]-[37]. These findings are consistent with previous studies that emphasize that the use of AI tools raises concerns about originality and plagiarism [30]. Additionally, other research highlights that improper use of A-generated content may violate academic integrity [38]. This suggests that students are aware of the importance of maintaining originality and responsibility when using AI tools in academic writing.

Academic Risk

Lastly, with regard to Academic Risk, the results demonstrate that students are cognizant of the possible risks connected to using AI-powered writing assistants. Students understand that using Grammarly, ChatGPT, and QuillBot excessively can result in dependence, a decrease in critical thinking, and potential abuse in academic assignments. This may occur because these tools provide instant corrections, paraphrasing, and content suggestions, which can reduce students' effort to think independently and construct their own ideas. Studies showing that AI tools may lessen critical thinking and lead to reliance [39], [38]. corroborate this conclusion. Similarly, an excessive dependence on AI tools may have a detrimental impact on students' learning [16]. While moderate evidence suggests hazards to autonomous critical thinking, especially among less experienced writers, strong evidence supports benefits in grammar accuracy and surface-level writing skills [40]. This suggests that while AI-Powered Writing Assistants have many benefits, their use needs to be balanced to prevent negative effects on students' writing growth.

Overall, the discussion shows how important AI-Powered Writing Assistants are for helping students with their academic writing. The results of the research demonstrate the important part AI-Powered Writing Assistants play in helping students improve their academic writing. The findings show that programs like Grammarly, ChatGPT, and QuillBot enhance writing quality, especially in terms of vocabulary enrichment, grammar accuracy, and concept organization. They also speed up and simplify the writing process. However, the conversation also highlights worries about over-reliance and possible moral problems, such as plagiarism and diminished critical thinking, which suggest that these resources shouldn't be seen as replacements for students' own writing abilities. Therefore, a balanced approach is necessary for the successful integration of AI-Powered Writing Assistants, where students use the technology as a helpful tool while also exercising autonomous thought, creativity, and academic integrity.

5. CONCLUSION

This study concludes that students at STKIP Muhammadiyah Pagar Alam's English Department have largely positive opinions about using AI-Powered Writing Assistants, like Grammarly, ChatGPT, and Quillbot, as auxiliary tools for academic writing. The participants agreed that these technologies significantly improve a number of areas of writing, such as lexical improvement, idea creation, content

organization, grammatical accuracy, and paraphrasing effectiveness. These tools were thought to help lower writing anxiety and boost students' confidence because of their accessibility and quick feedback. However, the study also found a number of important issues related to the use of AI. It has been discovered that an over-reliance on AI-Powered Writing Assistants may damage students' critical thinking and problem-solving skills, reduce their independent writing habits, and raise the possibility of academic misconduct, including plagiarism. It's interesting to note that most students demonstrated a respectable degree of ethical awareness in spite of these dangers by stressing the significance of utilizing AI tools as supplements rather than as a substitute for their own intellectual endeavors. Therefore, it can be concluded that AI-Powered Writing Assistants offer substantial pedagogical benefits when integrated appropriately and used with a balanced approach. These tools should be positioned as supplementary resources that complement, rather than substitute, students' cognitive processes in writing. This study provides valuable insights into the integration of AI technologies in English language learning within higher education institutions. For future research, it is recommended to conduct longitudinal studies or experimental research to examine the long-term effects of AI usage on students' writing proficiency, critical thinking development, and academic integrity using more comprehensive and diverse methodological approaches.

6. REFERENCES

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