



## **Artificial Intelligence (AI) is Not A Writing Gods, So Why Do Post-Graduate Students Believe It?**

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**Abstract:** This study was aimed at understanding graduate students' preferences in applying AI when dealing with their class papers and projects in Indonesia. It also sought to understand how students who have used AI in previous writing feel about such experience. This study adopted a phenomenological research method in order to elicit in-depth insights into the concerns of the students. The participants included graduate students from four universities in Indonesia. These data were gathered using semi-structured interviews of 30 students who had experience using AI for their academic writing. Guided by understanding the decision-making process, perceived benefits, and drawbacks of AI, and overall experiences, interview questions were prepared. One-way thematic analysis was conducted with the interview data. Students seemed to view AI applications as only helping with formatting and editing tasks, as most of them would like to have the opportunity to do the major work by themselves for better learning. Another underlying strong theme emerging here is related to AI overdependency and unequal access to it. The results offer insights into the respective areas that can be used by educators and institutions to provide a balance between the rising AI in use and support for independent learning within academics.

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## **Introduction**

Writing academic papers is a task that many university students hold dear for it creates a lot of fear. Nonetheless, it can be deemed as obligatory for a student who wants to succeed in her or his academic endeavors (Wingate, 2006). A lack of flexibility in language use, the large number of highly formalized sources, the vast amount of obligatory research and the rigid adherence to certain structural guidelines may make academic writing seem challenging to some students (Zotzmann & Sheldrake, 2021). However, these challenges mean that there is a potential of enhancing a student's academic performance through the mastering of the competencies on how to write in academic manner, argue about ideas, provide evidences and be part of scholars' discourse. Cumming stated that he was in support of the theory that writing performance is in a way hindered by cognitive and linguistic constraints that shape writing process. Cognitive demand present in processing information and then producing the language to do writing, especially in the reduced English language proficiency context, is significant. This difficulty is even made worse by possible poor writing skills and may also be caused by a client's unfamiliarity with procedural writing conventions which are aspects that determine the quality of writing (Budjalemba & Listyani, 2020). Further, Al Badi (2015) pointed out that there are also significant inter-learner variations, some of them may find it difficult more to deal with linguistic facets of the L2,



while others may experience higher amount of difficulty at conceptualization and planning levels during the writing activity.

In today's world things change quickly and the development of different technologies is considered to be rather fast, particularly, the advancement of artificial intelligence. AI is growing a commonplace in different domains of existence and is now penetrating the sphere of education. AI technology has become common in students' education, and schools apply it frequently for different topics, including writing, making it more and more crucial (Gayed et al., 2022). Moreover, (Malik et al., 2023) pointed out that natural language processing and generation, as well as other tools, are used for creativity, language learning as well as to generate individual lessons by teachers. This is the key goal behind the application of AI in as broad an extent as is possible throughout the education sector, not only to make education more effective and efficient but also to offer better individualized instruction and learning. However, several challenges regarding the writing of academic works have risen as we advance into the Age of AI. Concerns like data credibility, information accuracy and integrity and piracy have been found to be more apparent (Chan, 2023). This is due to the ever-increasing usage of AI-produced content, making it difficult for the users to distinguish the credibility of the source and validity of the articles.

Several background research focuses on the application of Chat GPT and other AI writing tools for second language (L2) learning. In this concern, the following is the benefit and drawback of these technologies that have been implemented or are being expected. On balance, they alleviate the challenges experienced in the process of writing in the second language. For example, a study by Nazari et al. (2021) shows that AI can pave the way for L2 writers to produce their written works with less mental exertion, thereby improving the overall learning process. Like, Gayed et al. (2022) also pointed out that there is an improved syntactic writing competency, with the AI writing tools like AI KAKU can help to write even more intelligent and compounding times sentences. This is especially of advantage to L2 learners who have poor written language and hence seek to enhance their language writing skills. Further, the improvement of writing as a result of using AI tools has been echoed by students. Moreover, there is the issue with the probable Social Segregation that is always evident between the students of different classes. As for the issues of equity, it is also noted by Nazari et al. (2021) that employing AI technologies can initially lead to the students' inequality since access to AI tools can be different and caused the strengthening of the existing technological divide among students. Furthermore, although Gayed et al. (2022) proves the utilization of AI tools as beneficial to studies through showing at least limited positive impacts on a few writing parameters, the general effectiveness and impact of tools are still questionable. Some students continue to justify about the capability of feedback generated by AI application as a useful tool applied in learning with the same effectiveness as human feedback. In contrast, Escalante et al. (2023) include data that challenge this belief by comparing the effects of feedback given by an artificial intelligence tool with those of human feedback to examine how independent the effects of feedback are on language advancement, signaling the necessity for future research and improvement of AI incorporation into classrooms.

As it stands, the existing literature has contributed much in the pursuit of explaining the potential of AI writing assistants and its possible limitations. However, there are still traditional concrete gaps apparent, which require additional research to maximize the possibility of utilizing the identified benefits and continuously eliminate the remaining objectives. One among the areas that can be explored extensively is how machine learning



and natural language processing can be introduced for making the organizational artificial intelligence tools more effective and responsive. Most of the currently available technologies in LMO's provide set responses and generative features that cannot be customized to the specific writing ability, requirement, and level of a particular learner. Through an examination of large corpora, annotated collections of both learners produced written compositions as well as feedback provided by tutors and/or automated/digital feedback, AI systems can begin the process of identifying the nuances amongst learners with different levels of language skills and language proficiency. As a result, these tools can tailor the dynamics of the levels of help and feedback procedures as per the capability of different users. Unlike conventional systems that have a fixed level of interaction, unresponsiveness to different complexities, and no modular prowess to address specific errors or teach writing.

### Research Method

This qualitative research is applied to establish the latent phenomena of the central study question. This study aims at trying to explore subtle aspects of students' preferences, driving forces, and experiences that exert influence on them to use or accept AI in their writing, using qualitative means (Jones et al., 2021). These should include focus groups, interviews, and observational notes—all those that may provide insight comprehensively into the complex factors influencing the use of AI-driven writing assistance by students. Such a process helps others achieve fresh, more subtle understandings of the intricate dynamics around this material. In addition, this research has adopted a phenomenological approach to uncover the lived experiences of the participants related to the subject under study (Cresswell & Poth, 2013; Van Manen, 2014). Furthermore, by adopting a phenomenological approach. The use of phenomenological approaches within this study would permit the recording of subtle perspectives, feelings, and everyday experiences of participants in order to deepen the understanding of their interactions with AI-based tools for writing instruction in the academic context.

In this research inquiry, the participants were implicating of postgraduate students from most of the institutions in Indonesia. For this study, 10 would be purposely selected. Purposive sampling would be applied since it allows the researcher to select those participants who are highly knowledgeable and experienced in using AI as a writing tool academically (Tongco, 2007). This strategy gave more validity and breadth to these findings by making sure that a good number of target persons with relevant experience and views were involved. Among many other objectives, it sought important insights into meaningful contributions previously linked to an understanding of the implications and nuances involved in the integration of AI into academic contexts through the focusing on participants experienced in writing academically driven by AI. During the whole investigation process, pseudonyms were used for protecting privacy and identity of research participants, and also for the institutions and researchers participating in the study.

**Tabel 1. Participants Information**

No	Name (in pseudonym)	Gender	Graduate degrees	Major	Semester
1	P1	Female	Master degrees	English Education	3
2	P2	Male	Master degrees	English Education	4
3	P3	Female	Master degrees	English Education	4
4	P4	Female	Master degrees	English Education	4
5	P5	Male	Master degrees	English Education	3



6	P6	Female	Master degrees	English Education	3
7	P7	Male	Master degrees	English Education	3
8	P8	Female	Master degrees	English Education	3
9	P9	Male	Master degrees	English Education	3
10	P10	Male	Master degrees	English Education	4

The researcher employed different tools throughout the data collection period, namely through interviews and focus groups (FGD). The research tool would objectively give a sound and multidimensional understanding of the subject under investigation (Creely, 2018). The four-month data collection cycle started in February 2024 and concluded in May 2024. These methods have been deliberately selected for generating data that triangulated to arrive at a more valid and reliable conclusion.

After data collection, the researchers used the phenomenological analysis method for in-depth investigation (Creely, 2018). This method involves interpreting data against the light of their lived experiences for the sole aim of uncovering the intrinsic nature of views and interactions of participants with phenomena under study. The phenomenological method, with a focus on the understanding of subjective meanings and experiences of people, has been ideally suited to study complex human actions and emotions. In systematic coding and categorization, data recurring in themes and tendencies come up to shed more light on the better understanding of perspective of the participant and the underlying structure of the performer's experience. It is through this rigorous analytical stance that the conclusions drawn from this study are more trustworthy and more nuanced, ensuring that these findings are readily deeply anchored in the authentic voices of participants and their experiences.

First, a phenomenon for study has to be chosen, then, coresearchers have to be identified. Next, investigators realistically practice “bracketing,” at least doing their best to do so, in an attempt to set their various biases aside so that the integrity of the study is maintained. Then comes data collection, mostly in the form of depth interviews. Data analysis of all this is rigorous. Significant statements are identified and grouped into what is called 'meaning units.' These units, in their entirety, result in a descriptive narrative of the participants' experiences. This is an iterative review of the narrative in such a way that it refines a composite description that encapsulates the quintessence of the shared experience. Its findings are validated with the participants to ensure the robustness of this reflective methodology.

## Results and Discussion

There have been a number of interesting findings which have come out of the data collection process for the researchers. These findings help put a light on the participants' attitude towards the use of AI in academic writing. In particular, the reasons for the usage of AI, the extent to which they trust information produced by AI, and activities commonly performed that involved AI in their academic pursuits are now better understood. Their reasons for using AI in their writing processes are varied.

### *Participants Believe in using AI as writing assistance in Academic Writing*

Participants gave varied reasons in explaining why they used AI as a writing assistant. P2 said that in most instances, it was very helpful, and he had a strong belief that it would help him find solutions to research questions. He further explained that AI provides great assistance in the area of research, especially in formulating responses. This view reflects a broader trend of the participants who highly value AI owing to its efficiency, coupled with its capacity to improve writing for general excellence and accuracy of academic products.





*I often lean toward AI for its reliability in providing clear and accurate explanations of the subject matter: mainly relevant to my writing. ... I search first in AI, even before going to Google. It helps me obtain a preliminary understanding and a well-structured overview, thus largely improving the effectiveness and focus of my search in relation to the subject at hand. Hence, AI is always an excellent starting point for my research, enriching my understanding and guaranteeing that I go into other information sources more informed about my topic... (P2)*

P6 supports the idea that artificial intelligence is likely to provide complete answers to every question related to research-based investigations. According to P6, AI incorporation into the research methodology has increased the pace of reaching and receiving information at an extremely high rate. What it actually brings into the limelight is the role that AI is going to play in changing the concept of academic research with enhanced effectiveness in data collection and analysis. On the other hand, AI becomes one tool academics use to study vast and complicated databases for insightful information, which otherwise might stand a pretty slim chance of getting.

Thereafter, P3 focused on the undying faith in AI by underscoring its ability to significantly improve their writing abilities. According to P3, with its complex algorithms and skills, AI is capable of providing indispensable help in reforming the general framework and quality of the written texts of their works. P4 further elaborated on their trust in AI by explaining that this was due to the fact that it emanates from experts within their industry. P4 confidently expressed that within the concept of AI, with meticulous design and validation by technological specialists, there is already a well-established history regarding accuracy and effectiveness clearly established through scientific proof. But such views aside, it should be underlined that the fast-growing applicability of AI in different academic and professional contexts itself speaks for its capacity to promote human potentials.

*Development of AI is a meticulous process done by experts in the computer science field. Such careful and deliberate creation makes AI systems go through rigorous testing and validation. Hence, I have confidence in the output from the AI... (P4)*

The products are a sheer win-win only when human creativity combines with mechanical efficiency, and both sides have the advantage to be better with their advantages. More so, the host of research that shows exactly how complex tasks have been completed precisely and skillfully by AI systems supports P4's claim for the very reliability of AI. According to the experts, so far, AI has developed supportive arguments to make it a trustable technology for many applications, backed by testing and/or continuous invention. Trusting the potential of AI, as depicted by P3 and P4, does not mean that it had been an "act of blindness." Strong consideration and real-life experience have been inevitable in AI-related technology. However, distinct differences began to appear in the interviews with these subjects. For instance, P10 exhibited only 10 percent confidence level in AI authorship. The lack of confidence is a pointer to overwhelming doubts about the veracity of information generated by the AI. Hence, P10 found it important to independently verify the information provided by the AI. That raises a serious question: How much acceptance and dependence on AI-written texts can go—that human validation cannot be circumvented, and that to transmit AI authorship to the stage of large-scale application entailed pitfalls against the reliability of information.



In line with P10, P1 also expressed doubt regarding the ability of AI to act as an author. P1 raised doubts about the authenticity of content generated by AI, pointing out that AI systems seem to lack a true understanding of the material. P1 emphasized that despite its sophisticated algorithms, AI falls short in comprehending intricate concepts and contexts, thereby diminishing its credibility as an independent author. This skepticism echoes wider apprehensions about the limitations of AI in replicating human-like cognitive processes.

*I still do not believe in the authorship credited to artificial intelligence because it was an invention of humans, and the program may have flaws and limits to its database. Still, I use AI for journaling purposes because I do not have any other alternative. This dependence brings out the practical necessity of using existing technology despite its shortcomings in an attempt to meet personal and scholarly requirements. Use of AI for journaling, though imperfect, could be considered a viable solution where better is lacking for continuous engagement in reflective exercises. (P1)*

In this respect, and considering the subthemes elaborated above, it can be inferred that the valuable input of all the contributors pointed out the potentiality and the limits of AI as a writing tool. In relation, P2, P3, P4, and P6 emphasized the usefulness of AI in improving the effectivity, organization, and standard of writing, due to its ability to swiftly and accurately probe research questions, provide suggestions to improve the effectiveness, and analyze complicated data sets. This claim is further underpinned by empirical studies showing that AI technologies can assist in improving effectiveness related to written communication (Escalante et al., 2023; Marzuki et al., 2023). That matches a large body of existing literature on the topic, which shows the unbiased ability of AI to automate mechanical tasks in deep ways to assist writing. Consequently, it joins these opinions in adding to the debate on integrating AI tools into writing assistance.

P1 and P10 raise important concerns regarding the ability of this tool to attain profound levels of conceptual understanding that can mainly align with human comprehension, as well as self-create incontinent content. Since AI devices are developed by human beings, who in turn have several limitations, it is also justified to question their accuracy and authenticity (Chan, 2023; Ng et al., 2021). This brings out the need for human faculties like validation, interpretation, and judgment that are pivotal and, at the moment, beyond AI capabilities (Gayed et al., 2022). Hence, human cognitive capabilities have to be incorporated in order to extend the functionality of AI and bridge its deficiencies on this front.

A nuanced view accepts AI as a useful supportive tool and not a replacement for human writers. Thoughtfully combined with human supervision, AI can significantly improve the quality and pace of writing projects (Legaspi et al., 2024; Park et al., 2023). However, blind acceptance of AI-generated content with no scrutiny may decrease the rigor and reliability of scholarship. Therefore, great reserve with respect to the inclusion of AI technologies in writing seems necessary, trying not to let human supervision and critical evaluation lose their roles in the view of retaining academic standards and the originality of generated material (Salvagno et al., 2023). Such a nuanced perspective recognizes the interdependent relationship between AI and human creativity, calling for them to work collaboratively together with one another in cooperative collaboration for academic pursuits. It is further realized that with more scrutiny and solution to the concerns of oversight, bias, and accountability, one can drive the progression of AI systems. It can be said that AI could



be a very useful tool for academic research and writing purposes, as it portends the adoption of strong protective measures and transparency in complex design processes (Su et al., 2023). Nevertheless, its full potential can emerge through relentless efforts for building trust in the responsible development and use of technology (Dwivedi et al., 2023; Gardner et al., 2021). The fulfillment of these requirements within academia not only entails upholding the credibility of AI-driven approaches but also strengthens collaboration in scholarly endeavors.

*Experiences in Using AI as Writing Assistance*

The participants in the study on integrating AI into their academic writing explained various reasons that best necessitated the integration of this technology. The process showed a wide range of experiences by the participants. They stressed that ability of the technology to improve efficiency, accuracy, and creativity of academic tasks. Moreover, rapid feedback and suggestions are always pointed at as a major advantage of AI. The results stretch from initial skepticism to eventual reliance on the AI tools. The slide of tectonic plates of this relationship between the researchers and AI signals a shift in academic practices. It further reveals that most of the students equate their ability with AI to a distrust of writing abilities. It is possible to contrast this finding with the general comments offered by P1, P3, and P10 participants on the overall comments.

*Freshman semester was mainly characterized by my using AI for completing homework and answering questions for my professors. Over time, I had a realization about just how much AI really helps in writing. I must admit that I have doubted my writing skills, making me rely on AI a bit too much when it comes to writing assignments ... Again, AI has extended its role by increasing my capacity to express complex ideas in a better way. This has increased the quality of my academic work... (P1)*

Furthermore, P3 then expressed his point of view:

*Because one of my friends advised me on how AI could help in performing some tasks concerning assignments, immediately I tried the method. Through experimentation, I proved that AI can be used to speed up my completion of assignments. The knowledge gained made me wanted to learn more about using AI, especially when tasked by my instructor to write a journal article. (P3)*

In addition to suspicions related to their writing, the interviewing persons were also motivated to consult AI on the belief that consulting AI was not only time-saving but also user-friendly. P5 and P7 have posted their personal experience regarding their encounter and motives for deployment of AI as a tool in writing; it is very effective and handy. Their descriptions show a broader trend of the users desiring to make use of technology in solving individual problems and improving their writing abilities. This desire to use AI, therefore, shows the growing acceptance of using digital resources within academic and professional settings. It is potential for AI to transform the facilitation of writing assignments and increase overall efficiency.

*Before becoming familiar with AI, from the date an article is proposed to the day it eventually gets published, would elapse into several months. However, with the aid of AI tools integrated into my workflow, I have been able to drastically reduce this time frame to a period between two to three months. This steep fall in time enhances my productivity manifold times and allots more*



*time to be spent on other scholastic pursuits and responsibilities. AI effectiveness has therefore come out to be very important in keeping up with the academic workload effectively and raising the quality bar of all my research work. (P5)*

Furthermore, P7 commented on the time that the firewall, with regards to academic writing, allowed the AI to use. She indicated that the integration of AI makes the writing process faster and hence develops scholarly work more efficiently. Such a decrease in time commitment allowed P7 to pay greater attention to the other critical research aspects, like data analysis and the design of experiments, that increases overall productivity and quality of the academic writing. Moreover, consistency and flow of the written content were made possible through AI, which enabled the refinement of the end product.

*... formerly used to spend much time searching for appropriate references, choosing the proper terminologies, getting the grammar correct, and diligently rereading my journal. But with AI, the writing time has drastically reduced, thus enhancing its efficacy. The AI tools now assist in the prompt discovery of sources, accurate usage of terminologies, and double checking of grammar, therefore assure quality in scholarship work...(P7)*

Furthermore, individuals P10, P2, and P8 expounded on how their use of artificial intelligence stemmed from a goal to recognize and embrace a writing style that is not only precise but also compelling. Their main focus was on elevating the caliber of their writing through the application of AI tools. This strategy was designed to guarantee that their written correspondence was not just grammatically and structurally sound, but also engaging for their target readers, ultimately enhancing the overall coherence and impact.

*Most notably, AI has greatly improved my satisfaction by making it possible for me to find a writing style that works for me. Quite often, I resort to AI for a consultation as a way of asking them to come in and help me transform my rigid and uninteresting writing habit into something more captivating and fuller of color. This transformation not only changed the quality of my writing but also increased my confidence in discoursing academically and professionally. (P10)*

Moreover, P8 further commented that AI integration gives the perception of superior writing skills. This could be due to the improvement of cognitive functions facilitated by AI, hence bettering the proficiency in writing tasks. This observation shows a great influence of AI on personal writing abilities and self-awareness.

*Artificial intelligence has made writing easier through task automation, style recognition, and acceleration of scholarly references. Therefore, AI has instilled a sense of scholarly confidence in writers, especially in the academic environment, where precision and comprehensiveness are the hallmarks of effective communication. (P8)*

This subtheme had the researcher writing that the responses by the participants gave insightful evidence into the motivation and experience categories involved in integrating AI into academic writing. A prominent theme that emerged under this category is the role of AI in relation to writing insecurities and limitations. Many of the students confess that they turn to AI tools in the absence of self-confidence in writing. This is confirmed by prior literature case studies conducted by P1, P3, and P10. According to Ali et al. (2021), Gayed et al. (2022), Park et al. (2023), the AI tool not only brings some reassurance but also builds one's





self-efficacy due to the enhancement of the structural coherence, clarity, and overall quality of written content. This phenomenon emphasizes the dynamics of technology integration into the process of scholarly writing, which is interdependent with the work of human cognitive forces and AI enhancement.

The incredible ways in which AI has heightened efficiency were also brought out by participants contributing to the discussion. Especially P5, P7, and many of the respondents hailed the spectacular time reduction allowed on referencing, editing, and proofreading as a result of the AI tools, which frees up mental energies to be redeployed toward other research efforts that then enhance overall scholarly output. Fast generation of content by AI makes managing workload possible, very important for students with heavy academic schedules. Such a reciprocal relationship between AI and the academic workflow in this manner positions further better enhancement of scholarly productivity with optimal resource allocation (Banihashem et al., 2024; Köylü et al., 2023). Important benefit noted is assistance in making the writing style more engaging and captivating. According to section P10, P2 and P8, the write claims that AI can even be used in helping an individual find stylistic strategy more attributed to their interests and competencies in catching audience' attention. Not only does it enhance the quality of written communication, but it also makes it more impactful. As suggested by Chan and Lee (2023), these few developments are pointing toward the transformative prowess of AI in modelling and upgrading art related to writing and, therefore, meaningfully advancing the cause of modern literary practices.

At the same time, continuous development is important to guarantee availability, clarity, and warrant of independent strengthening versus substitution by AI tools (Kaledio et al., 2024). Guidelines upon responsible usage is very much required in the deepest integration of AI eyed to transform and improve scholarly writing practices in the current digital age. There is a growing stream of research which is needed to investigate the long-term implications of AI adoption and to maintain a balance between spending investments in technology as compared to the development of vital human skills. Efforts working in this direction reiterated our understanding and appreciation towards the co-relation of technology with human cognitive capabilities, thus fornicating a mature discourse within academia (Yang, 2022). Noticeably, while using the tool of artificial intelligence in the study, large patterns have been gained among participants. The majority of the participants used AI for its power in enhancing overall efficiency in writing tasks. AI tools speed up so many other writing activities related to drafting, editing, and referencing that develop faster and more effective writing. Moreover, the participants had trust in AI for increasing the quality of their writing. This was associated with AI providing coherence, clarity, and a high level of engagement in the written material. Further, most participants believed that using AI improved their writing skills. This rise was attributed to AI being very effective in refining the choice of words, grammar, and stylistic elements, boosting their confidence. Some participants would tend to over-rely on AI for every task at hand, in academic writing, due to defective abilities they perceived in their own writing.

## **Conclusion**

The result of this study concludes that Increasing use of AI in academic writing highly affects the correctness and dependability of scholarly discourse. At the same time, the danger of such wrong or misleading material presently propagating due to these advances in AI-based tools will certainly exist if AI systems will be able to perform activities more like humans. It may in that way raise questions about the reliability of information sources and the



correctness of conclusions drawn a bit too easily from studies in which it may produce material. Much more importantly, through the availability of AI-powered writing tools, students might begin to lean too much on AI-generated work at the cost of corroding their own writing abilities. Through this, the development of independent research skills and critical thinking, as anticipated for success in the classroom, is eroded. Furthermore, AI-assisted plagiarism compromises to a large degree the maintenance of academic integrity and openness if one does so, even unintentionally. What would need to be put in place to resolve these issues is an overarching approach that enhance not just the writing skills among students, but also their digital literacy, coupled with stringent validation procedures and efficient plagiarism detection systems.

### **Recommendation**

#### *Educators*

For educators this research can be used as a reference in providing new writing teaching and writing strategies that can be applied in the classroom.

#### *Stakeholder*

For stakeholder, this research can be used as a reference in policy making in the formulation of curricula used in the respective institutions.

#### *Students*

This research can be used as a reference and study that can be utilized in finding methods or ways to write with the help of AI.

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