

CHAPTER I

INTRODUCTION

This chapter contains several sections that clarify the research background, including the research subject and previous research. Apart from that, the research problem, importance of the research, scope, and limitations of the research are also explained. Lastly, explaining key terms is intended to give readers a general understanding of the terminology they need to understand.

1.1 Rationale

The development of artificial intelligence (AI) has brought significant changes in various aspects of life, including higher education. One area that has experienced a major impact is academic writing, where AI is increasingly used by students in the academic writing process (Obura & Emoiti, 2025). There is a significant shift in learning culture from relying entirely on human cognitive abilities to being assisted by artificial intelligence, which not only improves the quality of writing but also helps students save time and increase productivity. AI-based tools such as ChatGPT, Grammarly, and various other writing assistants have become part of academic practice, offering benefits such as grammar correction, better sentence structure, and more systematic argument organization (Nguyen, Hong, Dang, & Huang, 2024).

The use of AI in academic writing offers promising opportunities to enhance the quality of student writing. ChatGPT, for example, is able to provide instant feedback, correct grammatical errors, and assist in idea development (Polakova & Ivenz, 2024). In addition, this technology allows students to focus more on the substance of their writing rather than only on the technical aspects of writing (Werdiningsih, Marzuki, & Rusdin, 2024). However, there are still concerns about students' overreliance on AI, which could potentially hinder the development of their critical thinking and writing skills. With the increasing availability of AI in academia, many universities in various countries have

begun to consider how this technology can be optimally used without compromising academic integrity (Obura & Emoiti, 2025).

However, despite the benefits, there are ethical and academic challenges that must be addressed. One of the main issues is the authenticity and integrity of academic writing. According to Darwin, Rusdin, Mukminatien Suryati, Laksmi, and Marzuki (2024), students who rely too heavily on AI in their writing risk losing their critical thinking skills and creativity in crafting arguments. In addition, there are concerns about plagiarism and unethical use of AI in academic writing, where students may inadvertently or intentionally claim AI-generated work as their own (Nguyen et al., 2024).

Furthermore, the use of AI in academic writing also raises debates about the line between legitimate assistance and overreliance. According to Werdiningsih, Marzuki, and Rusdin (2024), students often face a dilemma in using AI in a balanced way, on the one hand wanting to improve the quality of their writing, but on the other hand needing to maintain the authenticity and originality of their writing. Therefore, further exploration is needed on how students in higher education perceive the role of AI in academic writing and the strategies they use to maintain the balance between the benefits of AI and academic originality.

Advances in artificial intelligence (AI) technology, particularly in the form of language models such as ChatGPT, have brought significant changes in the way students perform academic tasks. Various previous studies have examined the impact of using AI in academic writing. Mo and Crosthwaite (2025), compared academic texts produced by AI models such as ChatGPT with human writing, finding that AI tended to use a more limited and less diverse lexical range in indicating academic attitude and engagement. Wang, Liao, Liu, Zhang, Wang, Shu, and Wang (2024) examined the use of ChatGPT in medical students' academic writing and found that although AI can improve the efficiency and quality of writing, its use still poses challenges in aspects of reference accuracy and depth of analysis. Barus, Hidayanto, Handri, Sensuse, and Yaiprasert (2025) highlighted the importance of AI regulation in higher

education, emphasizing that although AI has great benefits, clear policies are needed to prevent misuse and maintain academic integrity. In addition, Pongrácz and Camerlink (2023) emphasized the importance of maintaining originality in academic writing and highlighted the scientific community's concerns over the potential for AI to produce content that appears academic but may not be accurate.

Although various studies have discussed the benefits of AI in academic writing, there are still some research gaps that need further investigation. First, most studies have focused on technical comparisons between AI and human writing, while the exploration of how students navigate the ethical and responsible use of AI is limited. Second, there is a lack of research that explores how students from different disciplines balance the use of AI with maintaining their academic authenticity. This study aims to analyze students' perceptions of AI use in academic writing assignments and explore the strategies students employ to maintain a balance between AI-generated content and originality.

1.2 Research Questions

Based on the background of the study above, this present study aims to answer the following questions:

1. How do higher education students perceive the use of artificial intelligence (AI) tools in academic writing assignments?
2. What strategies do students employ to ensure academic integrity while utilizing AI-assisted writing tools in their academic writing assignments?

1.3 Research Objectives

The following formulation of the research objectives is based on the research questions:

1. To analyze students' perceptions of the use of artificial intelligence (AI) tools in academic writing assignments.
2. To explore the strategies used by higher education students to ensure academic integrity while utilizing AI-assisted writing tools in their academic assignments.

1.4 Scope of The Research

This research focuses specifically on the perceptions and strategies of English education undergraduate students at Universitas Kuningan who utilize AI tools in academic writing tasks. The scope of the research includes undergraduate students from the English Department, Faculty of Teacher Training and Education, University of Kuningan, who are currently taking academic writing courses and have experience using AI tools in their academic writing assignments. The study examines how students perceive the role of AI in enhancing their writing process, as well as the ethical considerations and challenges they face in maintaining academic integrity.

However, this study has certain limitations. First, it relies on self-reported data collected through questionnaires and interviews, which may be influenced by participants' personal biases and levels of AI familiarity. Second, the research does not evaluate the effectiveness of AI-generated content in academic writing but rather focuses on students' subjective experiences and strategies for ensuring originality. Additionally, the study does not include perspectives from faculty members, academic institutions, or policymakers, which could provide a broader understanding of AI's impact on academic writing. Lastly, the study is limited to students within a specific educational context, meaning the findings may not be generalizable to all higher education institutions or cultural settings.

1.5 Significance of Research

AI in academic writing has long been a topic of interest in scientific discussions, particularly regarding its role in shaping students' writing behaviors and academic practices. Theoretically, this research contributes to the academic discourse by expanding the understanding of AI's influence on ethics, authenticity, and the cultivation of critical thinking skills in academic contexts. Practically, the findings provide nuanced insights into how students navigate AI tools to uphold academic integrity, making it a relevant reference for educators, policymakers, and fellow researchers. These contributions underscore the importance of promoting digital literacy and responsible technology use in higher education environments.