

**EXPLORING STUDENTS' PERCEPTIONS OF CHATGPT USE
IN AN ACADEMIC WRITING COURSE: A MIXED-METHODS
STUDY USING UTAUT2 FRAMEWORK**



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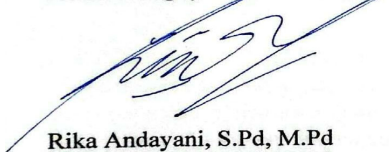
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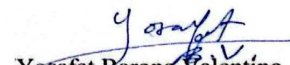
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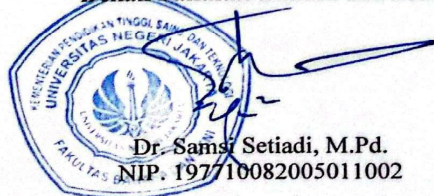
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TABLE OF CONTENTS

LEMBAR PENGESAHAN	ii
LEMBAR PERNYATAAN ORISINALITAS.....	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF CHARTS.....	x
LIST OF APPENDICES	xi
ABSTRACT	12
ABSTRAK	13
CHAPTER 1 INTRODUCTION.....	14
1.1 Background of the Study.....	14
1.2 Research Questions	17
1.3 Purpose of the Study	18
1.4 Scope of the Study	18
1.5 Significance of the Study	19
1.6 State of the Art	20
CHAPTER 2 LITERATURE REVIEW	23
2.1 Perception in Educational Contexts	23
2.2 Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) ..	27
2.3 Artificial Intelligence in Education.....	30
2.3.1 AI In English Language Learning (ELL).....	31
2.4 ChatGPT as an AI Writing Tool	32
2.4.1 ChatGPT for Academic Writing.....	32
2.4.2 Benefits and Challenges of ChatGPT in Writing Courses	33
2.5 Theoretical and Conceptual Foundations.....	34
2.5.1 Unified Theory of Acceptance and Use of Technology 2 (UTAUT2)	
.....	35
2.5.2 AI Literacy	35

2.5.3	Sociocultural Theory	37
2.6	Previous Studies	38
CHAPTER 3	METHODOLOGY	42
3.1	Research Method	42
3.2	Time and Location of the Research	43
3.3	Research Procedure	43
3.4	Data and Data Sources	44
3.5	Population and Sample	45
3.6	Data Collection Techniques	46
3.7	Data Analysis Techniques	47
CHAPTER 4	FINDINGS AND DISCUSSION.....	49
4.1	FINDINGS	49
4.1.1	Students' Perceptions of Using ChatGPT in the Writing for Academic Purposes (WAP) Course.....	49
4.1.2	Students' Actual Use of ChatGPT and Contextual Experiences	67
4.2	Discussion	73
CHAPTER 5	CONCLUSION AND RECOMMENDATION... 78	
5.1	Conclusion	78
5.2	Recommendation	79
REFERENCES		81
APPENDICES		86
ABOUT THE AUTHOR		90

LIST OF TABLES

Table 4-1: Performance Expectancy Data.....	50
Table 4-2: Effort Expectancy Data.....	52
Table 4-3: Social Influence Data.....	53
Table 4-4: Facilitating Conditions Data	55
Table 4-5: Hedonic Motivation Data.....	56
Table 4-6: Image Data.....	58
Table 4-7: Insecurity Data.....	59
Table 4-8: Information Accuracy Data.....	61
Table 4-9: Personal Innovativeness Data	62
Table 4-10: Habit Data	64
Table 4-11: Behavioral Intention.....	66



LIST OF FIGURES

Figure 2-1: Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) ...	27
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LIST OF CHARTS

Chart 4-1: ChatGPT's Frequency Use.....	68
Chart 4-2: ChatGPT for Specific Writing Tasks	69



LIST OF APPENDICES

Appendix 1: Student Questionnaire	86
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ABSTRACT

Hifdziyatun Nisa. 2025. Exploring Students' Perceptions of ChatGPT Use in an Academic Writing Course: A Mixed-Methods Study Using UTAUT2. A *Skripsi*. The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

This study explores how students from the English Language Education Study Program (ELESP) at Universitas Negeri Jakarta perceive and use ChatGPT in the Writing for Academic Purposes (WAP) course. Guided by the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) and supported by AI Literacy and Sociocultural Theory, this convergent mixed-methods research collected data from 80 students through structured questionnaires and open-ended written interviews. The first research question focused on students' perceptions and the factors that support or hinder their intention to use ChatGPT. Findings show that performance expectancy, effort expectancy, hedonic motivation, personal innovativeness, and habit encourage adoption, while concerns about information accuracy, ethical use, and unclear institutional policies limit it. The second research question examined students' actual use of ChatGPT and the contextual conditions shaping their experience. Students used the tool primarily for brainstorming, organizing ideas, and improving language, but did so selectively and cautiously. These findings highlight the importance of digital readiness, ethical awareness, and institutional support in integrating AI tools into academic writing.

Keywords: *ChatGPT, UTAUT2, academic writing, student perception, educational technology*

ABSTRAK

Hifdziyatun Nisa. 2025. Exploring Students' Perceptions of ChatGPT Use in an Academic Writing Course: A Mixed-Methods Study Using UTAUT2. *Skripsi*. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.

Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa Program Studi Pendidikan Bahasa Inggris (ELESP) di Universitas Negeri Jakarta memandang dan menggunakan ChatGPT dalam mata kuliah Writing for Academic Purposes (WAP). Dengan menggunakan kerangka kerja Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) yang diperkuat oleh teori Literasi AI dan Teori Sosiokultural, penelitian ini menerapkan desain metode campuran konvergen dan mengumpulkan data dari 80 mahasiswa melalui kuesioner terstruktur dan wawancara tertulis terbuka. Pertanyaan penelitian pertama berfokus pada persepsi mahasiswa serta faktor-faktor yang mendukung atau menghambat niat mereka dalam menggunakan ChatGPT. Hasil menunjukkan bahwa performance expectancy, effort expectancy, hedonic motivation, personal innovativeness, dan habit merupakan faktor pendorong utama, sedangkan kekhawatiran terkait akurasi informasi, etika penggunaan, dan kurangnya kebijakan institusional menjadi hambatan. Pertanyaan penelitian kedua mengkaji penggunaan aktual ChatGPT oleh mahasiswa dan kondisi kontekstual yang memengaruhi pengalaman tersebut. Mahasiswa cenderung menggunakan ChatGPT untuk mencari ide, menyusun gagasan, dan memperbaiki bahasa, namun tetap secara selektif dan hati-hati. Temuan ini menekankan pentingnya kesiapan digital, kesadaran etis, serta dukungan institusional dalam mengintegrasikan alat berbasis AI ke dalam pembelajaran akademik.

Kata Kunci: ChatGPT, UTAUT2, penulisan akademis, persepsi mahasiswa, teknologi pendidikan