CHAPTER 1
INTRODUCTION

In this chapter, the study elaborates on the background of the study, research questions, purpose of the study, scope of the study, significance of the study, and state of the art.

1.1   Background of the Study

Writing is one of the fundamental skills essential for academic success in higher education (Tzivinikou et al., 2021). It enables students to express their ideas clearly, demonstrate critical thinking, and engage with academic discourse through various forms such as research papers, essays, and reports. The writing process itself involves multiple stages, involves idea generation, organizing thoughts, ensuring coherence, applying appropriate vocabulary and grammar, and refining content. For students enrolled in language education programs, academic writing is not only a key learning outcome but also a necessary skill for future professional roles as educators and communicators.

Despite its importance, many students face difficulties during the writing process, including challenges with generating ideas, structuring arguments, maintaining coherence, and refining their drafts (Suprapto et al., 2022). Traditional pedagogical strategies such as scaffolding, outlining, and mind mapping are commonly used to guide students, yet many find these conventional methods time-consuming or difficult to apply independently (Sun et al., 2024; Toba et al., 2019).

As a result, students increasingly turn to digital tools that promise greater ease and efficiency in writing.

Among emerging technologies, artificial intelligence (AI) has gained attention in the educational context. Tools such as ChatGPT offer real-time support for idea development, paragraph organization, vocabulary enrichment, and sentence-level revision. (Fitria, 2022; Kangasharju et al., 2022). Unlike traditional methods that rely heavily on internal cognitive effort, ChatGPT offers an interactive platform where students can explore topics, receive suggestions, and revise text efficiently. This has made AI a potentially transformative tool in academic writing instruction.

ChatGPT presents both opportunities and concerns. While its adoption facilitates writing and enhances productivity, issues such as overreliance, risking reduced critical thinking, and also applying it unethically in academic environments. In the Indonesian higher education context, some students remain unfamiliar with responsible AI use, which may lead to misuse or undermine learning integrity (Sarwanti et al., 2024).

Several prior studies have examined ChatGPT in academic settings. Nikoçeviq-Kurti & Bërdynaj-Syla (2024) found that teachers appreciated ChatGPT for making their work easier and lesson more engaging, though they expressed concerns about students' overdependence on the tool. Similarity, Imran & Almusharraf (2023) highlighted the benefits of ChatGPT in supporting students' writing activities but emphasized the need for clear guidelines to mitigate cheating and ethical concerns. In a related study, Teng (2024)focused on English as a Foreign

Language (EFL) learners, noted that students appreciated ChatGPT's quick feedback and idea generation, yet some feared that dependence on it could hinder their creativity and critical thinking.

Although existing studies highlight both the potential and the complexity of integrating ChatGPT into educational settings, several important gaps remain. Research rarely focuses on structured academic writing courses within EFL university contexts, particularly in relation to how students use AI tools to support specific writing tasks. In addition, many studies do not employ a comprehensive theoretical framework to systematically examine the factors that influence students' perceptions and use of AI in learning. There is also limited insight into how pre-service teachers in Indonesian higher education engage with AI in writing instruction, despite the growing presence of tools like ChatGPT in academic environments. While Namatovu & Kyambade (2025) applied the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) to explore ChatGPT adoption among university students in Uganda. Further research is needed to understand how this model applies to structured academic writing courses within the Indonesian EFL teacher training context.

This research seeks to fill these gaps by exploring how students in the English Language Education Study Program (ELESP) at Universitas Negeri Jakarta perceive and experience in adopting ChatGPT, particularly in the Writing for Academic Purposes (WAP) course. WAP is a core subject aimed at enhancing students' academic writing proficiency through the production of structured texts such as research papers, critiques, and argument-based essays. It introduces learners to writing conventions, citation practices, and strategies for coherence and

cohesion. Given its complexity the course often prompts students to seek technological support to meet its demands.

ELESP students thus face a dual challenge: mastering academic writing in English and preparing for future roles as educators. By applying the UTAUT2 framework, which includes performance expectancy, effort expectancy, social influence, facilitating conditions, hedonic motivation, habit, image, insecurity, information accuracy, and personal innovativeness, this research aims to understand both the factors that shape students' intentions to use ChatGPT and their actual experiences adopting the tool in academic writing tasks. To strengthen the analysis, two supporting theories are incorporated. AI literacy is used to assess students' ability to understand, evaluate, and interact responsibly with AI-generated content. Sociocultural Theory frames the role of peer influence, classroom practices, and institutional context in shaping student engagement with technology.

By combining quantitative and qualitative data in a mixed-methods design, this study aims to provide comprehensive insights about ChatGPT adoption in academic writing. The findings are expected to inform educators and policymakers on how to responsibly integrate AI tools into curriculum design while upholding pedagogical goals and academic standards.

1.2   Research Questions

1. What are ELESP students' perceptions using ChatGPT in the Writing for Academic Purposes course?

2. How do ELESP students describe the actual use of ChatGPT in the Writing for Academic Purposes course?

1.3 Purpose of the Study

The purpose of this research is to explore students' perceptions and experiences regarding the use of ChatGPT in the Writing for Academic Purposes (WAP) course within the English Language Education Study Program (ELESP) at Universitas Negeri Jakarta. Specifically, this research aims to investigate the factors that support or hinder their intention and actual behaviors related to ChatGPT adoption. The study uses the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) as the main framework, supported by AI Literacy and Sociocultural Theory, to offer a deeper understanding of how students engage with AI in academic writing. Through a mixed-methods approach, the research seeks to gain deeper insights into how and why students adopt ChatGPT in academic writing and how such technology can be effectively integrated into writing instruction.

1.4 Scope of the Study

The scope of this research is limited to two cohorts of undergraduate students, enrolled in the English Language Education Study program (ELESP) at Universitas Negeri Jakarta who have taken or are taking the Writing for Academic Purposes (WAP) course in an even semester of 2024/2025. The research focuses on students' perceptions and experiences regarding their use of ChatGPT in completing academic writing tasks. It does not evaluate the effectiveness of ChatGPT compared

to other tools, nor does it explore the perspectives of lecturers or students from other departments. This research includes exploring their behavioral intentions and actual usage, identifying factors that support or hinder their intention to use the tool, and analyzing how specific institutional, pedagogical, or technological conditions shape their experience. The theoretical scope includes constructs from UTAUT2, as well as AI Literacy and Sociocultural Theory, which are used to interpret students' behaviors, competencies, and socio-academic influences. to frame the analysis of technology acceptance and use behaviour.

1.5 Significance of the Study

Given the importance of this research in addressing both theoretical and practical concerns, its significance can be viewed in two dimensions:

1. Theoretically

   a. Extends the UTAUT2 application by exploring its relevance in AI-assisted academic writing, specifically with ChatGPT.

   b. Integrates AI Literacy to assess how students critically evaluate AI-generated content, make ethical choices, and develop responsible usage habits.

   c. Applies Sociocultural Theory to explore how peer interaction, institutional norms, and learning environments influence students' AI adoption.

   d. Highlights the intersection of technology acceptance, digital competence, and sociocultural learning processes in EFL teacher education.

e. Contributes to the evolving body of literature on educational AI, particularly in EFL higher education

2. Practically

   a. Provides insights for designing AI literacy modules in teacher education, supporting students in using AI responsibly and effectively.

   b. Offers evidence-based suggestions for integrating ChatGPT in writing courses, including stages where the tool is most beneficial (e.g., drafting and revising).

   c. Supports curriculum planners in creating balanced strategies that enhance writing skills without promoting dependency on AI.

   d. Informs institutional policy-making by offering recommendations on ethical AI use, including:

      ➢ Promoting awareness of AI limitations and misinformation.

      ➢ Encouraging proper attribution of AI assistance.

      ➢ Preventing overreliance by fostering critical engagement with AI.

   e. Supports higher education institutions in preparing future educators with both pedagogical and digital competencies relevant to 21st-century classrooms.

1.6 State of the Art

The integration of artificial intelligence (AI) in education has become increasingly widespread, with tools such as Grammarly, QuillBot, and Google Bard being used to support students' writing and language development. These AI

applications assist with grammar correction, paraphrasing, vocabulary suggestions, and overall writing improvement. Among these tools, ChatGPT stands out due to its conversational capabilities, flexible task handling, and ability to generate context-aware content across various academic genres. Unlike rule-based systems or limited-function tools, ChatGPT enables students to brainstorm, revise, and refine their writing through interactive dialogue, making it a promising resource for academic writing instruction.

Recent studies have explored the pedagogical potential and ethical concerns surrounding ChatGPT in higher education. Nikoçeviq-Kurti & Bërdynaj-Syla (2024) reported that teachers benefit from ChatGPT's instructional support but worry about student dependence. Imran & Almusharraf (2023) noted the risk of academic dishonesty and called for clearer AI usage policies. Teng & Ma (2024) found that EFL learners appreciated ChatGPT's quick feedback but raised concerns over creativity loss and reduced ownership of ideas.

What sets the present study apart is its focus on a specific and structured academic writing course like Writing for Academic Purposes (WAP) within an EFL teacher education program in Indonesia, a context rarely examined. In contrast to earlier research that often lacks theoretical grounding, this study adopts a rigorous framework combining the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), AI Literacy, and Sociocultural Theory to systematically explore the factors that shape ChatGPT adoption in academic writing.

The inclusion of AI Literacy helps uncover students' understanding of AI-generated content, their ability to evaluate information accuracy, and their ethical

awareness. Sociocultural Theory adds depth by analyzing how classroom norms, peer practices, and institutional culture influence students' use of AI. Together, these frameworks provide a comprehensive perspective on how future educators engage with artificial intelligence in writing instruction.