

THE ROLE OF ARTIFICIAL INTELLIGENCE (AI) IN ESSAY WRITING

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Abstract

The rapid development of Artificial Intelligence (AI) has led to its widespread adoption in education, particularly in essay writing. AI-powered tools such as ChatGPT and Grammarly assist students in grammar correction, idea generation, and content refinement. This qualitative study investigates students' perceptions of AI's role in essay writing by conducting semi-structured interviews with five students enrolled in an academic writing course. Thematic analysis revealed that four out of five participants perceived AI as a beneficial tool that enhances writing efficiency, provides instant feedback, and improves technical writing skills. However, three students expressed concerns about AI diminishing their personal writing style and fostering over-reliance, which may hinder creativity and independent thinking. Additionally, two participants raised concerns about academic integrity, questioning whether AI-generated assistance could be considered plagiarism. The study also found a dual effect on time management—while three students reported increased productivity, two admitted to procrastinating more frequently due to AI's ability to accelerate last-minute work. The findings suggest that while AI offers significant advantages, it should be used responsibly as a supportive tool rather than a substitute for independent writing skills. Educational institutions should establish clear guidelines to promote ethical AI usage and encourage students to balance AI assistance with personal effort to develop critical thinking and originality in writing. It is recommended that future research could explore quantitative measures of AI's impact on writing proficiency and long-term academic performance.

Keywords: Artificial Intelligence; Essay Writing, Academic Integrity, Creativity

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INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has lead to its increasing adoption in various educational contexts, including essay writing. According to Popenici and Kerr (2017), AI functions as a computer system capable of performing human-like tasks such as learning, adapting, analyzing, and correcting itself using complex data. This aligns with Bagacina (2024), who emphasizes that communication manifests in diverse modalities, including oral expression, written language, visual representations, and non-verbal cues. Since real-world communication often integrates multiple modes—spoken, written, and visual—AI tools in education, particularly in essay writing, aim not only to

automate text generation but also to enhance multimodal communication by adapting to various linguistic and contextual elements. This is in line with Samantaray and Azeez (2024) who said that AI can significantly reduce the time required for pre-draft research and enhance the quality of writing. Many instructional videos are now available on different platforms, helping students use AI for tasks like summarizing, generating content, structuring writing, and creating research proposals and papers. (Ali & Mtalsi, 2024). AI powered tools such as grammar checkers, paraphrasing tools, and automated content generators, have become popular among students seeking to improve their writing efficiency. While these tools offer significant benefits, such as instant feedback and reduced time spent on revisions, they also raise important questions about academic integrity, creativity, and long-term impact on the students' writing skills. In addition, Artificial Intelligence (AI) is an automated tool that can provide effective solutions to various challenges. It enhances human cognitive processes, including learning, reasoning, and self-correction.

AI also offers several benefits to students, including improved writing accuracy, faster completion of tasks, and instant feedback. This is also in line with Storey (2023) stated that AI-assisted writing may also provide an effective way to deliver personalized feedback to students. As noted by Dian et al. (2022), AI has the potential to transform teaching and learning by introducing new expectations and challenges for both educators and students. AI benefits both students and teachers, making it an essential component of modern education (Crocket, 2023). AI has also significantly impacted human life, especially in recent years. It has influenced not only in educational setting (Shidiq, 2023; Abimanto & Mahendro, 2023; Syafiuddin et al., 2024; Ward et al., 2024), but also various industries, including healthcare, engineering, and film, by enabling computers to perform tasks that typically require human intelligence, such as recognizing speech and images, processing natural language, and making decisions. Ward et al. (2024) said that AI tools contribute to student learning by improving study habits, time management, and feedback processes. Acemoglu and Restrepo (2019) further explain that AI involves creating

software algorithms that can interact with their environment. One of AI tools such as ChatGPT that launched in November 2022, was trained on a large amount of human-written text. This makes ChatGPT highly skilled at using natural language, predicting the next word, generating human-like text, and performing language-based tasks like conversations Anderson (2023). Thorp (2023) adds that ChatGPT can also act as a communication tool, a role usually filled by humans.

Moreover, Setiawan and Luthfiyani (2023) stated that ChatGPT can be utilized to produce advanced written content, such as scientific papers or even complete books, by starting with well-structured and effective prompts. Additionally, scholars use ChatGPT to provide feedback on essays and evaluate their performance. Other tools such as, grammar checkers such as Grammarly, writing assistants, and programs that can generate essays automatically, are becoming popular due to their ease of use and effectiveness. They help save time and effort for both students and teachers. Johnson (2019) affirmed that AI has the capability to transform language learning, making it more accessible and effective for learners from diverse backgrounds. Dian et al. (2022) researched students' perceptions of AI in writing classes. The results showed that students had a positive view of AI. They felt that AI helped them through the writing process, improved their understanding of writing concepts, and taught them important vocabulary and grammar. This study suggests that AI can be useful for EFL students. Additionally, various AI-powered applications support researchers in editing their work and ensuring proper use of English. (Samantaray & Azeez, 2024). While AI can analyze vast amounts of data, generate new ideas, and assist writers in content creation, excessive reliance on it may diminish originality and personal expression. Since AI-generated text is primarily based on existing patterns, it can lead to a loss of an author's unique style (Stojanovic et al., 2023). Essay writing is a fundamental academic skill that requires critical thinking, organization, and clarity of expression. With the integration of artificial intelligence (AI), students now have access to tools that can assist them throughout the writing process, from brainstorming ideas to

refining their final drafts. In addition, AI-powered applications like ChatGPT and Grammarly provide grammar corrections, suggest better word choices, and even help structure arguments more effectively. One of the key benefits of AI in essay writing is its ability to enhance productivity. Students can save time on editing and focus more on developing their arguments and refining their ideas. Additionally, AI can serve as a learning aid by offering explanations for corrections and providing feedback on writing style. Moreover, AI raises concerns about academic integrity. Some students may be tempted to use AI-generated content without proper citation, leading to ethical issues in academic writing. To address this, educators should emphasize the importance of using AI as a supportive tool rather than a replacement for independent writing. However, while AI tools are useful, they should be used responsibly. Over-reliance on AI may hinder students from developing their own critical thinking and writing skills.

Although previous studies have demonstrated the benefits of AI in improving spelling, grammar, and overall writing quality (Cheung, 2015), limited attention has been given to its role in structured academic writing settings, particularly in essay writing classes. Existing studies focus predominantly on AI as a linguistic tool, but there is little exploration of how students perceive its use in developing argumentation, coherence, and originality in essay writing. Given the increasing integration of AI in education, understanding these perceptions is crucial to assess both its potential advantages and its limitations in fostering independent critical thinking and writing skills.

Additionally, earlier research has examined the role of AI in improving writing mechanics, limited research has explored its broader implications within structured academic writing settings, particularly in essay writing classes. To address this gap, this study investigates students' perceptions of AI in essay writing through key aspects such as its benefits, ethical considerations, and impact on creativity, engagement, and academic integrity as addressed in the following research questions.

Research Questions:

1. How do students perceive the role of AI in assisting them with essay writing?
2. What are the main benefits students gain from using AI in the writing process?
3. How does the use of AI in essay writing impact students' academic integrity?
4. How does AI influence students' creativity and engagement in the writing process?
5. How does AI affect students' time management and work habits?
6. How can AI be used responsibly in an academic context?

This study therefore aims to explore the perceptions of students regarding the use of AI in essay writing exploring both its advantages and potential challenges. The findings will contribute to ongoing academic discussions by shedding light on AI's role in shaping writing proficiency, academic integrity, and student learning behaviors. Furthermore, this study will offer insights for educators and policymakers on best practices for integrating AI into academic settings while fostering independent writing skills, creativity, and ethical usage.

METHOD

This study employed qualitative research design, utilizing a semi-structured interview as the primary data collection method. Five students from Essay Writing class were selected through purposive sampling to participate in this study. The participants were chosen based on their experience with using AI tools for essay writing. Each interview lasted approximately 45-60 minutes, and the key questions focused on how AI tools assist in their writing process, their feelings about using AI, and concerns they have regarding academic writing integrity and creativity. All interviews were recorded and transcribed verbatim for analysis. Data analysis was conducted using thematic analysis, a method that involves identifying, analyzing, and reporting patterns (themes) within the data. As outlined by Braun and Clarke (2006), the goal of this thematic analysis was to identify patterns and connections among themes extracted from the qualitative

data. The transcripts were coded inductively and manually, and themes were developed based on the recurring patterns in participants' responses. To ensure the validity and reliability of the findings, this study employed member checking, a technique in qualitative research where participants review and verify their transcribed responses and preliminary interpretations to ensure accuracy and credibility (Lincoln & Guba, 1985). By allowing participants to confirm or clarify their statements, member checking helps minimize researcher bias and enhances the trustworthiness of the data (Birt et al., 2016). Additionally, data triangulation was implemented by comparing themes emerging from multiple participants to ensure consistency across different perspectives, thereby strengthening the credibility of the research findings (Patton, 1999). In this study, the AI tools primarily referred to and frequently used by participants are ChatGPT and Grammarly. These platforms assist them in various aspects of academic writing, such as idea generation, grammar correction, sentence structuring, and overall content improvement. ChatGPT is often utilized for brainstorming and refining arguments, while Grammarly helps with grammar, spelling, and style enhancements.

RESULT AND DISCUSSION

This section presents the participants demographic data, findings and discussions from the interviews conducted with students as interviewees regarding their perceptions, experiences, and concerns about using AI in essay writing. The discussion merely analyzes key themes that emerged from the responses, including students' perceptions of AI's role in essay writing, the benefits gained from using AI, its impact on academic integrity, creativity, and engagement, as well as its influence on time management and work habits. Additionally, the study explores responsible AI usage within an academic context. These focal points shape the scope of the study, ensuring a targeted examination of AI's role in students' writing experiences. The participants demographic data can be seen in Table 1.

Table 1. Participants' Demographic Data:

Pseudonyms	Gender	Age	AI Tools Used	Time Spent on ChatGPT and Grammarly
Alice/ Interviewee#1	Female	22	ChatGPT, Grammarly	More than 1 hour
Bella/ Interviewee#2	Female	21	ChatGPT, Grammarly	More than 2 hours
Charlie/ Interviewee#3	Male	22	ChatGPT, Grammarly	More than 1 hour
Daisy/ Interviewee#4	Female	21	ChatGPT, Grammarly	More than 1 hour
Edward/ Interviewee#5	Male	21	ChatGPT, Grammarly	More than 1 hour

Table 1 shows demographic information on five participants, represented by pseudonyms, who use AI tools in their academic activities. The group consists of three females and two males, aged between 21 and 22. The two most commonly used AI tools by students were ChatGPT and Grammarly, both of which are used by all participants, indicating their reliance on AI for writing and research tasks. The time spent on these tools varies, with most participants using it for more than one hour, while one participant, Interviewee#2, reports using them for more than two hours. This suggests that ChatGPT plays a crucial role in their academic workflow, supporting their writing and learning processes.

Students' Perceptions of AI's Role in Essay Writing

Based on the interview results, all participants agreed that AI plays a significant role in enhancing their essay writing process. However, their perceptions varied, particularly regarding AI's impact on efficiency, independence, and originality.

AI as a Technical Aid: Efficiency and Confidence

Interviewee 1 and Interviewee 2 stated that AI is very helpful in improving the technical aspects of writing, such as grammar and sentence structure. They felt more confident in their writing after using AI. Some students viewed AI as a

valuable tool for improving writing mechanics, particularly in grammar and sentence structure.

As Interviewee#1 expressed, *"I feel that AI is very helpful, especially in fixing grammar and sentence structure. I feel more confident in my writing."*

Interviewee#2 said, *"I see AI as an efficiency tool. It helps me speed up my writing, but I still make sure my voice remains in my work-my writing."*

These responses align with Kim et al. (2024), who found that AI-powered writing tools enhance technical accuracy, reduce errors, and boost students' confidence in their writing abilities. Their study highlighted that students perceive AI as a multi-tasking writing assistant, allowing them to streamline the revision process and focus more on idea development rather than mechanics. Similarly, Kim et al. (2024) emphasized that AI's role as a "digital peer" supports students in improving writing quality without necessarily replacing their own contributions.

However, as also noted in Kim et al. (2024), task-related challenges may arise if students rely excessively on AI for structural and grammatical corrections. While AI can enhance efficiency, it may also hinder students' ability to develop independent revision skills. This suggests that while AI serves as a beneficial writing aid, educators should encourage students to use it strategically rather than as a complete substitute for manual editing and critical thinking.

Concerns Over AI and Writing Independence

Some students such as Interviewee 3 and Interviewee 5 raised concerns that AI diminishes their ability to write independently and may reduce their personal engagement in the writing process.

Interviewee#3 stated, *"While AI is useful, I feel that relying on it too much makes me less independent in writing."*

Interviewee#5 stated, *"To me, AI is very helpful, but I also feel like I'm losing my own style in the writing."*

This is in line with Chen and Gong (2025) who identified over-reliance on AI as a major concern in their study on AI-assisted learning for Chinese as a Second Language (CSL) students. Their findings indicate that while AI can enhance

writing proficiency, excessive dependence on AI-generated content may impede students' independent learning and self-editing abilities. They also highlight the unreliability of AI-generated text, which can lead students to blindly accept AI suggestions without critically evaluating them. This indicates that while AI provides technical benefits, there is concern that it might erode individual writing style and uniqueness.

AI as a Writing Assistant: Enhancing Conceptual Focus

Some participants like interviewee 2 and Interviewee 4 had a more positive outlook, viewing AI as a supportive assistant that allows them to focus on higher-order thinking.

Interviewee#2 remarked, *"I think, AI is like a personal assistant for me. I can focus on big ideas while AI takes care of the technical details."*

Interviewee#4 remarked, *"AI is like a tutor for me. It guides my writing process and helps me understand how to improve my essays."*

This perspective aligns with Stojanovic et al. (2023), who argue that AI can serve as a cognitive scaffold, helping students refine their writing structure and offering real-time feedback. However, their study also warns that excessive reliance on AI-generated content may hinder deep learning and creative risk-taking.

Balancing AI Assistance and Originality

These findings suggest that AI's role in writing is complex—it can enhance technical aspects and efficiency, but it also presents risks of over-reliance and loss of originality. Pratama and Hastuti (2024) found that students who used AI selectively retained their individual writing style while benefiting from AI's grammar and structural support. Storey (2023) highlights that AI can aid in idea generation, but warns that students should critically engage with AI suggestions rather than passively accepting AI-generated content. Thus, it is essential for educators to provide clear guidelines on responsible AI use. Institutions should encourage students to view AI as an assistant rather than a replacement, ensuring that personal creativity and independent thinking remain central to the writing process.

Benefits of Using AI in the Writing Process

All participants acknowledged that AI significantly benefits their writing process, particularly in efficiency, quality improvement, and time management. This shows that AI plays an important role in making academic writing easier, improving grammar and accuracy, and helping students organize their ideas more effectively. Several participants emphasized that AI speeds up their writing process, reducing time spent on revisions. All participants acknowledged that AI provides significant benefits in their writing process, including efficiency, improved writing quality, and time savings. Interviewee 1 and Interviewee 3 highlighted how AI helps them complete tasks faster.

Interviewee#1 stated, *"With AI, I can finish my tasks faster. I used to spend hours editing, but now AI can do it in minutes."*

Interviewee#3 stated, *"I no longer spend hours fixing grammar and structure. AI helps me refine my drafts quickly."*

These responses suggest that AI makes writing easier by reducing the mental effort needed for grammar and structure. This allows students to focus more on their ideas and arguments instead of worrying about technical details. Beyond efficiency, participants also noted improvements in vocabulary precision and writing structure:

Interviewee 2 and Interviewee 4 emphasized that AI helps them find more precise and varied words, making their writing appear more professional.

Interviewee#2 noted, *"AI helps me find more precise and varied words. My writing looks more professional."*

Interviewer#4 noted that AI keeps them focused and structured. *"It helps me stay focused. I get less distracted because AI keeps my writing process structured."*

The findings reflect that AI-assisted writing helps create more varied and well-structured academic texts. AI's ability to suggest different words and improve sentence structure allows students to write in a more formal and polished style, improving the quality of their academic work.

Furthermore, AI assists in error detection and proofreading, as highlighted by Interviewee 5:

Interviewee 5 pointed out that AI helps them identify unnoticed mistakes, such as typos or grammar errors. *"AI helps me find mistakes I didn't realize, like typos or grammar errors."*

This suggests that AI enhances writing accuracy by providing instant error detection, helping students refine their work more effectively. It also indicates that AI acts as a proofreading assistant, allowing students to catch mistakes they might otherwise overlook. These findings are consistent with prior research demonstrating that AI can enhance students' writing efficiency and quality (Storey, 2023). However, it is important to note that these benefits often come with trade-offs, such as reduced creativity or excessive reliance on technology.

Concerns About Academic Integrity

Academic integrity emerged as a significant concern among participants, reflecting broader ethical dilemmas regarding AI use in education. Some students expressed uncertainty about whether AI assistance is considered cheating, while others viewed it as an acceptable tool for writing improvement.

Several participants, including Interviewee 1 and Interviewee 3, felt apprehensive about using AI, fearing that their lecturers might disapprove:

Interviewee#1 mentioned, *"I sometimes worry that my lecturer will know I use AI. Even though it's not forbidden, I feel like I'm cheating a little."*

Interviewee#3 said, *"I'm unsure whether using AI is considered cheating. Sometimes, I hesitate to use it because I don't want my teacher to disapprove."*

Similarly, Interviewee 5 experienced guilt over AI reliance, worried that excessive dependence on AI might compromise academic honesty:

Interviewee#5 said, *"I sometimes feel guilty for relying too much on AI. I fear my lecturer might think I'm not being honest."*

The responses indicate that students feel uncertain and guilty about using AI in academic writing due to concerns about academic integrity and lecturer

disapproval. Their hesitation stems from the lack of clear guidelines on AI usage, leading to fears that reliance on AI might be perceived as cheating or dishonesty. Conversely, Interviewee 2 and Interviewee 4 viewed AI as a tool for refinement rather than a means of academic dishonesty:

Interviewee 2 stated, *"I'm not too worried because I still write my own content. AI just helps improve it, not write it from scratch."*

Interviewee#4 stated, *"AI should be a tool, not a replacement. I try to balance its use so that I still develop my writing skills."*

The responses from Interviewee #2 and Interviewee #4 suggest that some students view AI as a supportive tool rather than a substitute for their writing. Interviewee #2 emphasizes that AI enhances their work without replacing their original content, while Interviewee #4 highlights the importance of balancing AI use to maintain writing skill development. This indicates that responsible AI usage can help students improve their writing without compromising their independence or learning process. The findings reflect a broader ethical dilemma regarding AI use in education. It is crucial for educational institutions to provide clear guidelines on acceptable AI usage so that students do not feel trapped in a gray area between innovation and cheating.

AI's Impact on Creativity and Student Engagement

The impact of AI on students' creativity and engagement in the writing process is complex and highly individualized. While some students believe AI hinders creativity by making them overly reliant on its suggestions, others feel that AI enhances creativity by offering alternative expressions and expanding their writing possibilities.

AI as a Limitation to Creativity

Some participants expressed concerns that AI reduced their creativity by encouraging dependency and limiting originality. Interviewee 1, Interviewee 3, and Interviewee 5 reported that AI's structured suggestions made their writing feel less personal:

Interviewer#1 stated that AI helped generate fresh ideas. *"AI helps me generate fresh ideas that I wouldn't have considered before."*

Interviewee#3 said, *"I feel my creativity has declined because I rely too much on AI. I used to experiment with different writing my own way of styles, but now I tend to follow AI's suggestions."*

Interviewee#5 said, *"I worry that I'm becoming dependent on AI instead of developing my own writing style."*

These findings align with Stojanovic et al. (2023), who argue that AI-generated writing often follows standardized structures, which can make students' work more uniform and less distinctive. This raises concerns about diminished originality and the potential for students to develop formulaic writing habits rather than exploring their unique voice.

AI as a Creativity Booster

Conversely, other participants believed AI helped them become more creative by offering alternative sentence structures and vocabulary. Interviewee 2 and Interviewee 4 stated:

Interviewee#2 stated, *"AI actually helps me be more creative because it provides many alternative words and sentence structures I have never thought it before."*

Interviewee#4 stated, *"It enhances my creativity because I can experiment with different writing styles based on AI's recommendations."*

These findings support that AI can help students think creatively by offering new ideas, expressions, and structures. Its impact on creativity depends on how students use it—whether they simply copy suggestions or actively experiment with AI-generated ideas. The findings suggest that AI's impact on students' creativity can vary depending on how they use the tool. As noted by Stojanovic et al. (2023), AI-generated writing tends to follow standardized structures, which can result in a more uniform and less distinctive style, failing to fully capture the writer's individual voice.

AI's Impact on Time Management and Work Habits

AI usage has a dual impact on students' time management and work habits. While some participants admitted that AI encouraged procrastination, others felt that it

improved their efficiency. This contrast suggests that the influence of AI on academic behavior is not uniform but rather dependent on individual factors such as self-regulation, AI proficiency, and personal study habits.

Several participants acknowledged that AI contributed to increased procrastination because of its ability to generate quick results. Interviewee 1, Interviewee 3, and Interviewee 5 admitted that they delayed tasks, knowing AI could assist them at the last minute:

Interviewee#1 mentioned, *"I tend to procrastinate more because I know AI can help me complete tasks quickly."*

Interviewee#3 said, *"Knowing AI can assist me makes me procrastinate more because I rely on it to speed up my work."*

Interviewer#5 also admitted to intentionally delaying work, relying on AI for last-minute support.

Interviewer#5 *"Sometimes, I start late on purpose because I know AI can help me finish my essays faster."*

This suggests that while AI improves productivity, it can also cause students to procrastinate since they rely on AI to complete tasks at the last minute. This finding aligns with research by Ward et al. (2024) and Syafiuddin et al. (2024), which found that while AI literacy enhances productivity, it may also lead to behavioral shifts that promote last-minute reliance on technology.

Conversely, other participants believed that AI enhanced their efficiency while maintaining a disciplined approach to their work. Interviewee 2 and Interviewee 4 shared their perspectives:

Interviewee#2 said, *"I try not to procrastinate, but AI does make me more relaxed because I know I have a 'backup' if I'm pressed for time."*

Interviewee#4 said, *"I don't want to rush, and I think I also don't want to procrastinate my work."*

This indicates that students use AI as a supportive tool rather than a crutch, relying on it to enhance efficiency without fully depending on it. Ultimately, these findings highlight that AI's impact on procrastination varies based on individual self-discipline and time management skills.

Recommendations for Responsible AI Use

some participants provided recommendations on how AI should be used responsibly in an academic context. Interviewee 2 emphasized that AI should be viewed as a supportive tool rather than a replacement for students' independent efforts, stating:

Interviewee 2 suggested that students should use AI as a tool, not as a substitute for their own efforts.

Interviewee#2 said, *"I think, AI should be used as a tool, not as a replacement for our own efforts."*

This perspective aligns with concerns in existing literature about AI's potential to undermine students' critical thinking and writing skills if used improperly (Ikrawansyah & Romadhon, 2024). Similarly, Interviewee 4 highlighted the importance of recognizing AI's limitations to avoid over-reliance,

Interviewee 4 emphasized the importance of understanding AI's limitations and not becoming overly dependent on technology.

Interviewee#4 said, *"We need to understand AI's limitations and not too rely on technology."*

This sentiment underscores the debate surrounding AI literacy in education. While AI can enhance efficiency, research suggests that excessive dependence may hinder the development of essential cognitive skills. Therefore, institutions must implement strategies that promote AI literacy, ensuring students understand both its advantages and limitations. Furthermore, these recommendations suggest the need for explicit guidelines on AI use in academic writing. As Ikrawansyah and Romadhon (2024) argue, educators should integrate AI in ways that reinforce, rather than replace, students' analytical and writing abilities. One potential approach is incorporating AI-assisted assignments where students critically reflect on AI-generated suggestions rather than accepting them passively. Additionally, structured discussions on ethical AI use can help students navigate issues related to academic integrity. By considering these insights, this study reinforces the importance of a balanced approach to AI use in education. While AI can facilitate

idea generation and language refinement, fostering responsible AI engagement is crucial to maintaining academic rigor and independent learning.

CONCLUSION

Based on the findings, it is concluded that AI plays a significant role in assisting students with essay writing. AI improves efficiency, technical writing quality, and provides valuable instant feedback. However, its use also raises concerns about academic integrity, reduced creativity, and negative impacts on time management. To maximize AI's benefits while minimizing its risks, educational institutions must provide clear guidelines on acceptable AI use. Additionally, students should be encouraged to use AI as a tool rather than a replacement for their own efforts. With a balanced approach, AI can become a highly valuable tool in enhancing education and students' writing skills. To maximize the benefits of AI while mitigating its risks, educational institutions should establish clear guidelines on its acceptable use in academic writing. Additionally, students should receive proper training on how to use AI as a supportive tool rather than a replacement for their critical thinking and creativity. A hybrid approach that combines AI-assisted learning with traditional writing instruction can help students develop essential writing skills while leveraging AI for efficiency and feedback. Continuous evaluation and further research are also necessary to understand the long-term impact of AI on academic writing and learning outcomes. However, this study has some limitations to consider. The effectiveness of AI can vary depending on the language, field of study, and the user's level of expertise. Additionally, AI still struggles with understanding nuanced language and context, which may result in inaccurate feedback. There is also a risk of over-reliance, where students may become dependent on AI tools rather than developing their independent writing skills. Furthermore, unequal access to AI technology could create disparities in learning opportunities among students. Despite these challenges, with a well-balanced approach, AI can serve as a valuable tool to enhance education and support students in improving their writing skills.

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