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Investigating Students' Views on the Role of Generative AI in Academic Writing

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ABSTRACT

The rapid integration of Generative Artificial Intelligence (GenAI) in higher education has raised pedagogical and ethical concerns regarding its role in academic writing. This study investigates students' views on the anticipated functions, perceived benefits, and challenges of AI-assisted academic writing. A convergent parallel mixed-methods design was employed, involving 89 second-year students with prior experience using GenAI tools. Quantitative data were analyzed using descriptive statistics, and qualitative interview data were analyzed using thematic analysis. The findings indicate that most students perceive GenAI as a writing assistant (85%) and feedback provider (78%). A substantial proportion report increased writing efficiency (82%) and improved writing quality (76%) when using GenAI tools. However, concerns regarding over-dependence (45%) and potential plagiarism risks (32%) were also identified. Overall, students position GenAI as a supportive pedagogical aid that enhances drafting and revision processes while acknowledging important ethical and cognitive challenges. These findings highlight the need for structured instructional guidance and the development of AI literacy to ensure responsible and pedagogically aligned integration of GenAI in academic writing instruction.

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1. INTRODUCTION

English academic writing is a complex and multifaceted activity that requires students to coordinate multiple cognitive skills and knowledge to navigate writing processes. These processes include setting goals, solving problems, and strategically managing memory resources [1]. Writing is a personal endeavor that varies greatly from one student to another, with each student bringing their own set of characteristics, including linguistic background, prior domain knowledge, and affective states such as attitudes towards writing and

engagement with the task. All of these factors potentially influence their performance [2]. For students who speak English as a second language (ESL), the writing process can be even more challenging due to language barriers. However, educators often face limitations in providing personalized instruction and formative feedback, resulting in insufficient opportunities for students to practice writing and integrate feedback to enhance their writing skills [3]. These conditions indicate a persistent pedagogical challenge in supporting diverse learners effectively in academic writing contexts and highlight the need for theoretically informed interventions.

To address these challenges, generative artificial intelligence (GenAI)-powered writing tools have emerged to assist students with academic writing and help ESL learners improve their writing skills. GenAI refers to intelligent algorithms capable of interacting with users through natural language exchanges to generate new content, refine responses, and simulate human intelligence [4]. These writing systems provide ongoing support throughout the writing process, from ideation (e.g., generating possible research questions and ideas) to editing and proofreading (e.g., offering corrections, grammar checking, and proofreading) [5]. Beyond mere evaluation and correction, GenAI systems facilitate metacognition by helping students identify and correct language errors[6], recognize dissonance in their writing [7], and improve their manuscript's overall clarity and coherence [8]. For more proficient ESL learners aiming to enhance their writing, these AI tools offer essential pedagogical support. This includes guidance to improve writing quality by enhancing lexical diversity and stylistic variation, identifying errors [9], and adapting to preferred writing styles [10]. Furthermore, AI writing systems aid students in conducting literature reviews by identifying relevant research articles [11], supplying background information on writing topics [12], [13], and offering recommendations tailored to students' preferences and search patterns [14]. AI systems also provide real-time translation and interpretation services, helping students overcome language barriers to access content in multiple languages and gain diverse perspectives [15].

Despite these many benefits, challenges, and concerns regarding the use of GenAI in academic writing tasks remain. Issues related to data privacy, intellectual property, over-reliance on automated tools, and plagiarism are significant [16], [17],[18]. Additionally, GenAI has been known to "hallucinate" content, generating inaccurate responses that seem plausible, as documented by [19]. This can lead to uncertainty about how to use GenAI effectively, as students may question its accuracy and usefulness [20]. Moreover, the content produced by GenAI often comes from algorithms and training data that are not transparently available to users and may perpetuate biased or discriminatory viewpoints, further eroding trust in AI systems [21]. GenAI tools are often used without supervision, so students may require guidance to interact with them effectively in an educational context. For these tools to be used effectively, students must develop communication skills to prompt GenAI appropriately and critical thinking skills to evaluate AI-generated content and integrate it into their academic work [22]. Without proper instruction, there is a risk of misapplication, such as unintentional plagiarism or uncritical adoption of suggestions [23]. These challenges emphasize the need for more comprehensive research on the pedagogical and ethical use of GenAI in education [24]. Existing studies primarily emphasize technological affordances

and ethical debates, with limited attention to students' perspectives on the functions, benefits, and challenges of GenAI in academic writing. Addressing this gap is essential to inform theoretically grounded and pedagogically aligned instructional design. The present study, therefore, systematically explores students' views and experiences with GenAI-assisted academic writing by addressing the following questions:

What are students' views on the anticipated functions of AI in AI-assisted academic writing tasks?

What are students' views on the benefits of AI-assisted academic writing?

What are students' opinions of the challenges of AI-assisted academic writing?

The findings of this study will contribute to a comprehensive understanding of GenAI's impact on academic writing and provide practical insights for instructional strategies, AI tool integration, and supporting ESL learners' writing development.

Generative artificial intelligence (AI), particularly tools like ChatGPT, has rapidly integrated into academic writing, providing students with significant support in various stages of the writing process. Experts such as [25] highlight the utility of AI in assisting students with idea generation, language fluency, grammar correction, and structural organization. AI is viewed by many students as a valuable resource, helping them bridge gaps in their writing skills by offering personalized feedback [26]. Non-native English speakers, for instance, benefit from AI's real-time language corrections, enhancing their ability to express themselves more clearly [27]. Some scholars, such as Heintz et al. (2022), argue that excessive reliance on AI may hinder the development of critical writing skills. Ethical concerns regarding authorship and plagiarism have also been raised [28]. Nevertheless, proponents maintain that AI can be used responsibly when it complements rather than replaces students' efforts [29]. These differing perspectives underscore the necessity of empirical research to investigate how students perceive and experience GenAI-assisted academic writing and to evaluate its long-term impact on writing skills and academic growth.

2. METHOD

This study employs a mixed-methods design [30] that combines both quantitative and qualitative data collection techniques to explore students' views of the role of Generative AI (GenAI) in academic writing. A convergent parallel mixed-methods approach is adopted [31], where both types of data are collected simultaneously, analyzed separately, and then integrated to provide a comprehensive understanding of how students interact with AI in their writing tasks. A descriptive approach is used to analyze the data, focusing on the effectiveness of GenAI tools and students' experiences and challenges throughout the writing process.

2.1 Participants

This study involved 89 second-year students from the English Literature and English Education programs at Institut Prima Bangsa. Stratified sampling based on the study program was applied to ensure proportional representation from both programs [32]. All participants had prior experience using generative AI tools, such as ChatGPT, GPT-3, or

GPT-4, in academic writing tasks. A subset of 20 students was selected for in-depth interviews to capture varied perspectives across the two programs.

Table 1. Student Demographics

No	Items	Background Variables	Number of Higher Students	Percentage
1	Gender	Man	20	22.47%
2		Women	69	77.53%
		Total	89	100%

Participants were invited to participate voluntarily through coordination with the respective study programs. The inclusion criteria required students to be enrolled in the second year and to have prior experience using generative AI tools in academic writing. As the study was conducted within a single institution, the findings should be interpreted accordingly.

2.2 Data Collection

Qualitative data were analyzed using Miles and Huberman's (1994) Interactive Model, which includes data reduction, data display, and conclusion drawing/verification [33]. Thematic coding was used to identify recurring patterns in students' views, experiences, and challenges with using Generative AI (GenAI) for academic writing. To enhance trustworthiness, member checking was conducted with selected participants to verify the accuracy of interpretations. Peer debriefing sessions were held during the coding process, and triangulation was achieved by comparing survey and interview findings. Prolonged engagement was maintained throughout the semester to ensure familiarity with participants' academic context [34].

Quantitative data were collected using a structured questionnaire developed based on prior literature on AI-assisted academic writing and educational technology use. The final instrument consisted of 30 items distributed across three constructs: perceived roles, perceived advantages, and perceived challenges of GenAI in academic writing. Items were measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was reviewed by two experts in educational technology and academic writing to ensure content validity, and minor revisions were made based on their feedback. Internal consistency reliability was examined using Cronbach's alpha coefficient. Quantitative data were analyzed using descriptive statistics in Microsoft Excel (Version 365), including the calculation of mean scores and percentage distributions [35].

The analysis focused on identifying response patterns rather than establishing causal relationships. The integration of qualitative and quantitative findings followed a side-by-side comparison strategy, in which themes from interviews were compared with survey trends to identify areas of convergence and divergence [36]. This integration enabled the study to describe students' perceived experiences and reported outcomes related to the use of GenAI in academic writing.

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2.3 Data Analysis

The researchers employed a combined inductive and deductive thematic analysis approach [37] to examine participants' perceptions of GenAI in academic writing. Following a verbatim transcription of the interviews, the researchers familiarized themselves with the data before conducting deductive coding guided by the predefined research questions [38]. Subsequently, inductive coding was applied to allow new themes and patterns to emerge beyond the initial analytical framework. A coding framework was developed and refined iteratively throughout the analysis process.

Two researchers independently reviewed and coded a subset of the transcripts to enhance analytic rigor. Any discrepancies were discussed until a consensus was reached. During the data reduction phase, related codes were merged into broader thematic categories. The analysis identified nine overarching themes: three themes with seven sub-themes related to the expected roles of GenAI (RQ1), three themes with nine sub-themes concerning its advantages (RQ2), and three themes with five sub-themes addressing barriers to GenAI-assisted academic writing (RQ3). Member checking and peer discussions were conducted to validate the credibility of the findings.

2.4 Validity and Reliability

For the quantitative strand, content validity was ensured through expert review prior to data collection. The questionnaire items were evaluated for clarity, relevance, and alignment with the research objectives. Minor revisions were made based on expert feedback before final distribution. For the qualitative strand, trustworthiness was enhanced through triangulation between survey and interview findings, member checking with selected participants, peer debriefing during the coding process, and the maintenance of an audit trail documenting analytic decisions.

2.5 Ethical Considerations

This study was conducted with prior institutional permission obtained before data collection commenced. All participants were informed about the purpose, procedures, and voluntary nature of the research. Written informed consent was obtained from all participants before they completed the questionnaire and participated in interviews. Participants were assured that their responses would remain confidential and anonymous. No identifying information was collected or disclosed in reporting the findings. Participants were informed of their right to withdraw from the study at any time without academic or administrative consequences. All data were securely stored and used solely for research purposes.

3. RESULTS AND DISCUSSION

3.1. Results

Academic writing has evolved with technological advancements, and Generative AI (GenAI) has become a widely used tool among students for tasks such as drafting, grammar correction, and feedback provision. This study aims to explore students' perceptions of GenAI's role in academic writing, focusing on both its benefits and the challenges it presents. Data were collected through questionnaires and in-depth interviews with students who have

used GenAI tools such as ChatGPT, GPT-3, and GPT-4 in their academic writing. The findings provide valuable insights into how students perceive GenAI as a support tool and into its impact on their writing processes. The results are presented below in a structured format for clarity and further discussion. Students' views of expected roles of AI in AI-assisted academic writing tasks.

Table 2. Findings on Students' Views on the Role of Generative AI in Academic Writing.

No	Research Question	Theme	Number of Students (%)	Description
1	RQ1: What are students' views on the anticipated functions of AI in AI-assisted academic writing tasks?	GenAI as a Writing Assistant	85%	Students expect GenAI to help generate ideas and draft initial content.
2		GenAI as a Feedback Provider	78%	Students want GenAI to provide feedback on sentence clarity and writing flow.
3		GenAI as an Entry-Level Writer	70%	Students view GenAI as a tool for creating initial drafts that can be further developed.
4	RQ2: What are students' views on the benefits of AI-assisted academic writing?	Improvement in Writing Quality	76%	Students feel GenAI improves writing quality, especially in grammar and spelling.
5		Reduction of Writing Stress	65%	Using GenAI reduces students' writing-related anxiety.
6		Increased Writing Efficiency	82%	Students find that GenAI enhances writing speed and accelerates the drafting process.
7	RQ3: What are students' opinions of the challenges of AI-assisted academic writing?	Dependence on GenAI	45%	Some students express concern about becoming overly reliant on GenAI for writing tasks.
8		Accuracy and Understanding of Nuance	38%	Some students feel GenAI lacks the ability to understand the nuances of their writing.
9		Concerns About Plagiarism	32%	Students worry that using GenAI could lead to plagiarism or reduce their personal voice in writing.

3.2. Discussion

3.2.1 Students' views of expected roles of AI in AI-assisted academic writing tasks

This study looks at students' views on the expected roles of Generative AI (GenAI) in academic writing. As AI tools like ChatGPT, GPT-3, and GPT-4 become more common, students expect them to help with tasks like idea generation and grammar correction. The students see GenAI as a writing assistant, feedback provider, and even a tool for creating initial drafts. While students appreciate the support GenAI provides, some worry about becoming too dependent on it. This study aims to understand both the benefits and challenges

students face when using GenAI in academic writing. Detailed findings are presented in the table below.

Table 3. Students' views of expected roles of AI in an AI-assisted academic writing task

No	Themes	Sub-Themes	Mentioned N (%)
1	GenAI as a Writing Assistant	Idea generation tool	30 (34%)
2		Grammar and style checker	25 (28%)
3		Content structure improvement	20 23%)
4		Writing flow organizer	11 (12%)
5	GenAI as a Feedback Provider	Sentence clarity evaluator	30 (33.71%)
6		Coherence and structure enhancement	23 (25.84%)
7	GenAI as an Entry-Level Writer	Initial draft generator	27 (30.34%)

3.2.2 GenAI as a Writing Assistant

One distinct role that students identified is the expectation that GenAI should act as a search engine. For example, P12 denoted *"Whenever I need information, I just ask GenAI for clarification."* This aligns with the function of search engines, which quickly provide users with relevant information [39]. In fact, students expect GenAI to help them access and integrate domain-specific knowledge, thereby improving their ability to meet academic writing expectations. In addition, GenAI could significantly improve literature searches and information retrieval, which are essential to academic writing.

Moreover, students also envisioned GenAI as a thought-provoker. As P7 stated, *"I hoped it could push me to think critically about existing research and theories."* The students expect GenAI to challenge their thinking and offer diverse perspectives that enhance their creativity. As in the existing literature [40], students view GenAI as a facilitator that encourages deeper thinking during writing tasks. Thus, they see GenAI not only as a provider of information but also as a tool for stimulating and broadening their intellectual engagement with academic content.

3.2.3 GenAI as a Feedback Provider

The data presented in the table show that students expect GenAI to function as a Feedback Provider in academic writing, focusing on two main areas: sentence clarity evaluation and coherence and structure enhancement.

The Sentence clarity evaluator, mentioned by 33.71% of students, reflects their expectation that GenAI will help improve sentence clarity and grammar. Students reported using GenAI to refine sentences for better clarity. As P8 stated, *"When I need help with sentence clarity, I ask GenAI to suggest corrections."* This indicates that students rely on GenAI to enhance sentence structure.

The second role, coherence and structure enhancement, mentioned by 25.84% of students, highlights the expectation that GenAI will help organize their writing logically. Students use GenAI to ensure their ideas flow smoothly and their arguments are well-structured. P4 noted, *"I use GenAI to check the flow of my paragraphs*. It helps make my

arguments connect better." This shows that students expect GenAI to improve the overall coherence of their writing.

These findings align with existing literature, such as [5] and [24], which highlight the role of AI tools in enhancing writing clarity and structure.

3.2.4 GenAI as an Entry-Level Writer

The researchers found that students identified GenAI as an Entry-Level Writer, especially appreciating its role as an Initial Draft Generator. A significant proportion of participants (30.34%) reported using GenAI to draft initial versions of their writing tasks. This function is particularly helpful when students struggle to get started with their writing or to organize their ideas. As one student, P5, mentioned, *"When I do not know where to begin, GenAI gives me an initial draft to work with. It helps me structure my thoughts and get started."* By generating an initial draft, GenAI provides a foundation that students can refine and expand upon. Rather than perceiving GenAI as a tool for creating final drafts, students see it as an aid for overcoming writer's block and enhancing productivity. Another student, P3, stated, *"It is not that I want GenAI to do all the work for me, but it gives me a good starting point, which I can then develop into a proper academic piece."* This role aligns with existing research on the importance of drafting in writing [24]. However, while GenAI assists in generating drafts, students are still expected to take ownership of their work by revising and personalizing the content to meet academic standards.

3.2.5 Students' views on the benefits of AI-assisted academic writing

The data presented in Table 4 outline students' perceptions of the benefits of AI-assisted academic writing. It identifies three principal themes, each accompanied by relevant sub-themes, that illustrate how students perceive the advantages of utilizing Generative AI (GenAI) in their academic writing tasks. These themes encompass improvements in writing quality, reductions in writing-related stress, and increases in writing efficiency. The sub-themes further elaborate on specific ways in which GenAI is viewed as a tool that enhances various dimensions of the academic writing process.

Table 4. Students' views on the benefits of AI-assisted academic writing

No	Themes	Sub-Themes	Mentioned N (%)
1	Improvement in Writing Quality	Increases overall writing quality.	23 (25.84%)
2		Enhances clarity and coherence in writing.	23 (25.84%)
3		Increases overall writing quality.	22 (24.72%)
4	Reduction of Writing Stress	Reduces anxiety related to writing.	20 (22.47%)
5		Assess the pressure of meeting deadlines.	19 (21.34%)
6		Guides structure writing.	19 (21.34%)
7	Increased Writing Efficiency	Speeds up the writing process.	25 (28.09%)
8		Helps in drafting more effectively.	24 (26.97%)
9		Increases productivity by reducing the time spent	24 (26.97%)

3.2.6 Improvement in Writing Quality

The researchers found that the theme of Improvement in Writing Quality aligns with established academic research that highlights the role of artificial intelligence in enhancing writing skills. Recent studies suggest that AI tools like GenAI assist students not only in improving their grammatical accuracy but also in refining the structure and coherence of their arguments [14]. Students' feedback supports these findings, with 25.84% reporting that GenAI significantly enhanced the clarity and overall quality of their writing. For example, P1 mentioned, *"Using GenAI has significantly improved the overall quality of my writing, as it helped me refine my sentence structure and made my ideas more concise and clear."* This result aligns with the growing body of research that emphasizes the positive influence of AI on academic writing, providing students with tools to produce more polished, coherent texts while simultaneously improving their writing skills.

The researchers further identified that the consistent feedback and real-time assistance offered by tools like GenAI echo findings in educational technology research, where continuous formative feedback has been shown to improve students' writing outcomes [36]. 24.72% of students indicated that GenAI not only assisted with grammar but also contributed to the overall improvement in writing quality. For instance, P7 shared, *"With the suggestions from GenAI, I was able to improve the coherence of my writing, ensuring that my ideas flowed logically from one point to the next."* By guiding students in organizing their ideas and offering suggestions throughout the writing process, AI tools help students focus on refining their content, ultimately resulting in higher-quality academic work. This aligns with the conceptual framework of AI in education, which views technology as both a facilitator and a partner in the learning process [41].

3.2.7 Reduction of Writing Stress

The researchers found that the theme of Reduction of Writing Stress prominently reflects how GenAI alleviates the anxiety associated with writing. One key sub-theme, reducing anxiety related to writing, emerged as a critical advantage. GenAI provides students with the support they need to manage stress, particularly when facing academic writing tasks. For example, P11 noted, *"GenAI helped me feel more confident about my writing, reducing the anxiety I usually feel when facing deadlines."* This result is consistent with prior research suggesting that AI tools can significantly reduce writing-related stress by offering structured guidance and clear directions [42].

Another crucial sub-theme is reducing the pressure to meet deadlines. GenAI helps students improve their time management skills by guiding them through the writing process, allowing them to complete tasks more efficiently. As P7 expressed, *"With GenAI's help, I was able to manage my time better and complete my work on time without the usual stress."* This finding aligns with educational research indicating that AI tools enhance students' ability to organize their tasks, thus reducing time-related stress [43]. Finally, guiding structure writing also plays an important role in reducing stress. GenAI assists students in organizing their ideas, making the writing process less daunting and more manageable. By breaking the writing process into smaller, more structured steps, students feel less overwhelmed and better equipped to succeed.

3.2.8 Increased Writing Efficiency

The researchers observed that the theme of Increased Writing Efficiency highlights the significant improvements in students' writing processes when using GenAI. One prominent sub-theme identified is speeding up the writing process. GenAI facilitates faster content generation, allowing students to complete their writing tasks more quickly. A student, identified as P12, noted, *"GenAI has greatly sped up my writing process, allowing me to generate ideas and draft quickly without losing quality."* This result aligns with existing research that indicates AI tools significantly enhance writing efficiency by reducing the time required for drafting and planning [44].

Furthermore, the researchers found that helping in drafting more effectively is another key advantage of using GenAI. Students reported that the tool helps them structure their drafts more efficiently, leading to a smoother writing process. For example, P20 mentioned, *"GenAI helped me draft my ideas more effectively by suggesting how to organize my thoughts and structure my sentences."* This finding supports the view that AI tools help streamline the drafting phase, allowing students to focus on refining content rather than struggling with organization [45]. Lastly, increasing productivity by reducing time spent is a critical sub-theme. GenAI enables students to accomplish more in less time, ultimately enhancing their overall productivity. As P3 stated, "By reducing the time I spent on repetitive tasks, GenAI allowed me to focus more on developing my arguments and improving my writing." This aligns with the educational technology literature, which emphasizes how AI can improve task efficiency and productivity [39].

3.2.9 Students' opinions of the challenges of AI-assisted academic writing

The percentages presented in Table 5 represent the frequency of theme mentions in qualitative interview data and therefore differ from the survey-based percentages reported in Table 5.

Table 5. Students' opinions on the challenges of AI-assisted academic writing

No	Themes	Sub-Themes	Mentioned N(%)
1	Dependence on GenAI	Concerns about Over-reliance on AI for Writing	22 (25%)
2		Fear of Decreased Critical Thinking and Creativity	18 (20%)
3	Concerns About Plagiarism	Unintentional Plagiarism from AI-generated Content	16 (18%)
4	Accuracy and Understanding of Nuance	Lack of Proper Citation and Originality	12 (12%)
		Generalization in Feedback	34 (38%)

3.2.10 Dependence on GenAI

The theme of Dependence on GenAI highlights students' concerns about the growing reliance on AI tools for academic writing. The data reveals that 25% of students (22 students) expressed concern about becoming overly reliant on AI for writing tasks. This sub-theme indicates that students are worried that frequent use of GenAI may hinder their development of independent writing skills. For example, P8 noted, *"Relying on GenAI too much makes me uncertain of my ability to write on my own, as I often depend on it for generating ideas and structuring my papers."* This finding supports existing research warning of the potential cognitive risks of relying on AI, such as reduced engagement in the writing process and diminished independent thinking [46].

The second sub-theme, fear of reduced critical thinking and creativity, reflects the anxiety that 20% of students (18 students) feel that AI will diminish their critical thinking and creativity. One student, P7, shared, *"Although GenAI is useful for drafting, I am concerned that it takes away my ability to think creatively and may limit my capacity to produce original ideas."* This concern aligns with previous studies that highlight how excessive reliance on AI tools can suppress students' intellectual autonomy and hinder their ability to generate independent ideas [41]. This aligns with the argument that while AI can enhance certain skills, it should not replace the cognitive processes necessary for creative and critical thinking in academic writing.

3.2.11 Concerns About Plagiarism

The researchers identified Concerns About Plagiarism as a significant theme related to the use of GenAI in writing. This theme captures students' concerns about the risk of unintentional plagiarism when using AI-generated content. A total of 18% of students (16 students) reported concerns about unintentional plagiarism from AI-generated content. Students fear that, by relying on GenAI for drafting, the content generated might resemble existing work, leading to unintentional plagiarism. For instance, P1 stated, *"I am concerned that using GenAI for drafting might result in content that unintentionally mirrors other sources, and I might be accused of plagiarism."* This aligns with existing research highlighting the risks of AI-generated content that is similar to previously published works, which can inadvertently lead to academic integrity issues [17].

Another key sub-theme identified was the lack of proper citation and originality, which was a concern for 12% of students (12 students). These students reported that while GenAI assists in generating content, it often fails to provide proper citations, making it difficult to ensure the originality of their work. P7 remarked, *"While GenAI is useful in generating content, it does not always help with properly citing sources, leaving me uncertain about the originality and attribution of my work."* This concern is supported by the literature, which stresses the importance of proper citation practices and maintaining originality in academic writing [45]. The lack of citation features in AI tools may further exacerbate concerns over academic misconduct, as students may unknowingly use non-original content.

3.2.12 Accuracy and Understanding of Nuance

In this study, 34 students (38%) expressed concerns about Generative AI's generalization in feedback and its inability to understand the nuances of their writing. These students noted that while the AI provided technically correct feedback, it often missed the subtle aspects of tone and context. One student, P8, mentioned, "*AI helps with structure but misses the deeper meaning of my arguments."* The other P10 said, *"The feedback is too general and does not reflect the complexity of my ideas."* This feedback indicates that while AI can assist in improving writing, it struggles to capture the nuanced elements that are important for effective academic communication.

Experts agree that AI's limitations in providing nuanced feedback stem from the nature of current algorithms. [47] suggest that AI is good at grammar and structure, but fails to understand deeper meanings and context.[48]) also points out that academic writing requires human insight to assess both language and underlying ideas. Thus, while AI is a helpful tool, it cannot replace the thoughtful and context-aware feedback provided by humans.

4. CONCLUSION

This study investigated students' views on the role of Generative AI in academic writing and found that students conceptualize GenAI as a supportive pedagogical tool, functioning as a writing assistant, feedback provider, and initial-draft generator. Students perceive GenAI as facilitating idea development, improving structural clarity and coherence, accelerating drafting processes, and helping them feel less anxious during writing tasks. Simultaneously, students recognize important limitations, including the risk of over-dependence, concerns regarding originality and plagiarism, diminished critical engagement, and the inability of AI systems to fully capture contextual nuance and deeper argumentative meaning. Students generally position GenAI as a complementary aid rather than a replacement for human cognition and authorial responsibility in academic writing.

The study contributes to current discussions on AI integration in education by presenting a learner-centered account of how GenAI is functionally interpreted, pedagogically utilized, and ethically questioned in academic writing contexts. Implications highlight the importance of structured instructional guidance that strengthens AI literacy, evaluative judgment, and independent writing competence while maintaining academic integrity. The research is bounded by its focus on a single institutional setting and its reliance on self-reported perceptions, which may limit transferability and fail to directly assess measurable writing performance. Future research should examine longitudinal impacts, cross-disciplinary applications, and pedagogical intervention models to determine how GenAI can be integrated in ways that preserve critical thinking, support writing development, and benefit the broader academic community.

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