

ChatGPT Assisted in EFL Cause and Effect Essays: A Lesson from EFL Academic Writing Context

¹*Anninda Lutfhi Pramuditha, ²Rulik Setiani

¹ English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Kotabumi. Jl. Hasan Kepala Ratu No. 1052 Sindangsari, Lampung, Indonesia

*Corresponding Author e-mail: annindalutfhi@gmail.com

Received: February 2026; Revised: March 2026; Accepted: May 2026; Published: June 2026

Abstract

The growing use of Artificial Intelligence (AI) in EFL academic writing, particularly ChatGPT, has changed how students generate and organize written texts. However, it remains unclear how academic writing components organization, logical development of ideas/content, grammar, punctuation, spelling, and mechanics, and style and quality of expressions are manifested in ChatGPT-assisted essays and which components are most and least evident, especially in cause-and-effect essays that require clear logical relationships. This study aims to examine how academic writing components are manifested in ChatGPT-assisted cause-and-effect essays and to identify which components are most and least evident. This study employed a descriptive qualitative approach using Qualitative Content Analysis (QCA) with a deductive orientation. The participants were 21 third-semester students of the English Education Study Program at Universitas Muhammadiyah Kotabumi who used ChatGPT in writing their cause-and-effect essays. The researcher used an analytical writing rubric adapted from Brown (2004) as the research instrument. The data were analyzed through data condensation, data display, and conclusion drawing. The findings show that all components are present but appear at different levels of consistency. Organization and logical development of ideas/content emerge as the most evident components, style and quality of expression appear at a moderate level, while grammar and punctuation, spelling, and mechanics remain the least evident. These findings indicate that ChatGPT supports idea organization and development more effectively than grammatical and mechanical accuracy. The results demonstrate that ChatGPT facilitates students in organizing and developing ideas. However, it does not fully ensure grammatical accuracy or effective revision. Therefore, students should position ChatGPT as a supporting tool while continuously improving their language accuracy and revising their writing.

Keywords: Academic writing; Cause-and-effect essay; ChatGPT; Writing accuracy

How to Cite: Pramuditha, A.L., & Setiani, R. (2026). ChatGPT Assisted in EFL Cause and Effect Essays: A Lesson from EFL Academic Writing Context. *Journal of Language and Literature Studies*, 6(2), 887-897. doi: <https://doi.org/10.36312/jolls.v6i2.4665>



<https://doi.org/10.36312/jolls.v6i2.4665>

Copyright© 2026, Pramuditha et al.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

EFL (English as a Foreign Language) students in higher education conduct their academic and personal activities in a learning environment that relies on technology, particularly systems supported by AI (Artificial Intelligence), (Farhi et al., 2023). In this context, AI can produce written texts that reach a level of quality comparable to those written by humans, (Luh et al., 2025). Nowadays, the use of AI-powered writing tools in EFL classrooms is growing rapidly. These tools include grammar checkers, writing assistants, and programs that can generate written texts, such as essays, without human assistance, (Marzuki et al., 2023). Additionally, AI writing tools support EFL learners

with limited English proficiency. These tools deliver immediate feedback and guidance, allowing students to improve their writing skills more effectively. The integration of AI in academic writing has attracted growing attention over the past few years because it improves productivity and simplifies the writing process, (William, 2024). AI tools provide rapid feedback, support idea development, and lessen the cognitive demands involved in academic writing, (Chura-quispe & Castro, 2024; Özdere, 2025).

As the integration of AI in academic writing practices expands, students still need to understand conventional writing forms. The essay remains a fundamental component of academic writing that university students, particularly EFL students, need to master. It generally consists of at least three paragraphs, although the five-paragraph structure is more commonly used in academic settings, including an introduction, several body paragraphs, and a conclusion. To develop a well-structured essay, writers need to understand each of these components in order to present their ideas coherently and express complete, well-developed arguments, (Saputra, 2023), enabling readers to follow the writer's line of thought more systematically and with greater ease. According to (Wijaya, 2017), essay writing requires more than an understanding of structural elements, as students are expected to develop ideas that are logical and academically acceptable. In academic English writing, essays can be separated into various types, one of which is the cause-and-effect essay. According to Aprilia et al. (2022), A cause and effect essay usually has several paragraphs and looks at the reasons behind an event and what happens as a result of it. Block organization and chain organization are two organizational patterns that are frequently used in cause-and-effect essays, (Auliya & Amrullah, 2024). According to (Brown, 2004), classifies the components of English cause-and-effect essay writing into five aspects: organization, logical development of ideas/content, grammar, punctuation, spelling, and mechanics, and style and quality of expressions.

Indonesian EFL students frequently experience significant challenges in essay writing, especially in choosing appropriate vocabulary, organizing ideas clearly, and using correct grammar and mechanics, (Toba et al., 2019). Errors in writing by EFL students may significantly impact the quality of their writing and their academic performance, (Saumi et al., 2025). According to (Wahyuddin et al., 2023), students face numerous challenges when composing written texts, and many of them report during classroom activities that writing assignments are difficult to complete. Many students still lack the ability to produce clear and effective essays. Several factors contribute to these writing difficulties, including limited vocabulary, grammatical weaknesses, and challenges in organizing and connecting ideas coherently, (Wahyuddin et al., 2023).

To address this issue, the integration of AI technology has emerged as a potential solution to support students in developing their academic writing skills. Advancements in artificial intelligence technologies accessible via mobile devices and desktops have become significant tools to enhancing academic writing skills. OpenAI's ChatGPT (Chat Generative Pre-trained Transformer) has emerged as a prominent AI-driven application, considered a sophisticated chatbot platform. According to Susnjak et al. (2022), ChatGPT is a type of large language model technology, an artificial intelligence system intended to analyze and produce human-like writing via deep learning, a subset of machine learning. With its extensive knowledge base, ChatGPT produces appropriate words and grammatically accurate structures that help users develop coherent and cohesive texts, (Song & Song, 2023). The tool interprets user input and delivers relevant responses. In addition, according to (Song & Song, 2023), ChatGPT supports language learners in overcoming writing difficulties related to organization, coherence, grammar, and vocabulary. It also provides alternative expressions to improve ungrammatical sentences

and enhance overall writing quality. A substantial proportion of EFL students perceive ChatGPT as one of the most favorable tools for supporting academic essay writing in English, (Wulyani et al., 2024).

Recent studies have shown that ChatGPT contributes positively to students' writing performance, particularly in improving overall scores and supporting idea development (Kathuri et al., 2025; Wahyuddin et al., 2023). However, most of these studies emphasize final outcomes rather than examining how writing quality develops across key components such as content, organization, vocabulary, grammar, and mechanics, (Brown, 2004). However, existing studies have not clearly explained how these writing components appear in ChatGPT-assisted texts, and they still provide limited evidence regarding which components are more or less dominant. In addition, prior research pays little attention to specific essay genres, such as cause-and-effect essays, which require logical connections and well-structured reasoning. A preliminary survey conducted with third-semester students of the English Education Study Program at Universitas Muhammadiyah Kotabumi (academic year 2025/2026) found that 21 students reported using ChatGPT to support their cause-and-effect essay writing, indicating a growing reliance on AI tools. However, it remains unclear how the key components of academic writing are manifested in the resulting texts and which components are most and least evident. Examining this issue is important because it provides a more precise understanding of students' writing quality and supports more targeted instructional practices in EFL contexts.

This study addresses the gap by analyzing the five components of academic writing based on Brown (2004) through document analysis of students' ChatGPT-assisted cause-and-effect essays. This focus constitutes the novelty of the study, as it moves beyond general performance measurement toward a component-based analysis of writing. The findings show that all components are present but appear at different levels of consistency. Organization and logical development of ideas/content emerge as the most evident components, style and quality of expression appear at a moderate level, while grammar and punctuation, spelling, and mechanics remain the least evident. The findings demonstrate that ChatGPT provides stronger support for idea organization and development than for grammatical and mechanical accuracy. Although it facilitates students in structuring and developing their ideas, it does not fully ensure grammatical precision or effective revision. Therefore, students should employ ChatGPT as a supportive tool while continuing to enhance their language accuracy and revise their writing. Therefore, this study aims to examine how the key components of academic writing appear in ChatGPT-assisted cause-and-effect essays and to identify the most and least evident components in the resulting texts. The study is guided by two research questions: (1) How are the academic writing components manifested in ChatGPT-assisted cause-and-effect essays produced by EFL students?, and (2) Which academic writing components are most and least evident in ChatGPT-assisted EFL cause-and-effect essays?

METHOD

Research Design

This study employed a descriptive qualitative approach using Qualitative Content Analysis (QCA) with a deductive orientation to examine how the key components of academic writing are manifested in ChatGPT-assisted cause-and-effect essays produced by all third-semester students of the English Education Study Program, Academic Year 2025/2026, at Universitas Muhammadiyah Kotabumi. A descriptive approach in qualitative research involves analyzing data by remaining closely aligned with

participants' accounts, applying minimal theoretical framing or interpretation, and organizing the findings into thematic categories (Creswell & Creswell, 2023). In this study, the researcher defined the analytical categories prior to the analysis using Brown's (2004) analytic writing rubric, which includes organization, logical development of ideas/content, grammar, punctuation, spelling, and mechanics, and style and quality of expressions and applied them consistently to the data. This procedure follows the deductive approach in QCA, where researchers establish categories before analysis based on existing references, (Kuckartz & Rädiker, 2023). The study focused on describing how each component appears in the essays rather than measuring improvement statistically. This approach fits the research purpose, as the study aims to present a clear picture of writing quality and to identify which components are more or less evident in the texts. To support this, the study applies document analysis as the main method, using students' cause-and-effect essays as the primary data source. Document analysis is widely applied in qualitative research when written texts serve as the main source of evidence, as documents provide stable and non-intrusive data that can be reviewed repeatedly (Bowen, 2009). Therefore, this method aligns with the research objectives, as it allows a focused and in-depth analysis of how academic writing components are manifested in ChatGPT-assisted student writing.

Participants

The participants consisted of 21 third-semester students from the English Education Study Program at Universitas Muhammadiyah Kotabumi in the 2025/2026 academic year. The researcher selected them through purposive sampling, specifically criterion sampling, based on two criteria: (1) students reported that they used ChatGPT when completing their cause-and-effect essay assignments, and (2) the researcher confirmed this use with the support of AI detection tools, which indicated a high probability of AI-assisted writing in their essays. However, this was used as a supportive indication rather than definitive evidence. These criteria ensured that all participants had direct experience with ChatGPT in the writing process. Table 1 shows the gender distribution of the participants.

Table 1. Gender Distribution of Participants

Gender	Frequency	Percentage
Female	19	90.5%
Male	2	9.5%
Total	21	100%

This sample reflects the actual classroom context and allows for a consistent analysis of ChatGPT-assisted writing. According to (Sugiyono, 2013), qualitative investigations rely on tools like observation formats, interview guides, field journals, as well as audio or video recorders and various document sources to collect comprehensive and in-depth information.

Instruments and Data Collection

The researcher acted as the primary instrument, as the study required direct involvement in analyzing and interpreting the data. To support the analysis, the study employed an analytical writing rubric adapted from Brown (2004), which comprises five components: organization, logical development of ideas/content, grammar, punctuation, spelling, and mechanics, and style and quality of expressions. These components

functioned as analytical categories within the QCA framework. The researcher applied the rubric criteria to identify how each component of academic writing appears in the students' essays. The study collected data through document analysis by using students' cause-and-effect essays from the Intermediate Writing course as the primary data source. This technique aligns with the research focus, as it examines written products rather than participants' responses. To ensure credibility and consistency, the researcher applied uniform analytical procedures, conducted repeated readings of the texts, and documented the analysis process systematically. The use of an established rubric also supports the validity of the measurement. Ethical considerations were addressed by anonymizing participants' identities, obtaining consent, and securely storing all documents for academic purposes.

Data Analysis Technique

The researcher analyzed the data using Qualitative Content Analysis combined with the interactive model of (Miles et al., 2014), which includes data condensation, data display, and conclusion drawing and verification. In the condensation stage, the researcher conducted coding by classifying segments of the essays into predefined categories based on Brown's (2004), rubric: organization, logical development of ideas/content, grammar, punctuation, spelling, and mechanics, and style and quality of expressions. The researcher used the criteria in the rubric to identify how each component of academic writing appears in the students' essays. In the data display stage, the researcher organized the coded data into tables to compare categories and identify patterns in the manifestation of each component. In the conclusion stage, the researcher interpreted these patterns to determine which components appear most and least prominently in ChatGPT-assisted writing, thereby addressing the extent to which each component is evident in the essays. The researcher reviewed the data repeatedly to ensure consistency and accuracy. This procedure provides a systematic basis for explaining how the academic writing components are manifested and for identifying which components are most and least evident in students' essays.

RESULTS AND DISCUSSION

Results

This chapter presents the findings from the analysis of 21 cause-and-effect essays written by third-semester students of the English Education Study Program at Universitas Muhammadiyah Kotabumi in the 2025/2026 academic year. This study examines how the academic writing components are manifested in ChatGPT-assisted essays and identifies the most and least evident components in the resulting texts. Overall, the findings show that the academic writing components are manifested at different levels of consistency. Organization and logical development of ideas/content emerge as the most evident components across the essays, style and quality of expression are manifested at a moderate level, while grammar and punctuation, spelling, and mechanics are the least evident components. The summary of students' scores Academic Writing Components in ChatGPT-Assisted Cause-and-Effect Essays is shown in Figure 1.

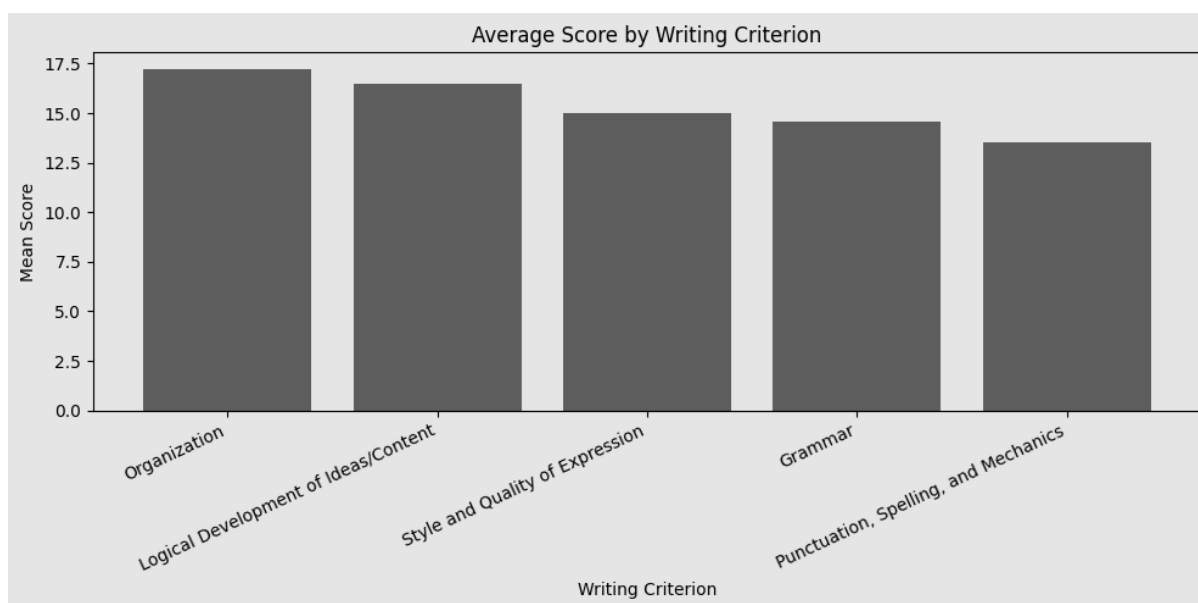


Figure 1 presents the average scores of students across five writing criteria: Organization, Logical Development of Ideas/Content, Style and Quality of Expression, Grammar, and Punctuation, Spelling, and Mechanics. The data reveal that Organization obtained the highest mean score of approximately 17.2, indicating that most students were able to arrange and structure their ideas clearly and coherently in their writing tasks. This suggests that the students possess a good understanding of how to organize paragraphs and present information logically. The second highest mean score was in Logical Development of Ideas/Content, with an average of about 16.5. This implies that students were generally capable of developing relevant ideas and supporting details effectively. Meanwhile, Style and Quality of Expression received a moderate mean score of 15.0, showing that students demonstrated acceptable vocabulary use and expression but still require improvement in making their writing more engaging and refined. Grammar obtained a slightly lower average score of 14.6, indicating that students committed some grammatical errors that affected sentence accuracy and clarity. The lowest mean score was recorded in Punctuation, Spelling, and Mechanics, with an average of 13.6. This finding suggests that students experienced difficulties in applying correct punctuation, spelling, and writing conventions. Overall, the data indicate satisfactory writing performance, although improvement is needed in technical writing skills.

To provide a clearer overview, Table 2 summarizes how each academic writing component is manifested by combining score ranges, category distribution, and data-based interpretation.

Table 2. Extent of Manifestation of Academic Writing Components in ChatGPT-Assisted Cause-and-Effect Essays

Component	Score Range	Category Distribution	Extent of Manifestation	Data-Based Interpretation
Organization	15-19	Good to Adequate (57%), Excellent to Good (43%)	High	Most students fall within higher score ranges, showing that they organize their essays clearly with a consistent structure

Component	Score Range	Category Distribution	Extent of Manifestation	Data-Based Interpretation
Logical Development Of Ideas/Content	14-18	Good to Adequate (86%), Excellent to Good (10%), Adequate to Fair (4%)	High	Most essays present relevant and logically connected ideas, although the development remains general with limited supporting details
Grammar	12-17	Adequate to Fair (52%), Good to Adequate (48%)	Moderate-Low	The distribution leans toward lower categories, indicating that students still show inconsistent control of grammar
Punctuation, Spelling, And Mechanics	11-17	Adequate to Fair (76%), Good to Adequate (24%)	Low	Most students fall into lower categories, reflecting frequent issues in punctuation, spelling, and capitalization
Style And Quality Of Expression	12-17	Good to Adequate (76%), Adequate to Fair (24%)	Moderate	Students generally express ideas clearly, but their writing shows limited lexical variation and precision

To address the first research question, the findings show a clear pattern in how the academic writing components are manifested across the essays. The extent of manifestation (high, moderate, and low) was determined based on the distribution of category frequencies and score ranges across the data. Most students demonstrate stronger performance in organization and logical development of ideas/content, as they structure their essays clearly and present logically connected cause–effect relationships. However, they tend to develop ideas in a general way with limited supporting details. In contrast, grammar and punctuation, spelling, and mechanics appear less consistent. The distribution of scores indicates that students still face difficulties in maintaining grammatical accuracy and applying correct punctuation and spelling. Meanwhile, style and quality of expression are manifested at a moderate level. Students are able to express ideas clearly, but their writing shows limited variation and precision in language use. To address the second research question, the findings indicate that organization and logical development of ideas/content are the most evident components, as they appear more consistently across the essays. In contrast, punctuation, spelling, and mechanics is the least evident component, followed by grammar, due to their lower and less stable manifestation. Overall, the findings indicate that the academic writing components are manifested unevenly in ChatGPT-assisted cause-and-effect essays and indicated that ChatGPT supports students in organizing ideas and developing logical relationship, but does not fully support accuracy in grammar and punctuation, spelling, and mechanics.

Discussions

This study shows that the five academic writing components proposed by Brown (2004) organization, logical development of ideas/content, grammar, and punctuation, spelling, and mechanics, and style and quality of expressions are not evenly manifested in ChatGPT-assisted cause-and-effect essays. Organization and logical development of ideas/content emerge as the most evident components, while grammar and punctuation, spelling, and mechanics remain the least evident. These findings directly answer the research questions and indicate that ChatGPT supports some aspects of writing more effectively than others rather than improving all components equally. The strong manifestation of organization and logical development of ideas/content may be related to the way ChatGPT generates structured and logically connected responses. The tool provides clear patterns of idea sequencing, which may help students organize their essays more coherently and present cause–effect relationships more clearly. As reflected in the results, most students produce essays with a clear structure, although the development of ideas remains relatively general.

The findings show that ChatGPT supports the structural organization of writing, particularly in maintaining logical flow. This finding is consistent with previous studies which show that AI reduces cognitive load and supports idea development, (Chura-quispe & Castro, 2024; Özdere, 2025). In addition, ChatGPT helps students establish logical relationships between ideas and maintain coherence throughout their essays. This finding also supports (Song & Song, 2023), who argue that ChatGPT improves coherence and cohesion in academic writing. Considering that cause-and-effect essays require clear logical connections (Aprilia et al., 2022; Auliya & Amrullah, 2024), it is reasonable that these components become the most evident in students' texts.

In contrast, grammar and punctuation, spelling, and mechanics are less consistently manifested. This condition may be associated with the need for careful revision and sufficient linguistic control, which are not fully addressed through AI-generated output alone. Although ChatGPT can produce grammatically acceptable sentences, the results indicate that students do not always revise or refine the generated text thoroughly. As a result, inaccuracies in grammar, punctuation, and spelling still appear in their writing. This finding reinforces previous studies showing that Indonesian EFL students still struggle with grammatical accuracy and technical writing aspects, (Toba et al., 2019; Wahyuddin et al., 2023). This aligns with (Saumi et al., 2025), who note that writing errors continue to affect overall quality of their writing and their academic performance. Therefore, ChatGPT assists the writing process, but it does not replace students' responsibility in ensuring accuracy.

Furthermore, style and quality of expression are manifested at a moderate level. Students are able to communicate ideas clearly, but their language use remains limited in variation and precision. This pattern suggests that students often rely on readily available expressions without substantial adjustment. As a result, their writing remains understandable but lacks stronger stylistic development. This indicates that while ChatGPT supports basic expression, more refined language use still depends on students' own effort. As reflected in the results, most students fall within the "Good to Adequate" category, which indicates acceptable clarity but limited stylistic development. This finding is consistent with previous research showing that vocabulary limitations still constrain EFL learners' writing, (Wahyuddin et al., 2023). ChatGPT may offer alternative

expressions, but students may not fully select or adapt these options effectively. As a result, their writing tends to be clear but not yet stylistically strong.

The findings indicate that AI support helps students reach a functional level of writing, but further development still requires active engagement from the students. These findings collectively indicate that ChatGPT supports organization and logical development of ideas/content, moderately supports style and quality of expression, but does not equally support grammatical and mechanical accuracy. Compared to previous studies that report overall improvement in writing performance (Kathuri et al., 2025; Wahyuddin et al., 2023), by showing that improvement occurs unevenly across writing components. This difference likely results from the analytical focus of this study, which examines writing at the component level based on Brown (2004), as well as from the nature of cause-and-effect essays that emphasize logical structure.

This study also has several limitations. First, it only analyzes final written products, so it does not capture how students interact with ChatGPT during the writing process. Second, the sample size is relatively small and limited to one academic context. Third, The focus on a single essay type also limits the scope of the findings. Therefore, these findings should be interpreted within the scope of this study. Future research should investigate how students use ChatGPT across different stages of writing, including planning, drafting, and revision, by applying process-based or mixed-method approaches. In addition, further studies should involve larger and more diverse samples and include various essay types to provide a more comprehensive understanding of AI-assisted writing in EFL contexts. Overall, ChatGPT supports organization and logical development of ideas/content development in EFL cause-and-effect essays, while style and quality of expression remain moderate, but it does not fully address issues related to grammar and punctuation, spelling, and mechanics. These findings suggest that AI can function as a supportive tool in writing, but it cannot replace fundamental language skills. Therefore, instructors should integrate ChatGPT as a supportive tool while continuing to emphasize grammar, punctuation, spelling, and mechanics, and revision to support balanced writing development.

CONCLUSION

This study shows that academic writing components in ChatGPT-assisted cause-and-effect essays are manifested unevenly. Organization and logical development of ideas/content emerge as the most evident components, style and quality of expression appear at a moderate level, while grammar and punctuation, spelling, and mechanics remain the least evident. This pattern indicates that ChatGPT supports idea organization and development more effectively than linguistic accuracy. These findings suggest that ChatGPT can function as a supportive tool in EFL writing, particularly for structuring ideas, but it cannot replace the need for grammar and revision. However, this study only examines final texts from a limited sample and a single essay type, which may influence the findings. Future research should explore the writing process and involve broader contexts to better understand how AI supports academic writing development.

RECOMMENDATION

Future studies should use quasi-experimental designs to compare writing with and without ChatGPT assistance in order to examine its impact on specific academic writing components, particularly grammar and mechanics. Researchers should also examine how students use ChatGPT during planning, drafting, and revision, since this study only focuses on final texts. Further research should involve more diverse participants, different proficiency levels, and various essay types to strengthen generalizability. Future studies should also examine whether ChatGPT helps students improve their writing ability over time or only supports organization and content while the tool is used. Researchers should

consider methodological challenges, such as controlling the extent of ChatGPT use, possible unsupervised revisions, and differences in students' proficiency, as these factors may influence the findings.

ACKNOWLEDGMENT

The researchers gratefully acknowledge all colleagues, especially the research supervisors, for their invaluable guidance, insightful suggestions, and unwavering support throughout the completion of this study. Their constructive feedback, patience, and encouragement greatly helped improve the quality and direction of the research. The researchers also appreciate their willingness to share knowledge, expertise, and time during the planning, writing, and revision stages. Their professional advice and motivation inspired the researchers to overcome challenges encountered in the research process. This study would not have been successfully completed without their continuous assistance, understanding, and meaningful contributions from beginning to end.

REFERENCES

- Aprilia, B., Puspitasari, I., & Khalawi, H. (2022). An Analysis of Students' Grammatical Errors in Constructing Cause and Effect Essay by Using Wps Office Media at the Third Grade Students of SMKN Ngadirojo. In A. Burhanuddin, R. D. T. W. Widoyoko, R. K. Astuti, N. I. Meifiani, M. I. Purnamasari, H. A. Pianto, & M. L. Famukhit (Eds.), *International Conference on Learning and Education (ICLE)* (Vol. 1, Issue July, pp. 61–67). Lembaga Penelitian dan Pengabdian kepada Masyarakat Press STKIP PGRI Pacitan (LPPM Press STKIP PGRI Pacitan) Jalan Cut Nyak Dien No 4A Ploso Pacitan. <https://icle.stkippacitan.ac.id>
- Auliya, P. K., & Amrullah, Q. L. (2024). Analyzing the Flow of Ideas in University Students' Cause and Effect Essay. *IRJ: Innovation Research Journal*, 5(1), 1–9. <https://doi.org/https://doi.org/10.30587/innovation.v5i1.7619>.
- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/https://doi.org/10.3316/QRJ0902027>
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Pearson Education.
- Chura-quispe, G., & Castro, R. A. G. (2024). A Techno-Pedagogical Design for the Production of Academic Essays in University Students. *Contemporary Educational Technology*, 16(1), 1–17. <https://doi.org/https://doi.org/10.30935/cedtech/14022>
- Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.)*. SAGE Publications.
- Farhi, F., Jeljeli, R., Aburezeq, I., Fayez, F., & Al-shami, S. A. (2023). Computers and Education: Artificial Intelligence Analyzing the students' views, concerns, and perceived ethics about chat GPT usage. *Computers and Education: Artificial Intelligence*, 5(October), 100–180. <https://doi.org/10.1016/j.caeai.2023.100180>
- Kathuri, R. W., Mulwa, P. K., & Kahiga, R. M. (2025). The Impact of ChatGPT-Based Learning Support on English Essay Writing Skills Among Undergraduate Students at the University of Nairobi, Kenya. *Higher Education Research*, 10(5), 197–204. <https://doi.org/https://doi.org/10.11648/j.her.20251005.13>
- Kuckartz, U., & Rädiker, S. (2023). *Qualitative content analysis: Methods, practice, and software (2nd ed.)*. SAGE Publications.
- Luh, N., Meka, P., Nazira, A., & Yulia, Y. (2025). Empowering Academic Writing Through AI: A Systematic Review of Benefits and Challenges Impact. 5(3), 785–795. <https://doi.org/https://doi.org/10.36312/jolls.v5i3.3024>

- Marzuki, Widiati, U., Rusdin, D., & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2236469>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3th ed.)*. SAGE Publications.
- Özdere, M. (2025). AI in Academic Writing: Assessing the Effectiveness, Grading Consistency, and Student Perspectives of ChatGPT and You.com for EFL Students To cite this article: AI in Academic Writing: Assessing the Effectiveness, Grading Consistency, and Student. *International Journal of Technology in Education (IJTE)*, 8(1), 123–154. <https://doi.org/https://doi.org/10.46328/ijte.1001>
- Saputra, R. (2023). Students' Error Analysis in Writing Essay of English Language Teaching. *Dharmas Education Journal (DE_Journal)*, 4(1), 252–260. <https://doi.org/https://doi.org/10.56667/dejournal.v4i1.912>
- Saumi, R. I., Annazah, S., Wulandari, W., & Syahid, A. (2025). Investigating the Quality of Indonesian EFL Essay Writing at the University Level. *Channing: Journal of English Language Education and Literature*, 10(1), 1–9. <https://doi.org/https://doi.org/10.30599/dbg7q216>
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14(1260843). <https://doi.org/10.3389/fpsyg.2023.1260843>
- Sugiyono, P. D. (2013). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Susnjak, T., Sciences, C., & Zealand, N. (2022). *ChatGPT: The End of Online Exam Integrity?* 1–21. <https://doi.org/https://doi.org/10.48550/arXiv.2212.09292>
- Toba, R., Noor Noviana, W., & Sanu, O. La. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/https://doi.org/10.21093/di.v19i1.1506>
- Wahyuddin, Hasman, & Idris, A. R. (2023). Implementation of ChatGPT on English Class Essay Writing Skills in University Students. *ELS Journal on Interdisciplinary Studies in Humanities*, 6(4), 700–707. <https://doi.org/https://doi.org/10.34050/elsjish.v6i4.31424>
- Wijaya, M. S. (2017). Students' Thesis Statement in Essay Writing Class. *English Education: Jurnal Tadris Bahasa Inggris*, 10(2), 274–290. <https://doi.org/https://doi.org/10.24042/ee-jtbi.v10i2.1751>
- William, F. A. K. (2024). AI in Academic Writing: Ally or Foe? *International Journal of Research Publications*, 148(1), 353–358. <https://doi.org/10.47119/10.47119/IJRP1001481520246427>
- Wulyani, A. N., Widiati, U., & Muniroh, S. (2024). LLT Journal: A Journal on Language and Language. *LLT Journal: A Journal on Language and Language Teaching*, 27(1), 157–173. <https://doi.org/https://doi.org/10.24071/llt.v27i1.7966>