

AN ANALYSIS ON THE UTILIZATION OF CHATGPT IN ENHANCING STUDENTS' ENGLISH LANGUAGE KNOWLEDGE FOR THESIS WRITING: A CASE STUDY OF TWO BEST GRADUATES

by

Aulia Firdausyiah*

English Department, Universitas Islam Malang, Indonesia

22502073006@unisma.ac.id

Muhammad Yunus

English Department, Universitas Islam Malang, Indonesia

m.yunus@unisma.ac.id

*corresponding author

(Article History: Received:30-01-2026;Reviewed1:16-05-2026;Reviewed2:19-06-2026; Accepted:20-06-2026;Published:30-06-2026).

Abstract:

The rapid development of artificial intelligence technology has encouraged the use of ChatGPT in academic contexts, particularly in students' thesis writing processes. This study aims to analyze the utilization of ChatGPT in improving students' English language knowledge during thesis writing through a case study of two high-achieving graduates. This study employed a qualitative research design using a case study approach. The participants were two best graduates from the English Department who had completed their undergraduate theses and actively used ChatGPT during the writing process. Data were collected through in-depth semi-structured interviews, documentation of thesis drafts and final manuscripts, and indirect observation of writing outputs. The data were analyzed using the interactive model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification. The findings indicate that ChatGPT was utilized as a supportive tool in writing English abstracts, correcting grammar, constructing academic sentences, and selecting appropriate academic vocabulary. The use of ChatGPT contributed positively to the improvement of students' English language knowledge, particularly in vocabulary mastery, sentence structure, and grammatical accuracy. These findings suggest that ChatGPT functions as a learning assistant that supports independent learning and enhances students' academic writing quality, provided that it is used critically and in accordance with academic ethics.

Keywords: ChatGPT, English language, thesis writing, artificial intelligence, best graduates.

Abstrak:

Pesatnya perkembangan teknologi kecerdasan buatan telah mendorong penggunaan ChatGPT dalam konteks akademik, khususnya dalam proses penulisan tesis siswa. Penelitian ini bertujuan untuk menganalisis pemanfaatan ChatGPT dalam meningkatkan pengetahuan bahasa Inggris siswa selama penulisan tesis melalui studi kasus dua lulusan berprestasi. Penelitian ini menggunakan desain penelitian kualitatif menggunakan pendekatan studi kasus. Para peserta adalah dua wisudawan terbaik dari Jurusan Bahasa Inggris yang telah menyelesaikan tesis sarjana mereka dan aktif menggunakan ChatGPT selama proses penulisan. Data dikumpulkan melalui wawancara semi-terstruktur yang mendalam, dokumentasi draf tesis dan naskah akhir,

How to cite this article:

Firdausyiah, A., & Yunus, M. (2026). The utilization of chat-GPT in enhancing students' English language knowledge for thesis writing: A case study of two best graduates of Universitas Nurul Jadid. *Premise: Journal of English Education and Applied Linguistics*, 15(2), 432-447.
<https://doi.org/10.24127/pj.v15i2.15659>

Firdausyiah and Yunus (2026)

dan pengamatan tidak langsung terhadap hasil tulisan. Data dianalisis menggunakan model interaktif yang diusulkan oleh Miles dan Huberman, yang terdiri dari pengurangan data, tampilan data, dan penarikan dan verifikasi kesimpulan. Temuan menunjukkan bahwa ChatGPT digunakan sebagai alat pendukung dalam menulis abstrak bahasa Inggris, mengoreksi tata bahasa, menyusun kalimat akademik, dan memilih kosakata akademik yang sesuai. Penggunaan ChatGPT berkontribusi positif terhadap peningkatan pengetahuan bahasa Inggris siswa, terutama dalam penguasaan kosakata, struktur kalimat, dan akurasi tata bahasa. Temuan ini menunjukkan bahwa ChatGPT berfungsi sebagai asisten pembelajaran yang mendukung pembelajaran mandiri dan meningkatkan kualitas penulisan akademik siswa, asalkan digunakan secara kritis dan sesuai dengan etika akademik.

Kata kunci: *ChatGPT, bahasa Inggris, penulisan tesis, kecerdasan buatan, lulusan terbaik.*

INTRODUCTION

The rapid development of information and communication technology has led to significant transformations in education, particularly in the integration of artificial intelligence (AI) into teaching and learning processes (Sodik, 2024). AI technologies are increasingly reshaping how students access knowledge, process information, and develop academic skills. One of the most widely adopted AI tools in higher education is ChatGPT, a generative language model capable of producing text, answering questions, and providing contextual linguistic support (Manuaba, 2024). Its presence marks a shift from traditional learning resources to intelligent, adaptive, and interactive learning systems that support student autonomy.

Academic English plays a crucial role in higher education, especially in thesis writing, which requires advanced competencies such as critical reading, academic vocabulary mastery, and coherent argument construction (Suwartono, 2024). A cut end of academic writing is scholarly publishing in English under Industrial Revolution 4.0. or higher. Thus, this publication is to share evident resulted from specific study (Turmudi, 2020, 2024). Students are expected to produce well-structured academic texts that meet international scholarly standards, including abstract writing, literature review synthesis, and methodological reporting. In addition, academic writing demands accuracy in grammar, cohesion, and discipline-specific terminology, which are essential indicators of academic quality (Puspita & Susmita, 2024).

Despite its importance, many Indonesian university students still experience significant challenges in academic English writing. These challenges include limited lexical resources, difficulties in applying complex grammatical structures, and lack of coherence in paragraph development (Puspita & Susmita, 2024). Such difficulties often

Firdausyiah and Yunus (2026)

lead to low confidence in writing academic texts and negatively affect the overall quality of thesis writing. In some cases, these linguistic barriers also contribute to delayed graduation due to extended revision cycles.

In response to these challenges, AI-based tools such as ChatGPT have been increasingly integrated into students' learning processes. Unlike traditional translation tools, ChatGPT functions as an interactive academic assistant that helps students refine sentence structures, improve grammatical accuracy, and expand academic vocabulary (Manuaba, 2024). Moreover, AI-assisted learning has been shown to promote autonomous learning behavior, where students actively engage in revision, reflection, and self-correction during writing processes (Enjang, 2025).

Existing studies on ChatGPT usage in education often generalize students as a single group without considering academic performance differences. This is a significant gap because high-achieving students may use AI tools in qualitatively different ways compared to average learners. Recent findings suggest that top-performing students tend to use ChatGPT more critically, selectively, and strategically to enhance academic quality rather than simply relying on it for language correction (Dwihadiah et al., 2024). This indicates the need for more contextual and differentiated studies.

The increasing use of ChatGPT in academic writing also raises important concerns related to academic integrity, dependency, and critical thinking development. While ChatGPT can improve linguistic quality, it may also lead to overreliance if not used responsibly (Rahmah & Ramli, 2025). Such dependency has the potential to reduce students' ability to independently construct arguments and critically evaluate information. Furthermore, issues of plagiarism and originality remain central concerns in the integration of AI tools in academic writing contexts (Arasyidiah & Marzuki, 2025).

Although several studies have explored the role of AI in language learning, there is still limited empirical evidence focusing specifically on how high-achieving students utilize ChatGPT during thesis writing. Most existing research emphasizes general classroom learning or beginner-level writing improvement (Ravšelj et al., 2025) while neglecting advanced academic writing contexts. Additionally, students' cognitive strategies, decision-making processes, and ethical considerations in using ChatGPT

Firdausyiah and Yunus (2026)

remain underexplored (Judijanto, 2025). Therefore, a deeper investigation is required to understand this phenomenon.

This study is grounded in several theoretical perspectives. First, self-regulated learning theory emphasizes students' ability to plan, monitor, and evaluate their own learning processes, which is essential in AI-assisted writing environments (Sutriana, 2025). Second, metacognitive theory highlights the importance of awareness in identifying linguistic errors and improving writing quality through reflection and revision. Third, academic writing theory explains that coherence, cohesion, and genre awareness are fundamental components of scholarly writing (Warsidi, 2017).

In this study, ChatGPT is conceptualized as a mediating cognitive-linguistic tool that supports students' writing development by providing real-time feedback on grammar, vocabulary, and sentence structure. However, its effectiveness is determined by students' critical engagement, ethical awareness, and ability to evaluate AI-generated output. Therefore, the conceptual framework of this study positions ChatGPT usage as an independent factor that interacts with students' metacognitive strategies to enhance academic English competence in thesis writing. Based on the identified research gap and theoretical considerations, this study seeks to answer these questions: (1) How do high-achieving students utilize ChatGPT in improving their English language knowledge during thesis writing, and (2) What is Chat-GPT-Contribution of ChatGPT to Students' English Language Knowledge?

METHOD

Design

This study focused on two investigated concepts, namely ChatGPT utilization and students' English language knowledge. The selection of these concepts was driven by the need to explore how high-achieving students utilized ChatGPT throughout the thesis writing process and how they demonstrated their English language knowledge in academic writing. The current study explored the ways students used ChatGPT for generating ideas, improving grammatical accuracy, constructing academic sentences, and selecting appropriate academic vocabulary. Furthermore, students' English language knowledge was examined through their ability to apply English linguistic components in thesis writing, including grammar accuracy, vocabulary mastery, sentence structure, and

Firdausyiah and Yunus (2026)

coherence as reflected in their thesis drafts, revisions, and writing outputs. Since this study employed a qualitative approach, these concepts were not measured quantitatively but were interpreted based on interview data, documentation, and participants' experiences in using ChatGPT within the academic writing process.

Participant

The study employed a purposive sampling technique to select participants who met specific predetermined criteria relevant to the research focus. The participants were two best graduates from the English Department who had completed their undergraduate theses and actively used ChatGPT during the thesis writing process, particularly for English language-related tasks such as grammar correction, academic vocabulary selection, sentence construction, and abstract writing. This sampling technique was chosen because purposive sampling allows the researcher to intentionally select information-rich cases that are most suitable for exploring the phenomenon in depth, especially how high-achieving students utilize ChatGPT critically and responsibly in academic writing rather than using it merely as a general language tool.

Instrument

The primary research instrument in this qualitative study was the researcher, who was responsible for collecting, interpreting, and analyzing the data. As the main instrument, the researcher conducted the interviews, managed the documentation process, interpreted participants' responses, and identified emerging themes related to the utilization of ChatGPT in thesis writing.

To support the data collection process, an interview guideline was developed as a co-instrument. The interview was conducted using an in-depth semi-structured interview format. This type of interview was selected because it enables the researcher to explore participants' experiences, perceptions, and strategies in using ChatGPT during the thesis writing process while maintaining sufficient flexibility to ask follow-up questions based on participants' responses. The complete interview guideline is attached in Appendix A.

In addition, documentation was used as a supporting instrument. The collected documents consisted of participants' thesis manuscripts, particularly English abstracts and revised sections, which were examined to identify language-related improvements in

Firdausyiah and Yunus (2026)

grammar, vocabulary, sentence construction, and coherence associated with the use of ChatGPT.

To ensure the validity of the research instrument, the interview guideline was developed based on the research objectives, research questions, and relevant literature regarding ChatGPT utilization and English language knowledge in academic writing. Prior to the data collection process, the interview questions were reviewed by academic experts and the research supervisor to evaluate their clarity, relevance, and alignment with the investigated concepts. Revisions were made based on the feedback received to ensure that each question adequately addressed the intended aspects of the study.

Furthermore, data validity was strengthened through methodological triangulation by comparing information obtained from interviews with supporting documentation, including thesis drafts, revised manuscripts, and writing outputs. This process helped verify the consistency and credibility of participants' responses.

In qualitative research, reliability refers to the consistency and trustworthiness of the data collection and analysis procedures. To ensure reliability, the researcher used the same interview guideline for all participants while allowing flexibility for probing questions when necessary. All interviews were audio-recorded and transcribed verbatim to maintain accuracy during data analysis.

In addition, an audit trail was maintained throughout the research process, including records of interview transcripts, coding procedures, field notes, and documentation analysis. The researcher also applied member checking by confirming the accuracy of participants' statements and interpretations whenever necessary. These procedures were conducted to enhance the consistency, dependability, and trustworthiness of the research findings.

Data collection techniques

The study used semi-structured in-depth interviews as the main data collection. This method was chosen because it allows the researcher to guide the discussion with prepared questions while still giving flexibility to explore participants' experiences, perceptions, and strategies in using ChatGPT during thesis writing in depth. The interviews employed documentation and indirect observation to obtain detailed qualitative data.

Firdausyiah and Yunus (2026)

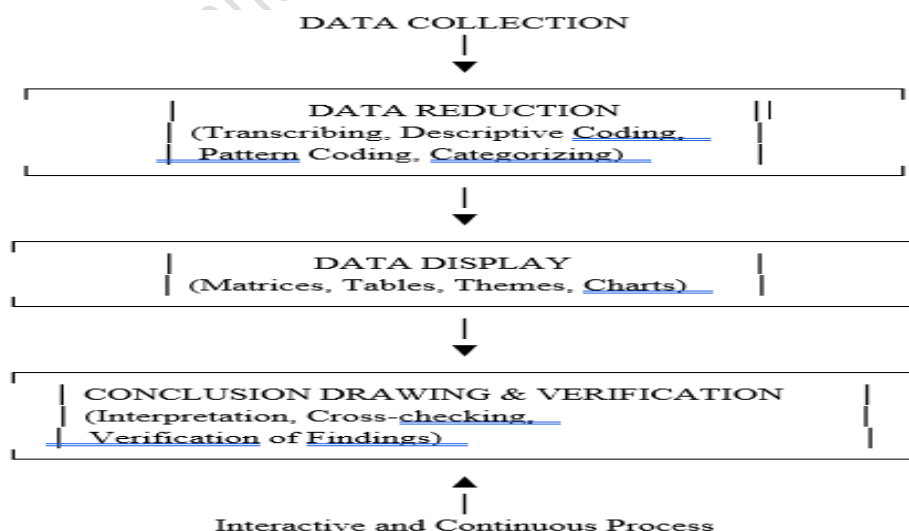
Documentation: Documentation was collected in the form of participants thesis drafts and final versions, especially the English abstract and selected chapters. These documents were used to support interview data and to observe changes in language quality.

Indirect Observation: Indirect observation was conducted by examining the writing outputs and revision patterns reflected in the thesis documents. This technique helped the researcher understand how ChatGPT influenced students' writing practices without directly observing the writing process. To ensure data credibility, source triangulation and technique triangulation were applied.

Data analysis technique

The data were analyzed using qualitative data analysis based on Miles and Huberman's interactive model, which consists of three stages: data reduction, data display, and conclusion drawing and verification.

In the data reduction stage, all interview recordings were transcribed verbatim and reviewed repeatedly to gain familiarity with the data. The researcher then applied Descriptive Coding as the first-cycle coding method to identify and label meaningful segments of participants' responses related to ChatGPT utilization and English language knowledge. Subsequently, Pattern Coding was employed as the second-cycle coding method to group similar codes into broader categories and themes.



Through this process, themes such as grammar improvement, vocabulary development, sentence construction support, and academic writing assistance emerged from the data.

RESULT AND DISCUSSION

Result***The utilization of ChatGPT in thesis writing by best graduates***

The results of this study are presented in accordance with the research questions and analyzed using the Miles and Huberman interactive model of qualitative data analysis, particularly through content analysis procedures (coding, categorization, and theme development). The findings are organized into two main sections: (1) ChatGPT utilization in thesis writing by best graduates, and (2) the contribution of ChatGPT to students' English language knowledge.

Table 1. ChatGPT utilization in thesis writing (RQ1)

Raw Data (Interview Excerpt)	Code	Category	Theme
"The English abstract was the part I worried about the most. With ChatGPT, I was able to construct sentences that were more organized and aligned with academic standards."	Abstract writing assistance	Academic support writing	ChatGPT utilization in thesis writing
"I usually write using my own ability first, then I ask ChatGPT to improve the grammar and sentence structure."	Grammar and sentence revision	Language correction tool	ChatGPT utilization in thesis writing
"ChatGPT helps me construct more academic sentences."	Sentence construction support	Academic writing development	ChatGPT utilization in thesis writing
"It helps me choose appropriate academic vocabulary."	Vocabulary selection	Lexical support	ChatGPT utilization in thesis writing
"I do not accept ChatGPT output directly, I adjust it to fit my thesis context."	Critical use of AI	Academic responsibility	ChatGPT utilization in thesis writing

The table shows that ChatGPT was mainly used as a linguistic and academic support tool rather than as a substitute for students' writing process. Both participants demonstrated selective and critical use of ChatGPT, particularly in grammar correction, sentence construction, abstract writing, and vocabulary selection.

Table 2. Contribution of ChatGPT to Students' English Language Knowledge (RQ2)

Raw Data (Interview Excerpt)	Code	Category	Theme
-------------------------------------	-------------	-----------------	--------------

Firdausyiah and Yunus (2026)

"I learned about grammar mistakes that I often repeated."	Grammar awareness	Grammar improvement	English language knowledge development
"I learned many academic terms that I rarely used before."	Vocabulary expansion	Lexical development	English language knowledge development
"My sentence structure became more organized."	Sentence improvement	Writing structure development	English language knowledge development
"ChatGPT helped me understand how to write better academic English."	Writing competence improvement	Academic writing skill	English language knowledge development

The findings indicate that ChatGPT contributed significantly to improving students' English language knowledge, particularly in grammar accuracy, vocabulary mastery, and sentence structure. Continuous interaction with ChatGPT enabled students to recognize their linguistic errors, improve academic vocabulary, and develop more coherent academic writing skills.

Supporting documentation from thesis drafts further confirms these findings, showing improvements in grammatical accuracy, sentence coherence, and consistency of academic vocabulary between initial drafts and final revisions. This triangulation strengthens the validity of the results, indicating that ChatGPT functions as an effective learning support tool in academic writing when used critically and reflectively.

Discussion

The discussion of this study is systematically presented based on the research questions, integration with previous studies, theoretical justification, limitations, and overall conclusions.

The key findings of this study show that ChatGPT was actively utilized by two best graduates in thesis writing, particularly in four main areas: writing English abstracts, improving grammatical accuracy, constructing academic sentences, and selecting appropriate academic vocabulary. The findings also reveal that ChatGPT contributed significantly to the improvement of students' English language knowledge, especially in grammar awareness, vocabulary enrichment, and sentence structure development.

Firdausyiah and Yunus (2026)

"The English abstract was the part I worried about the most. With ChatGPT, I was able to construct sentences that were more organized and aligned with academic standards." (Rx) "

Importantly, the participants used ChatGPT in a critical and selective manner, meaning that they did not directly accept AI-generated outputs but evaluated, revised, and adapted them according to academic writing standards. This indicates that ChatGPT functioned as a supportive learning tool rather than a replacement for students' academic thinking processes. *"ChatGPT helped me understand how to write better academic English." (Rxx).*

The findings of this study are consistent with and supported by several previous studies. Enjang, (2025) reported that AI-based tools improve academic writing skills and vocabulary mastery. Kurniawan et al., (2025) found that AI functions as an effective learning assistant by providing instant feedback and supporting autonomous learning. (Putera, 2024) emphasized that AI contributes to improving writing structure and linguistic accuracy in academic texts. (Royani & Sihombing, 2024) found that ChatGPT is increasingly integrated into academic writing practices as a tool for independent learning. (Kristiawan et al., 2024) highlighted that AI promotes adaptive and personalized learning environments. (Arasyidiah & Marzuki, 2025) reported that AI increases students' confidence in academic writing through interactive feedback. (Judijanto, 2025) explained that continuous interaction with AI enhances metacognitive awareness in language learning. (Oktafia & Latifah, 2025) and (Sobron et al., n.d.) found that high-achieving students tend to use AI more critically and strategically. (Korkut, 2025) confirmed that AI-assisted learning improves grammar, vocabulary, and academic writing performance in EFL contexts. (Puspita & Susmita, 2024) stated that AI helps students overcome difficulties in academic vocabulary and writing conventions. emphasized that AI must be used critically to avoid dependency and ethical issues. (Sulaeman, 2024) also confirmed that ethical and reflective use of AI leads to improved academic writing quality.

By connecting the findings of this study with previous research, it can be interpreted that ChatGPT is not only a remedial tool for students with low English proficiency but also functions as a strategic academic support system for high-achieving students. This finding is consistent with (Vygotsky, 1978) Sociocultural Theory, particularly the concept of scaffolding within the Zone of Proximal Development (ZPD),

Firdausyiah and Yunus (2026)

which suggests that learners can achieve higher levels of performance when supported by external tools or more capable assistance. In this context, ChatGPT served as a digital scaffolding tool that enabled students to refine their ideas, improve grammatical accuracy, expand academic vocabulary, and construct more coherent academic texts. Therefore, the role of ChatGPT extends beyond error correction and contributes to the enhancement of students' academic writing performance. Unlike several previous studies that focus on general student populations, this study demonstrates that best graduates also use ChatGPT in a more reflective, analytical, and selective manner. This shows that the role of ChatGPT has shifted from basic language assistance to advanced academic writing support, particularly in thesis writing contexts.

These findings can be justified theoretically through Constructivist Learning Theory proposed by (Piaget, 1972), which states that learning is an active process of knowledge construction through interaction and reflection. In this study, ChatGPT functions as an interactive tool that provides feedback, allowing students to revise and reconstruct their understanding of academic English. In addition, Self-Regulated Learning Theory (Zimmerman, 2000) supports these findings, as students must plan, monitor, and evaluate their own learning process when using ChatGPT. Furthermore, Metacognitive Theory (Flavell, 1979) explains that repeated interaction with feedback helps students become more aware of their linguistic strengths and weaknesses. Therefore, ChatGPT is effective only when students apply critical thinking, reflection, and academic responsibility in its use.

CONCLUSION AND IMPLICATION

Conclusion

Based on the findings of this study, the results can be concluded by explicitly linking each research question with its corresponding findings. In relation to RQ1, which focuses on the utilization of ChatGPT in thesis writing, the study found that ChatGPT was actively used by the two best graduates as a supportive academic tool during the thesis writing process. It was specifically utilized for writing English abstracts, improving grammatical accuracy, constructing academic sentences, and selecting appropriate academic vocabulary. This indicates that ChatGPT functions as a linguistic support system

Firdausyiah and Yunus (2026)

that assists students in managing English academic writing tasks without replacing their role as the main authors.

In relation to RQ2, which examines the contribution of ChatGPT to students' English language knowledge, the findings show a positive relationship between ChatGPT use and the improvement of students' English competence. The use of ChatGPT helped students develop better academic vocabulary, improve sentence structure, and increase grammatical accuracy. Continuous interaction with ChatGPT also strengthened students' awareness of language errors and supported gradual improvement in their academic writing skills.

In relation to the overall research focus, the study shows that the effectiveness of ChatGPT is influenced by students' critical and selective use of the technology. The two best graduates demonstrated reflective learning behavior by evaluating and adapting AI-generated outputs rather than accepting them directly. Therefore, ChatGPT functions not only as a writing assistant but also as a learning support tool that promotes independent and reflective learning in academic writing, provided that it is used responsibly and in accordance with academic ethics.

Limitation

This study has several limitations. First, the research subjects were limited to two best graduates, which means that the findings cannot be generalized to all students with diverse academic backgrounds. Second, this study employed a qualitative approach, emphasizing depth of data rather than quantitative measurement of English language improvement. Third, the data were collected through interviews and documentation, which relied heavily on the subjectivity and honesty of the participants in sharing their experiences in using ChatGPT.

Implication

The implications of this study cover several aspects. Practically, the findings may serve as a reference for students in utilizing ChatGPT as a supportive tool for independent learning of academic English, particularly during the thesis writing process. For lecturers and academic supervisors, this study highlights the importance of guidance and

Firdausyiah and Yunus (2026)

supervision in the ethical and responsible use of artificial intelligence technologies in academic writing.

Institutionally, higher education institutions may consider developing official policies and guidelines regarding the use of ChatGPT and other AI-based technologies in academic activities. Meanwhile, for future research, this study may serve as a foundation for further investigations involving larger research subjects, diverse methodological approaches, and a focus on the long-term impact of ChatGPT utilization on students' English language proficiency and academic writing quality.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to all parties who have contributed to the completion of this study. Special appreciation is extended to the participants who willingly shared their time and experiences, making this research possible. The authors also acknowledge the valuable support and academic environment provided by the institution, which facilitated the research process. Finally, the authors are grateful for the constructive input and feedback from reviewers and editors that helped improve the quality of this article.

BIO-PROFILE:

Aulia Firdausyiah is a student in the Master's Program (S2) in English Education at the Islamic University of Malang. In addition to pursuing her academic studies, she is also actively involved in private English tutoring. Her academic and professional interests focus on teaching English as a Foreign Language (EFL), particularly in the context of non-formal and private learning. Through her teaching and research activities, she is committed to improving the quality of English language learning that is adaptive, inclusive, and relevant to the needs of learners. Corresponding email: 22502073006@unisma.ac.id

Muhammad Yunus is an Associate Professor in English Education at Universitas Islam Malang (UNISMA) since January 2009. He earned his Doctorate in English Education from Universitas Negeri Malang (2019). His expertise in English Language Teaching (ELT), particularly in English teaching methodology, microteaching, and critical reading. His academic and research interests focus on teaching methodology, reading comprehension, critical thinking, and teacher professional development. Dr. Yunus has published widely in national and international journals on topics related to English

Firdausyiah and Yunus (2026)

language teaching, critical thinking, and character education. Corresponding email:

m.yunus@unisma.ac.id

In-press version and is being edited by an expert editor

REFERENCES

- Arasyidiah, N. S., & Marzuki, M. E. (2025). Studi fenomenologi tentang peran ChatGPT dalam proses belajar mahasiswa di Universitas Yudharta Pasuruan (Phenomenological study on the role of ChatGPT in the learning process of students at Universitas Yudharta Pasuruan, Tran.). *Al-Qolamuna: Journal Komunikasi Dan Penyiaran Islam*, 2(3), 304–318. <https://doi.org/https://doi.org/10.71242/3baf6d32>
- Dwihadiah, D., Gerungan, A., & Purba, H. (2024). Penggunaan ChatGPT di kalangan mahasiswa dan dosen perguruan tinggi Indonesia ([The Use of ChatGPT Among Students and Lecturers in Indonesian Higher Education Institutions], Tran.). *CoverAge: Journal of Strategic Communication*, 14(2), 130–145. <https://doi.org/https://doi.org/10.35814/coverage.v14i2.6058>
- Enjang, E. T. S. (2025). Peran ChatGPT dalam meningkatkan kemampuan menulis akademik bahasa Indonesia: Sebuah kajian literatur sistematis ([The role of ChatGPT in improving Indonesian academic writing skills: A systematic literature review], Tran.). *KUNKUN: Journal of Multidisciplinary Research*, 2(3), 159–172.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911. <https://doi.org/10.1037/0003-066X.34.10.906>
- Judijanto, L. (2025). *Optimalisasi ChatGPT: Panduan dan penerapan untuk belajar, mengajar, dan membuat konten tanpa batas* (T. and U. C. C. Optimizing ChatGPT: A Guide and Applications for Learning, Tran.). PT Green Pustaka Indonesia.
- Korkut, N. (2025). *AI-enhanced English language learning/teaching: A focus on four skills, vocabulary, and grammar*. Istanbul Aydin University.
- Kristiawan, D., Bashar, K., & Pradana, D. A. (2024). Artificial intelligence in English language learning: A systematic review of AI tools, applications, and pedagogical outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(2), 207–218.
- Kurniawan, H., Tambunan, R. W., & Muluk, M. S. (2025). Evaluasi penggunaan AI dalam pembelajaran bahasa Indonesia untuk meningkatkan keterampilan menyusun dokumen resmi (Evaluation of AI Use in Indonesian Language Learning to Improve Official Document Writing Skills, Tran.). *Jurnal Edukasi: Kajian Ilmu Pendidikan*, 11(2), 83–96.
- Manuaba, I. B. K. (2024). *Teknologi ChatGPT: Pengetahuan dasar dan pemanfaatan kombinasi keahlian dengan ChatGPT di berbagai bidang* (ChatGPT Technology: Basic Knowledge and the Utilization of Combined Expertise with ChatGPT Across Various Fields, Tran.). PT Sonpedia Publishing Indonesia.
- Oktafia, N., & Latifah, A. M. (2025). Mahasiswa dan AI: Transformasi cara berpikir kritis dan penyelesaian masalah di era digital (Students and AI: The Transformation of Critical Thinking and Problem-Solving in the Digital Era, Tran.). *Prosiding Konseling Kearifan Nusantara*, 4, 10–33.
- Piaget, J. (1972). *The Psychology of the Child*. Basic Books.
- Puspita, N., & Susmita, N. (2024). *Keterampilan menulis intensif kebahasaan: Pendekatan berbasis masalah untuk penulisan ilmiah* (Intensive Language Writing Skills: A Problem-Based Approach to Scientific Writing, Tran.). Pradina Pustaka.

Firdausyiah and Yunus (2026)

- Putera, Z. F. (2024). Readiness dosen dalam mengintegrasikan kecerdasan buatan untuk pengajaran menulis teks akademik di perguruan tinggi (Lecturers' Readiness in Integrating Artificial Intelligence for Academic Writing Instruction in Higher Education, Tran.). *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Metalingua*, 9(2), 170–181. <https://doi.org/https://doi.org/10.21107/metalingua.v9i2.32737>
- Rahmah, S., & Ramli, M. (2025). Pemanfaatan ChatGPT dalam mendukung kinerja akademik mahasiswa (The Utilization of ChatGPT in Supporting Students' Academic Performance, Tran.). *Jurnal Riset Multidisiplin Edukasi*, 2(6), 479–493.
- Royani, I., & Sihombing, M. R. (2024). ChatGPT in the academic writing classroom. *Esteem Journal of English Education Study Programme*, 7(2), 630–638.
- MENDELEY BIBLIOGRAPHY PLACEHOLDER #1
- Sodik, A. (2024). Peran kecerdasan buatan dalam mendorong inovasi manajemen pendidikan Islam di era revolusi industri 4.0 (The Role of Artificial Intelligence in Promoting Innovation in Islamic Education Management in the Era of Industry 4.0, Tran.). *An Naba*, 7(1), 9–18.
- Sulaeman, S. (2024). Peran artificial intelligence sebagai alat bantu dalam meningkatkan keterampilan menulis mahasiswa pendidikan agama Islam di era disruptif (The Role of Artificial Intelligence as a Tool for Improving the Writing Skills of Islamic Education Students in the Disruptive Era, Tran.). *Innovative: Journal of Social Science Research*, 4(1), 5206–5216. <https://doi.org/https://doi.org/10.31004/innovative.v4i1.8215>
- Sutriana, S. (2025). Efektivitas pemanfaatan chatbot AI sebagai asisten pembelajaran dalam meningkatkan kemandirian dan hasil belajar siswa (The Effectiveness of AI Chatbots as Learning Assistants in Improving Student Independence and Learning Outcomes, Tran.). *Journal Sultra Elementary School*, 6(4), 1503–1515.
- Suwartono, T. (2024). *Academic writing: Buku ihwal penulisan naskah ilmiah (mencerahkan dan praktis)* (Academic writing: A practical guide to scientific manuscript writing], Tran.; 1st ed.). Amerta Media.
- Turmudi, D. (2020). English scholarly publishing activities in the industrial revolution 4 . 0 : What , Why , and How ? *ELTEJ*, 3(1), 52–63. <http://journal2.uad.ac.id/index.php/eltej/article/view/1890>
- Turmudi, D. (2024). *Theories in Stories: Writing Research Review in English Language Teaching* (Y. Basthomi (ed.); 1st ed.). Bintang Semester Media.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Warsidi. (2017). *Buku Ajar Basic Academic Writing*. Deepublish.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In *Handbook of Self-Regulation*. Academic Press. <https://doi.org/https://doi.org/10.1016/B978-012109890-2/50031-7>