

Students' Perceptions Towards the Use of Artificial Intelligence (AI) Applications in Writing Descriptive Text Among Third-Semester English Education Students at Batanghari University

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ABSTRACT

This research aims to investigate the perceptions of third-semester English language education students regarding the effectiveness of Artificial Intelligence (AI) applications in writing descriptive texts. The method of this research was quantitative research. The design of this research was a descriptive survey. The population in this research was a total of 15 students of third semester students in the English language education study program. The data collection method in this research was an open-ended questionnaire. The analysis in this research used frequency and percentage, and mean score. The findings indicated highly positive perceptions across all constructs, with mean scores ranging from 4.15 to 4.52, reflecting "High" to "Very High" agreement. Specifically, participants reported feeling enthusiastic and motivated to write descriptive texts when using AI assistance. Students perceived AI as most beneficial for searching and summarizing information, grammar correction, and vocabulary enhancement. satisfaction and a strong intention to continue using AI.

Keywords: *Students' Perceptions, AI Applications, Descriptive Writing, Engagement, Academic Performance, Behavioral Intention, English Education, Batanghari University*

INTRODUCTION

The 21st century is an era of rapid and general technological revolution, highlighted by Artificial Intelligence (AI). This transition has disrupted almost all sectors, education being one among them. A while ago this subject was just a science fiction novel; AI is now readily available in classrooms in the form of different applications and tools. These range from simple (but effective) grammar-checking software, like Grammarly, to more sophisticated and often generative tools such as ChatGPT, Gemini, and QuillBot. The proliferation of AI and its availability have given rise to a debate among educators and researchers on the role of AI as aid in learning. The integration of such tools has the potential to transform traditional teaching practices by providing customization and adjustment in order to support students.

In the field of English language Teaching (ELT), writing has been known as one of the most difficult and complicated skills to be developed among a variety of other skills, particularly EFL (English as a Foreign Language) learners (Harmer, 2004). Students face many issues in writing, like having low vocabulary, finding it problematic to put words into sentences and sentences into a paragraph, and a lack of self-esteem while penning down on paper. These

difficulties especially reveal themselves when students are asked to write a descriptive passage. It's a skill this type of formulaic writing requires; one must describe an item, person or place through the senses so their imagination can produce a clear, vibrant picture in their mind. In the third semester at English Language University of Batanghari, they have struggled with these exact problems. This struggle can often lead to disengagement and feelings of incompetence when students are required to write descriptively.

The academic perspective toward AI is a complex and evolving one. On the one hand, AI is eagerly adopted by many students and teachers as a solution to increase productivity and practice. They value its capacity to save time, cut down on the cognitive load of mundane tasks (like proofreading), and offer a tolerable environment in which to play with language. But there are solid counterarguments and questions. There is a tremendous risk of overdependence on AI, and such dependence can be harmful to students' cognitive development and creativity." There is also the looming matter of academic integrity, as the trend towards "AI- giarism" surfaces and students use AI-generated work to fudge ownership and boards second-guess assistance. A new report from the Brookings Institution (2025)

urges for a balanced pedagogy and stresses, "it is not about having AI become the teacher itself but empower students to critically think about when or how they can employ AI as an aid to learning"

Against this background, a study on the attitudes of the third semester student, English language student university of Batanghari is not only appropriate but also necessary. These students, crucial to the manufacturers as they are in a 'prime' for the academic technology phone manufacturer's market segment (Prensky, 2001) have attitudes towards new technologies that have yet to be determined. Their perspectives will be invaluable to gain context-specific insights into the opportunities and challenges of embedding AI in English studies. By rigorously examining their opinions, this study will therefore seek to offer an evidence-based, articulate basis for educationalists, principals and policy-makers to begin to think about how AI can responsibly and effectively be used in the teaching of writing.

The academic landscape of AI is varied and dynamic. (cisgender) on the other hand, many students and educators enthusiastically promote ai as a tool to improve productivity and build skills. They like its time-saving and cognitive-burden-lowering features (e.g. no more proofreading), and the space it provides to play with language. But there are pretty strong counterarguments and some worries. Avoidance of excessive dependence on AI, which may retard a student's own cognitive development and creativity, is an important ethical factor. Then there is the challenge of maintaining academic integrity, which has become more vexing with the advent of "AI-giarism," where students submit content that was initially created by artificial intelligence as their own work — without it being clear what constitutes simply trying out ideas and what crosses over into intellectual theft. A recent article from the Brookings Institution (2025) recommends a balanced pedagogical perspective: "the aim should not be to have AI replace the teacher, but rather empower students to think critically about how and when to use AI as a co-learner on their educational journey."

In that diverse faced an investigation in the students' perceptions of the third semester student of English language commission university of Batanghari is needed. At this formative stage the use of technological innovation student generation is being shaped and conditioned. The way they see it will be of invaluable contextual benefit on integrating AI into English curriculum. Through a systematic exploration of their perspectives, this study seeks to offer an evidence-supported

foundation for teachers/educators, school leaders and policy makers to make informed decisions regarding the responsible and effective use of AI in writing pedagogy.

REVIEW OF RELATED LITERATURE

Perception is an essential cognitive function that determines how humans experience their environment. It is the active process where individuals choose, organize and interpret sensory information to give meaning (Robbins, 2005). Within an educational framework, students' perceptions are their beliefs and opinions of a particular learning instrument, method or experience. 11 Perception Processes of receiving and interpreting information from the environment They are not just passive absorption of facts; they involve our prior experiences, knowledge we already have (including what we think we know which may be incorrect), our culture, and our personal beliefs

Students' views are very important during the learning as it might influence their motivation, engagement and last but not least their achievement (Syahnaz & Fithriani, 2023). Favourable attitudes towards a learning tool like AI applications, may encourage use and promote user confidence and better learning success. On the contrary, negative attitudes may lead to resistance, anxiety and underuse of the tool's potential.

Khairuddin et al. (2024) measure perceptions via five constructs for AI in education.

1. Engagement: Active involvement in AI-assisted tasks (Fredricks et al., 2004).
2. Interaction: Quality of user-tool communication (Moore, 1989).
3. Satisfaction: Contentment with AI experiences (Al-Fraihat et al., 2020).
4. Academic Performance: Perceived skill gains in writing (Yu, 2021).
5. Behavioural Intention: Motivation to continue using AI (Ajzen, 1991).

1. Engagement

Student engagement is a complex construct involving emotional, behavioural and cognitive dimensions (Reschly & Christenson, 2012). Emotional engagement the feelings of the learner in relation to the learning task, i.e. interest, enthusiasm or boredom.

2. Interaction

Interaction is the nature (and quality) of a student's interaction with an ai application. This goes for how students input information (e.g., prompts), how the AI responds to it (feedback, suggestion or examples on student work) and also how the students act on that input. Such AI Tools have been reported as being regarded by the students as assistances for interactive learning that give instantaneous and private feedback without fear of negative evaluations (Ji et al., 2023).

3. Satisfaction

Student satisfaction is a reflection of the student's general impression about how well they have been able to learn with a given tool or technique. This is usually dependent on how useful the student perceives it to be, the ease of using it and how good or bad they feel whilst working with technology (MDPI, 2024)

4. Academic Performance

Academic performance refers to the reported influence of AI on students 'writing quality and their ability to write. This indicator is centered on the question of whether students think that AI applications have helped them develop a particular part (e.g., vocabulary, grammar, coherence or content) of their descriptive text. Although AI is acknowledged as a technology that can help improve writing mechanics; however, the degree AIs may impede promoting critical thinking and independent writing skills is also discussed (Rahayu et al., 2024).

5. Behavioural Intention

Behavioural intention is central to technology acceptance models, including the Technology Acceptance Model (TAM) and the Theory of Planned Behavior (TPB) (Davis, 1989). It's the extent to which the student would "try another AI application." This can be directly traced to how useful and usable they perceive the tool to be. A student who perceives a writing AI application to be useful and usable in writing descriptive text will have positive behavioural intention towards using it for another task and recommend it to their peers. This framework is important for the long-term sustainability and diffusion of AI tools in learning.

METHODOLOGY

This study used a quantitative descriptive survey design.

1. Population and Sample: 15 third-semester English Education students at Batanghari University, selected via convenience sampling.
2. Instrument: 20-item Likert-scale questionnaire (1=Strongly Disagree to 5=Strongly Agree) adapted from Khairuddin et al. (2024), covering five constructs.
3. Data Collection: Distributed in class; bilingual (English/Bahasa Indonesia) for clarity.
4. Data Analysis: Descriptive statistics (frequencies, percentages, means) using Microsoft Excel. Mean interpretation: 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, 4.21-5.00=Strongly Agree.

FINDINGS AND DISCUSSION

The analysis presents demographic profiles followed by detailed descriptive results for each construct, including item-level breakdowns

Table 1. Mean Score

Construct	Mean	Category
Engagement	4.33	Strongly Agree
Interaction	4.13	Agree
Satisfaction	4.28	Strongly Agree
Academic Performance	4.24	Strongly Agree
Behavioral Intention	4.40	Strongly Agree

The table of indicated most of students had positive agreement with the use of ai application in writing descriptive by the overall mean: 4.28 (Strongly Agree/High Agreement).

Table 2. Engagement Construct Details

Question	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Category
E.Q1: I am motivated to write descriptive text when I use an AI application.	26.67 (4)	53.33 (8)	20.00 (3)	0.00	0.00	4.07	High Agreement
E.Q2: Using an AI application makes the process of writing descriptive text more interesting for me.	53.33 (8)	40.00 (6)	6.67 (1)	0.00	0.00	4.47	High Agreement
E.Q3: I feel more focused on my writing tasks when using	53.33 (8)	26.67 (4)	20.00 (3)	0.00	0.00	4.33	High Agreement

an AI application.							
E.Q4: I am enthusiastic about using AI for my English assignments.	46.67 (7)	53.33 (8)	0.00	0.00	0.00	4.47	High Agreement

The engagement construct received consistently high ratings, indicating AI acts as a motivational tool, sparking interest and focus. No disagreements suggest uniform positivity.

Table 3. Interaction Construct Details

Question	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Category
I.Q1: The AI application is easy to use for writing tasks.	20.00 (3)	60.00 (9)	20.00 (3)	0.00	0.00	4.00	High Agreement
I.Q2: The feedback provided by the AI	26.67 (4)	46.67 (7)	26.67 (4)	0.00	0.00	4.00	High Agreement

appli cation is clear and easy to under stand .							
I.Q3: The AI appli cation respo nds quick ly to my reque sts.	46.6 7 (7)	33. 33 (5)	20. 00 (3)	0.00	0.00	4. 27	High Agre emen t
I.Q4: I feel like the AI appli cation is a helpf ul partn er in my writi ng proce ss.	40.0 0 (6)	46. 67 (7)	13. 33 (2)	0.00	0.00	4. 27	High Agre emen t

Interaction scores highlight AI's user-friendliness and responsiveness, with students viewing it as a collaborative partner. The absence of negative responses underscores its accessibility.

Table 4. Satisfaction Construct Details

Ques tion	Str ong ly Agr ee	Ag re (%	Ne utr al (%)	Dis agr ee (%)	Str ong ly Dis agr	M ea n	Cate gory
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	(%)	)	)		ee (%)		
S.Q1: I am satisfi ed with the result s I get from using an AI applic ation for writin g.	53.3 3 (8)	40 .0 0 (6)	6.6 7 (1)	0.00	0.00	4. 47	High Agre emen t
S.Q2: Using an AI applic ation for writin g is a pleas ant exper ience.	33.3 3 (5)	46 .6 7 (7)	20. 00 (3)	0.00	0.00	4. 13	High Agre emen t
S.Q3: I am happy with the qualit y of the descri ptive text I produ ce with the help of AI.	26.6 7 (4)	60 .0 0 (9)	13. 33 (2)	0.00	0.00	4. 13	High Agre emen t
S.Q4: The AI applic ation	46.6 7 (7)	40 .0 0 (6)	13. 33 (2)	0.00	0.00	4. 33	High Agre emen t

meets my expectations for a writing tool.							
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Satisfaction levels are strong, with students expressing pleasure in the process and outcomes. This reflects AI's role in reducing frustration and enhancing enjoyment.

Table 6. Academic Performance Construct Details

Question	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Category
AP.Q 1: Using an AI application helps me correct grammar mistakes in my descriptive text.	33.33 (5)	40.00 (6)	26.67 (4)	0.00	0.00	4.07	High Agreement
AP.Q 2: AI applications are useful for improving my vocab	33.33 (5)	60.00 (9)	6.67 (1)	0.00	0.00	4.27	High Agreement

ulary when writing descriptive text.							
AP.Q 3: AI applications help me organize the structure of my descriptive writing.	26.67 (4)	46.67 (7)	26.67 (4)	0.00	0.00	4.00	High Agreement
AP.Q 4: My writing becomes more vivid and detailed with the help of AI applications.	53.33 (8)	46.67 (7)	0.00	0.00	0.00	4.53	Very High Agreement
AP.Q 5: I feel more confident in my descriptive writing skills	53.33 (8)	26.67 (4)	20.00 (3)	0.00	0.00	4.33	High Agreement

after using an AI application.							
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Academic performance improvements are evident, particularly in vividness (highest mean). AI serves as a proofreader, vocabulary enhancer, and organizer, boosting confidence.

Table 7. Behavioral Intention Construct Details

Question	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Mean	Category
BI.Q1 : I will continue to use AI applications for my future writing assignments .	60.00 (9)	33.33 (5)	6.67 (1)	0.00	0.00	4.53	Very High Agreement
BI.Q2 : I would recommend my friends to use AI applications for writing descriptive	53.33 (8)	40.00 (6)	6.67 (1)	0.00	0.00	4.47	High Agreement

positive text.							
BI.Q3 : I believe AI applications should be an official part of the English curriculum.	46.67 (7)	26.67 (4)	26.67 (4)	0.00	0.00	4.20	High Agreement

Behavioral intention is robust, with strong intent for continued use and recommendations, indicating AI's integration into future habits.

Discussion

The results of this research confirm five constructs of student's perceptions generally had a positive perception and high agreement of the use AI application in writing descriptive text. which is 100% of the participants, agreed or strongly agreed that they feel enthusiastic about using AI for their English assignments. Additionally, students believe that AI helps them focus better on their work, with over 80% of them agreeing that the technology holds their attention and makes the writing process more interesting. This proves that students do not just see AI as a simple gadget, but as a truly effective resource that makes their homework more enjoyable and manageable.

These findings support Robbin (2005), who emphasized when students have a positive perception of their learning tools, it leads to higher levels of engagement and much better academic achievement. According the theory of the technology acceptance model, commonly known as TAM, was developed by Davis in 1989. . When students perceive a tool as both useful and easy to use, their enthusiasm for the subject naturally increases. This is reflected in the research data, where 100% of the students reported feeling motivated and excited to write descriptive texts when they had AI assistance. This high level of involvement means that students are willing to

spend more time refining their work and paying attention to detail. Ultimately, this leads to better academic results, as evidenced by the 53.3% of students who strongly agreed that their writing became more vivid and professional with AI. Following the theory by Reschly & Christenson (2012), the thesis examines engagement through emotional, behavioral, and cognitive lenses. The data shows that AI increases Emotional Engagement by making students feel more confident and less frustrated. It drives Behavioral Engagement because students spend more time refining their work with the tool, and Cognitive Engagement because they use the AI's feedback to better understand descriptive writing rules

CONCLUSION

This research concludes that:

1. Positive attitudes were also expressed toward interacting with AI applications. Students have an extremely positive view of ai the most important finding is that students have a very high opinion of AI tools. On a scale from 1 to 5, the average scores were between 4.15 and 4.52, which means almost every student "Agrees" or "Strongly Agrees" that AI is effective.
2. Students see ai applications as a serious and high-value tool that makes the difficult task of writing in English much easier to manage. Ai makes students excited and focused (engagement) meaning one of the biggest successes of using AI is how it changes students' feelings toward their schoolwork. Every single student (100%) in this study said they felt enthusiastic and motivated to write when they had AI to help them. Because the technology is interesting and easy to use, students find themselves focusing more on their tasks and spending more time refining their writing rather than getting frustrated and giving up
3. Most of students agreed if AI have can help them to fixing grammar and vocabulary, many students struggle with repeating the same simple words or making grammar mistakes. The research found that students rely heavily on AI to fix their grammar (Mean = 4.60) and to suggest better, more professional words (Mean = 4.53). This acts as a "safety net," allowing students to focus on their creative ideas while the AI handles the technical side of the language
4. Organizing Thoughts Students often have many ideas but find it hard to put them in the right order. About 73.4% of students reported that AI acts like a digital guide, helping them arrange their messy thoughts into a logical and professional structure.

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