CHAPTER II

LITERATURE REVIEW

This chapter discuss about the concept of perception, the concept of ChatGPT, the concept of writing assignment, the concept of ChatGPT as a tool in writing assignment, broader categories of ChatGPT as a tool in writing assignment.

A. Literature Review

1. The Concept of Perception

Perception is the process by which individuals organize, interpret, and make sense of sensory information and experiences to create a meaningful understanding of the world around them. According to Robbins and Judge (2013), perception is "a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment." It is important to note that perception is not always based on reality; instead, it is influenced by personal experiences, emotions, cultural background, expectations, and knowledge.

Schiffman and Kanuk (2007), state that perception is "the process by which an individual selects, organizes, and interprets stimuli into a meaningful and coherent picture of the world." This highlights that perception is subjective and varies from person to person.

In educational settings, perception plays a significant role in how students interact with learning materials, teaching methods, and technological tools. In this study, perception refers to how students in the English Study Program view and interpret the role of ChatGPT in supporting their learning. Understanding

students' perceptions provides valuable insights into the acceptance, effectiveness, and challenges of integrating AI tools into language education.

2. The Concept of ChatGPT

ChatGPT is a language model capable of interpreting and engaging in conversations using natural human language (Eaton, Brennan, & McDermott, 2023). Through extensive training on various text data, ChatGPT is now able to produce a wide range of texts and code. It is a computer application that mimics human speech and comprehension (Haluza & Jungwirth, 2023). It understands how to combine words into phrases because it has read a vast amount of book and articles. ChatGPT can complete sentences, answer questions, and generate new content based on input. According to García-Peñalvo (2023), ChatGPT is flexible enough to be adapted for language translation, text summarization, and responding to specific inquiries. Although it may seem like the ideal educational tool, ChatGPT cannot replace students' need to develop critical thinking and interpersonal communication skills. Its impact on students and educators depends greatly on how it is managed and implemented in the classroom (Kumar, 2022).

In line with these views, Zebua and Katemba (2024) emphasized the important role of ChatGPT in enhancing students' English writing skills. Their study revealed that students perceive ChatGPT as helpful in improving writing motivation, grammar correction, and clarity in writing structure. ChatGPT was also noted for being easy to use and equipped with comprehensive features, making it an effective support tool for EFL learners in composing English

essays. Their findings showed that 41.25% of students reported increased learning motivation when using ChatGPT, and 40.5% agreed that it helped improve writing effectiveness. Therefore, ChatGPT serves not only as a technological tool but also as a pedagogical aid integrated into the learning process. Their research supports the notion that ChatGPT can function as both a learning facilitator and a measurable concept to assess students' writing development.

Moreover, intelligent services such as ChatGPT have been widely adopted in education, particularly since the COVID-19 pandemic (Arias et al., 2022; Puma et al., 2022), which has led to a shift from traditional face-to-face classrooms to technology-based learning environments (Thurzo et al., 2023; Castillo-Acobo et al., 2022). This shift highlights the need for learning models that encourage student-teacher interaction and promote self-directed learning. Chatbots like ChatGPT have emerged as interactive tools capable of simulating human dialogue (Henrickson, 2023), and they are increasingly being used in classrooms to support writing tasks, answer questions, and foster critical thinking.

However, concerns have also been raised about the risks of AI in education, such as reinforcing inequalities, increasing the likelihood of plagiarism, and diminishing the role of teachers (Cotton et al., 2023). Despite this, ChatGPT continues to attract attention for its ability to support writing automation, text analysis, and personalized language learning (Zhai, 2022). ChatGPT, developed by OpenAI, is built using the Transformer Network and trained on vast datasets

of human-generated texts to enable human-like conversation (OpenAI, 2022). As demonstrated in the research of Zebua and Katemba (2024), these capabilities make ChatGPT a relevant and measurable variable in educational research, particularly for evaluating its role in enhancing students' English writing competence.

3. The Concept of Writing Assignment

Writing assignments are essential academic tasks that help students develop critical thinking, communication, and analytical skills. These tasks include various forms such as essays, reports, reflections, and summaries, aimed at encouraging students to express and organize ideas clearly and logically (Teng, 2020).

According to Weigle (2017), academic writing involves complex processes that require not only correct grammar and vocabulary, but also the ability to construct arguments and follow academic conventions. Writing is also seen as a social and cognitive activity that reflects students' engagement with content and academic discourse (Manchón, 2021).

The writing process generally includes planning, drafting, revising, and editing (Lee & Zhang, 2021). Writing tasks also foster learner autonomy and higher-order thinking, especially when supported by feedback and digital tools like ChatGPT (Kasneci et al., 2023).

In this study, writing assignment refers to the students' written academic tasks that require idea development, sentence organization, and content accuracy, which may be supported by AI tools.

A writing assignment is a task given to students to write a text or composition based on a specific topic and purpose. In the context of English learning, a writing assignment aims to train students to express ideas, construct sentences, use proper grammar, and expand their vocabulary in English.

A writing assignment is not just about free writing, but it also follows a specific structure, such as organized paragraphs, appropriate use of tenses, and the ability to deliver messages clearly and logically.

According to Jonc (2017) there are some types of writing assignment, these include:

1) Essay

An essay is a piece of writing that discusses a specific topic from the writer's point of view, in which the writer expresses opinions, ideas, or analysis about the topic based on their knowledge, experience, or personal perspective. An essay can be short or long, and it can cover a wide range of topics, from politics, social issues, and culture to philosophy. In an essay, the writer aims to convey a message or idea effectively and persuasively to the reader.

2) Report

A report is a written document that presents information about the results of research, activities, or certain events, organized systematically and objectively to provide a clear picture of what has happened or been found. This report is usually compiled based on

accurate data, facts, and analysis, and presented in a clear and easy-to-understand format. The purpose of a report is to provide accurate and objective information to readers, so that they can better understand the situation or the results of the research. Reports can be used in various contexts, such as academia, business, government, or other organizations.

3) Article

An article is a piece of writing that discusses a particular topic in depth and systematically, published in various media, such as newspapers, magazines, journals, or online. Articles can be news, analysis, opinion, or reviews on a topic, and are usually written with the aim of providing information, education, or entertainment to readers. Articles have several characteristics, such as in-depth content, clear structure, effective language, and accurate sources, so that readers can understand the topic better.

4) Short story

Short stories are relatively short works of fictional literature, usually between 1,000 and 20,000 words, that recount a particular event or experience using effective and imaginative language. Short stories often have a dense narrative structure, with a clear beginning, middle and end, and use literary techniques such as plot, characterization and setting to develop the story.

Short stories can address a variety of themes, such as everyday life, love, friendship, family, or personal experiences, and often use symbolism, metaphor, or allegory to convey a deeper message or meaning. Short stories can also be used as a means to express the writer's feelings, thoughts, or experiences, as well as to entertain or inspire readers.

5) Poetry

Poetry is a form of literary work that uses beautiful, imaginative, and effective language to express feelings, thoughts, or experiences in a creative and expressive way. Poetry has a unique structure and uses various literary techniques such as symbolism, metaphor, and rhythm to create a strong and emotional effect on the reader. Thus, poetry can be an effective means of expressing human feelings, thoughts, and experiences in a profound and meaningful way.

6) Scientific writing

Scientific writing is a piece of writing or report that is structured based on systematic and logical thinking, research, or observation, with the aim of conveying knowledge, facts, or information in an objective and scientifically accountable manner.

Scientific writing is developed using the scientific method, which involves steps such as identifying a problem, reviewing relevant theories, collecting data, analyzing data, and drawing

conclusions. The language used is formal, clear, and free from personal bias or emotional expression.

7) literary work

A literary work is a creation or expression of human thoughts and feelings in written or spoken form that contains aesthetic (artistic) value, imagination, emotions, experiences, thoughts, and perspectives on life. Literary works are usually conveyed through beautiful, symbolic, and meaningful language intended to evoke emotion and reflection in the reader.

Literature not only aims to entertain but also to deliver moral, social, cultural, or philosophical messages. Literary works can be either fiction or nonfiction and may be presented in the form of poetry, prose, or drama.

8) Opinion

An opinion is a personal belief, thought, or judgment about something that is not necessarily based on absolute facts or evidence. It reflects how someone feels or thinks about a particular issue, topic, or situation.

Opinions can vary from person to person and are often influenced by individual experiences, values, emotions, or perspectives. In communication, opinions are usually expressed using phrases like "I think," "I believe," or "In my opinion."

4. The Concept of ChatGPT as a Tool in Writing Assignment

The presence of artificial intelligence (AI) in education has opened new opportunities for students, especially in academic writing. One of the most recognized AI tools today is ChatGPT, a language model that interacts with users through natural language, offering assistance across various stages of the writing process. Many university students now turn to this tool not only for generating content but also for improving grammar, refining sentence structure, and expanding vocabulary (Chukwuere, 2024).

In English Study Programs, writing assignments serve as essential components of learning, requiring students to communicate ideas clearly, construct logical arguments, and follow linguistic conventions. Despite their importance, many students continue to experience difficulties in brainstorming, organizing content, and editing their work (Rahmat & Farrah, 2022). ChatGPT provides real-time support by suggesting ideas, rephrasing awkward sentences, and correcting grammatical errors—helping students build more confident and cohesive writing (Kasneci et al., 2023).

From a theoretical standpoint, the use of ChatGPT aligns with Vygotsky's view on mediated learning, where tools play a critical role in supporting student development within the Zone of Proximal Development. In this framework, ChatGPT serves as a digital scaffold, helping learners reach writing goals they might struggle to achieve independently (Putra & Pratiwi, 2020). Mayer's (2017) updated view on multimedia learning also reinforces how well-designed digital tools enhance cognitive engagement. By interacting

with ChatGPT, students engage in active revision and decision-making, both of which are crucial for academic writing success.

Additionally, research suggests that learners benefit from exposure to slightly more advanced input than their current level—a concept supported by modern interpretations of Krashen's Input Hypothesis (Dizon, 2017). ChatGPT introduces students to richer vocabulary and more complex sentence patterns in a way that is adaptive and non-threatening, making the tool a valuable source of comprehensible input.

Nevertheless, ethical considerations must be addressed. Relying too heavily on AI tools may reduce students' critical thinking and raise concerns regarding originality and academic honesty (Zhai, 2022). Therefore, the key is not to eliminate ChatGPT from academic contexts, but to use it purposefully as a complement to, rather than a replacement for, students' own thinking and creativity.

In conclusion, ChatGPT offers valuable assistance in academic writing by supporting idea development, language precision, and structural clarity. Grounded in contemporary educational theories and supported by recent studies, ChatGPT can be a powerful aid for students—if used thoughtfully and ethically.

5. Broader Categories of ChatGPT as a Tool in Writing Assignment

According to Zebua and Katemba (2024) there are indicator to determine ChatGPT as a tool in writing essay. These include Perceived Usefulness of OpenAI ChatGPT, Perceived Ease of Use of OpenAI ChatGPT,

Trust/Reliance on OpenAI ChatGPT for Grammar and Writing Accuracy, Perceived Superiority/Preference for OpenAI ChatGPT as a Writing Tool, Enhanced Understanding of English Grammar Rules.

1） Perceived Usefulness of OpenAI ChatGPT

The construct of perceived usefulness is a foundational element derived from the Technology Acceptance Model (TAM), originally posited by Davis (1989). It is defined as the degree to which an individual believes that employing a specific technology have a enhance their performance within a given task or domain. In an academic context, this translates to a student's conviction that OpenAI ChatGPT to improve the quality of their academic output, streamline their writing processes, or contribute to more effective learning outcomes. A higher perceived usefulness is theoretically correlated with a greater intention to adopt and continuously use the technology, as users are motivated by the anticipated benefits and efficiencies it offers. Recent studies underscore this, with findings suggesting that ChatGPT significantly contributes to increased student motivation by providing instant feedback and personalized learning experiences (Anjum et al., 2024). Furthermore, research indicates that students perceive AI tools positively for enhancing their learning experience (Ismail et al., 2025) and improving overall writing performance (Yan, 2023).

2) Perceived Ease of Use of OpenAI ChatGPT

Another core construct within the Technology Acceptance Model (TAM) (Davis, 1989) is perceived ease of use. This refers to the extent to which an individual believes that utilizing a particular system would be free from cognitive or physical effort. It addresses the user's perception of the technology's simplicity, intuitiveness, and manageability in terms of learning and operation. A technology perceived as easy to use typically reduces the perceived effort barrier to adoption, thereby increasing the likelihood of its consistent engagement. Recent findings from systematic reviews indicate that students generally perceive ChatGPT to have "above average usability" in academic writing support (Ismail et al., 2025), a perception supported by qualitative feedback from users. This ease of integration and flexibility in use is crucial for fostering widespread adoption within educational contexts (Amiruddin et al., 2024).

3) Trust/Reliance on OpenAI ChatGPT for Grammar and Writing Accuracy

The concept of self-efficacy (Bandura, 1977), trust in automation is conceptualized as the user's willingness to depend on an automated system, predicated on the belief that the system to reliably perform its intended functions and achieve its objectives. In the context of writing, this pertains to the user's confidence in OpenAI ChatGPT's capacity to deliver accurate grammatical corrections, coherent structural suggestions, and overall linguistic precision. Recent studies

acknowledge ChatGPT's impressive capabilities in various tasks, including writing support, but also highlight persistent concerns regarding its reliability and non-negligible error rates across different domains and task complexities (Soto et al., 2025). Despite these acknowledged limitations, research suggests that students often report higher self-efficacy scores when using ChatGPT, which can lead to increased reliance on the tool (Bouzar et al., 2024).

B. Previous Related Study

Based on this research, there are some of research that related to this research. The researchers use previous research as a reference;

The first study was conducted by Zebua and Katemba (2024), who investigated students' perceptions regarding the use of the OpenAI ChatGPT application to enhance writing skills. Employing a quantitative approach with a Likert-type closed questionnaire, the study involved 82 students from various study programs at Universitas Advent Indonesia. The findings revealed an overwhelmingly positive perception among respondents toward the integration of ChatGPT into their academic writing process. Specifically, 41.25% of students indicated that ChatGPT increased their learning motivation, while 41% believed that the platform offered comprehensive and user-friendly features. Additionally, ChatGPT was seen as effective in supporting essential aspects of writing, including grammar correction, vocabulary improvement, sentence organization, idea generation, material suggestions, and translation. These results reflect broad student acceptance of ChatGPT as a helpful tool for various

stages of academic writing, particularly within the Indonesian higher education context.

The second study, conducted by Mennella and Quadros-Mennella (2024), titled "Student Use, Performance, and Perceptions of ChatGPT on College Writing Assignments", examined how students use and perceive ChatGPT in completing academic writing assignments. The study involved 49 undergraduate students from various science-related majors at a university in the United States. Students were given structured guidance on how to use ChatGPT, including proper citation practices, content verification, and ethical considerations. The findings showed that only 28.6% of students chose to use ChatGPT, and there was no significant difference in academic performance between those who used it and those who did not. However, thematic analysis revealed that students primarily used ChatGPT to support idea development, overcome writer's block, organize content, and improve efficiency in writing.

Interestingly, most students—including those who did not use ChatGPT—expressed that the tool should be allowed in academic contexts, and approximately 85% indicated interest in using it for future assignments. The study also highlighted a common misconception among students, who often viewed ChatGPT as a search engine or factual source, despite it being a language prediction model trained on large-scale data. This reflects the need for improved digital literacy and ethical understanding regarding the use of generative AI in academic settings.

The third study by Salwa and Tyas (2024) explored the perceptions of 150 students from three Indonesian universities—most of whom were non-English majors—on the use of ChatGPT in English writing tasks. The study revealed that 62% of students agreed that ChatGPT increased their learning motivation, 76% found it easy to use, and 60% believed it improved their writing performance. Students appreciated its support in task completion, concept understanding, and writing clarity. The study also showed that students hoped ChatGPT would include additional features like voice notes, grammar checkers, and translation tools to enhance usability. These findings reinforce the growing role of ChatGPT as a digital writing assistant across various academic environments, particularly in EFL contexts.