

## **OPPORTUNITIES AND CHALLENGES OF USING GENERATIVE AI IN ENGLISH WRITING LEARNING IN HIGHER EDUCATION**

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### **ABSTRACT**

*This study aims to critically examine the impact of AI utilization, not only in terms of its technical benefits in improving writing skills, but also its impact on students' analytical thinking skills, originality of work, and academic integrity. This study also offers new perspectives for higher education institutions in formulating policies, ethical guidelines, and learning strategies that integrate AI while still strengthening students' independent competencies. The research method used is a qualitative descriptive approach with a literature review, which collected relevant information and scientific works from books, journal articles, and other scientific writings. The results indicate that AI plays a significant role as an effective tool in the writing process, such as assisting with vocabulary selection, checking grammar, and providing suggestions for improvement. AI also functions as a personal, efficient, and interactive partner in English learning. The strategy for effective AI utilization is to make it an aid, not a substitute for personal effort, with the awareness that AI should be used wisely to improve writing and not to replace personal understanding. The study concludes that while AI offers significant opportunities, adaptation and ethical challenges remain major concerns, emphasizing the central role of educators in the learning process.*

**Keywords:** Opportunities, Challenges, Generative AI

### **ABSTRAK**

*Penelitian ini bertujuan untuk mengkaji secara kritis dampak pemanfaatan AI, tidak hanya dari segi manfaat teknisnya dalam meningkatkan keterampilan menulis, tetapi juga dampaknya terhadap kemampuan berpikir analitis, orisinal karya, dan integritas akademik mahasiswa. Penelitian ini juga menawarkan perspektif baru bagi institusi pendidikan tinggi dalam merumuskan kebijakan, pedoman etis, dan strategi pembelajaran yang mengintegrasikan AI sambil tetap memperkuat kompetensi mandiri mahasiswa. Metode penelitian yang digunakan adalah pendekatan deskriptif kualitatif dengan studi kepustakaan, yang mengumpulkan informasi dan karya ilmiah relevan dari buku, artikel jurnal, dan tulisan ilmiah lainnya. Hasilnya menunjukkan bahwa AI berperan besar sebagai alat bantu yang efektif dalam proses menulis, seperti membantu pemilihan kosakata, memeriksa tata bahasa, dan memebrikan saran perbaikan. AI juga berfungsi sebagai mitra*

*yang personal, efisien, dan interaktif dalam pembelajaran bahasa Inggris. Strategi pemanfaatan AI yang efektif adalah menjadikannya sebagai alat bantu, bukan pengganti usaha personal, dengan kesadaran bahwa AI harus digunakan secara bijak untuk menyempurnakan tulisan dan bukan untuk menggantikan pemahaman pribadi. Penelitian ini menyimpulkan bahwa meskipun AI menawarkan peluang besar, tantangan adaptasi dan etika tetap menjadi perhatian utama, menekankan peran sentral pendidik dalam proses pembelajaran.*

**Kata Kunci:** *Peluang, Tantangan, dan AI Generatif*

### **A. Pendahuluan**

Advances in information and communication technology have significantly impacted various aspects of life, including education. In foreign language learning, much attention has been focused on mastering communicative competence. However, this competence is equally important in supporting successful language learning. However, academic studies specifically examining the role of communicative competence in language learning are still relatively limited. Concurrently, one rapidly developing technological innovation that beginning to be widely utilized in education is artificial intelligence (Nurazizah, 2025).

In this section, explained the basic elements of the article being written, including a brief description of the background, research problem, research objectives, and research

benefits. This section also described the observed problem phenomena and the actual conditions obtained, which can be supported by several theories. The next section can present data or facts that support the research and ideas. Then, the focus of the problem and the objectives of the research can be explained.

The use of artificial intelligence (AI) in English language learning at Indonesian universities presents both opportunities and challenges. AI not only provides easy access to broad knowledge but also offers instant solutions to language learning challenges. Through speech recognition and natural language processing, AI can analyze students' spoken and written output and provide feedback on pronunciation, grammar, and vocabulary.

However, survey results show that the majority of students believe

that AI has the potential to replace English teachers and lecturers in the future. This is based on the fact that the millennial generation is already accustomed to using digital technology. Therefore, the biggest challenge for educators is how to adapt and optimally utilize AI without losing its central role in the learning process (Syahira et al., 2023).

Previous research has emphasized the benefits of AI in language improvement, while studies on its negative impacts, particularly on analytical skills, academic ethics, and gaps in student understanding, are limited. At this stage, it's crucial to examine how AI can support writing skills without compromising the academic quality and originality of students' work.

The novelty of this research lies in its focus, which not only highlights the benefits of using AI to assist English writing skills, but also critically examines its impact on analytical thinking skills, originality of work, and academic integrity of students in higher education. Unlike previous research that emphasized the technical functions of AI in improving grammar and vocabulary, this study places AI in the context of English as

a Foreign Language (EFL) students, particularly in Indonesia, who face unique challenges in academic writing. Therefore, this research offers new perspectives for higher education institutions in formulating policies, ethical guidelines, and writing learning strategies that combine the use of AI with strengthening students' independent competencies.

## **B. Metode Penelitian**

This research used a qualitative descriptive approach with a library research method. This method is carried out by collecting various information and scientific works relevant to the literature review. In its application, this study combines the characteristics of descriptive and qualitative research, with objective data presentation without manipulation or additional treatment. The main sources of the research come from previous scientific works closely related to the literature review, such as books, journal articles, online articles, and other relevant scientific writings.

According to Winartha (2006), qualitative descriptive analysis is the process of analyzing, describing, and summarizing various conditions based

on collected information obtained from interviews and direct observations related to the research problem. Meanwhile, Sugiyono (2019) defines qualitative descriptive research as a method based on post-positivism philosophy, generally used to examine subjective conditions with the researcher as the key instrument.

The purpose of this study is to provide a more comprehensive understanding of the application of literature reviews. This is expected to provide readers with stronger motivation and broader insight to conduct research using methods and approaches that apply literature studies appropriately. The results are expected to produce high-quality scientific papers.

### **C. Hasil Penelitian dan Pembahasan** ***Understanding Artificial Intelligence (AI)***

Artificial intelligence (AI) is a technology increasingly utilized in society and the global economy (Daly et al., 2022). However, various concerns have arisen regarding potential problems from AI implementation, both due to its inappropriate use (Azizah et al., 2021). Generally, Artificial Intelligence

is defined as a branch of Computer Science that focuses on the automation of intelligent behavior. This technology enables computers to think and imitate human learning processes, thus enabling them to absorb new information and use it as a basis for future decision-making (Rama et al., 2023). In other words, AI is an agent created by humans to carry out specific tasks or objectives similar to humans in general. In the context of copyright, many creative works are currently produced through the use of AI technology. However, before discussing creative works born from this technology in more detail, it is important to first understand the basic concepts of intellectual property rights and copyright itself.

Artificial intelligence (AI) is a highly sophisticated and complex technology designed to simulate human intelligence (Glikson & Woolley, 2020). AI is designed to mimic human thinking, such as understanding information, making decisions, learning from experience, and solving problems. AI, therefore, does more than simply execute commands, but is also capable of behaving as if it possessed human-like intelligence. Another definition of

AI is that it is a scientific field that studies how to make computers perform tasks similar to those performed by humans (Amzad & Vijayalakshmi, 2021). This definition explains that AI is not just a technology, but also a field of science. This science teaches methods, algorithms, and models so that computers can perform tasks that are usually only human-capable, such as logical thinking, facial recognition, language comprehension, or learning from data. Therefore, when AI enters the educational sphere, it helps transform the way teachers deliver materials and transforms the learning experience for students, allowing them to receive faster, more personalized, and more interactive feedback.

Artificial Intelligence is a broad field encompassing various concepts in Information Technology (Mohammad, 2020). AI is not just a single technology, but encompasses many concepts in the world of information technology (IT), such as machine learning. Therefore, AI is a large umbrella that encompasses various intelligent technologies. Others explain that AI can be defined as association-based automation (Kritandani et al., (2024). AI works by

connecting data and patterns to make decisions or predict something automatically. According to Kristanto (2004) in the journal Syahira et al., artificial intelligence is a part of computer science specifically aimed at designing intelligent behavior automation in computer intelligence systems. AI can be said to be a branch of computer science whose goal is to design computer systems to behave intelligently automatically, as if they have the ability to think, learn, and make decisions like humans.

#### ***The role of AI in language teaching***

This study explains the role of AI in English learning. In a study conducted by Lubis (2025), survey results concluded that AI has a significant impact on assisting the writing process. Respondents revealed that AI functions as a word management tool that helps select appropriate and relevant vocabulary, a grammar checker that automatically corrects grammatical and punctuation errors. AI can also provide improvement suggestions, which not only correct errors but also provide alternative words and better example sentences. As an aid in understanding grammar and sentence structure,

writing becomes more structured and easier to understand. Although some respondents felt that AI assistance was still limited to basic functions, in general, AI was considered effective and provided practical learning facilities, especially in improving writing quality quickly.

Furthermore, research shows that Artificial Intelligence (AI) plays a significant role in transforming English language learning (Rahmawati, 2025). AI is not only a tool but also an intelligent, personalized, and efficient partner. Through its ability to adapt, analyze, and provide immediate feedback, AI helps students learn at their own pace and needs. AI-based virtual assistants, such as chatbots, provide speaking and listening practice in a safe environment. Furthermore, AI can analyze students' written work to identify grammatical, vocabulary, and sentence structure errors, making learning faster and more precise. AI also provides access to a variety of interactive learning resources and allows educators to monitor student progress and design more effective teaching strategies. Thus, AI makes English learning more personalized, flexible, interactive, and

efficient. The discussion contains the results of the research and discussion.

Furthermore, research by Irmawan and Sya (2025), explains the role of artificial intelligence in improving the quality of learning experiences by utilizing interactive technology. Through the use of chatbots, simulations, and game-based learning methods, AI can create a more engaging learning process and actively engage students (Rifky, 2024). This emphasizes that AI provides an interactive and enjoyable learning experience through the integration of modern technology. In this modern era, all application developers are competing to create the most sophisticated AI possible, creating an artificial intelligence that can match or even exceed human intelligence. The existence of AI has been widely debated, some feel that its existence greatly supports the development of modern humans, while others feel that its existence will only hinder human intelligence. One of the roles of artificial intelligence (AI) in the world of education is supporting personalized learning. AI is able to analyze the learning needs of each individual student and present material that aligns with their abilities,

learning styles, and interests (Asbara et al., 2024). This shows that AI can adapt learning to suit the unique characteristics of each student.

### ***Effective AI Utilization Strategies***

Based on research by Rahmawati (2025), the use of Artificial Intelligence (AI) in speaking learning can be achieved through various effective strategies. Most respondents (mentioned 13 times) stated that they use AI to provide automated conversational practice. This strategy has been proven to provide students with opportunities to practice speaking independently without pressure through various conversation simulations, thereby helping them hone their speaking skills and increase their confidence. With independent practice, students feel more comfortable trying, making mistakes, and improving themselves without fear. Furthermore, AI-based conversational practice also helps expand vocabulary because students can recognize and use new vocabulary in relevant contexts. Many respondents (mentioned 15 times) emphasized the importance of optimally utilizing various AI features. Therefore, it can be concluded that

effective strategies for utilizing AI in speaking learning include automated conversational practice, increasing confidence through independent practice, expanding vocabulary, utilizing AI features comprehensively, tailoring learning to individual needs, and providing text and feedback.

Based on Anggraeni (2025) research, an effective strategy for utilizing AI is to use it as a tool or companion in the writing process, not as a primary tool that completely replaces personal effort. Several interview excerpts confirm this, for example, respondent (M.1) suggested that students still write their own ideas first, then use AI to refine them. Respondent (M.12) emphasized that AI should be used for evaluation and improvement, not as a primary source. A similar sentiment was expressed by respondent (G.1) who emphasized that AI should be used as a companion, not a primary tool, and by another respondent who reminded students not to use AI as a teacher, but rather to continue developing their own abilities in constructing sentence structures. Thus, the ideal strategy for utilizing AI is to make it part of an active learning process that supports

students' creativity and skills, not as an instant solution.

Meanwhile, based on research results from Nurazizah (2025), the strategy for effectively utilizing Artificial Intelligence (AI) in writing English assignments can be seen from the various benefits recognized by all respondents (100%). They stated that AI helps improve grammar, structure sentences well, speed up the writing process, and increase self-confidence in writing. With AI, students can correct mistakes independently without having to wait for feedback from teachers or classmates, so that time is more efficient and focus can be directed to developing writing ideas. However, an effective strategy requires self-awareness that AI must be used wisely, namely as a tool to improve writing, not as a substitute for personal efforts in understanding and mastering English writing skills.

#### **D. Conclusion**

The use of artificial intelligence (AI) in education, particularly in English language teaching, has shown significant potential to transform and improve the learning process. AI offers new tools and strategies that support

personalization, interaction, and efficiency in learning. However, adaptation and ethical challenges remain key concerns, particularly regarding maintaining academic integrity and the central role of educators. This research provides critical insights into how AI can be a powerful tool, not a substitute, that supports students' creativity and independent learning skills.

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