



The Dark Side of Dependency: Negative Consequences of EFL Students' Use of ChatGPT for Academic Writing

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Abstract

The need for artificial intelligence-based tools like ChatGPT is rising among EFL students in scientific writing, as these technologies enhance the efficiency and clarity of their written work. This study underscores the detrimental effects of over dependence on these tools, particularly regarding students' critical thinking skills, creativity, and academic integrity. Data was acquired by successively implementing a mixed-methods strategy, which involved delivering questionnaires to 60 students from the English Education program, followed by semi-structured interviews with chosen responders. Quantitative results indicate that although ChatGPT assists in generating ideas and enhancing grammar, its utilization frequently diminishes analytical depth, undermines the writer's authentic voice, and heightens the likelihood of plagiarism. Qualitative findings validated these results, as students articulated apprehensions regarding diminished creativity, drive to learn, and independent thought. This study finds that although ChatGPT might serve as a valuable resource, excessive dependence on it may impede the cultivation of students' intellectual faculties and ethical standards. Consequently, educational institutions must to establish explicit norms and promote the utilization of technology in a critical and ethical fashion. This study addresses a research deficiency by highlighting the adverse effects of AI utilization on EFL students' academic writing, a topic that has not been extensively explored previously.

Keywords: Academic integrity; academic writing; AI depency; ChatGPT; EFL Students

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1. Introduction

Academic writing necessitates a rigorous approach and certain talents, encompassing the capacity to investigate concepts, evaluate material, and arrange data into a cohesive framework (Dhobi, 2024; Gurung, 2022). It is marked by grammatical complexity, frequently utilizing phrasal over clausal elements, which escalates with academic advancement (Biber & Gray, 2010; Staples, 2016). Moreover, the language employed in academic writing must be unequivocal and exact to enhance reader



comprehension, hence mitigating the risk of bias or ambiguity (Aldabbus & Almansouri, 2022).

At the university level, academic writing functions as a standard method for assessing students, who must fulfill diverse written tasks and participate in research activities. Nonetheless, for several individuals, achieving proficiency in this capacity is challenging (AlMarwani, 2020). Academic writing must depend on documented evidence instead of personal opinions, which introduces an additional layer of difficulty (Hyland, 2011; Lea & Street, 1998; Staples, 2016). Despite its significance, students frequently encounter obstacles like unfamiliarity with academic tone and style, cognitive and behavioral anxiety, and inadequate institutional support (Khatai, 2024; Nurkamto et al., 2024). To tackle these obstacles, specific interventions including training, seminars, and feedback are necessary to improve students' writing skills (Khatai, 2024; Nurkamto et al., 2024). The preceding debate concludes that proficient academic writing skills are imperative for all students, as the majority of assessment techniques in higher education prioritize both the quality of material conveyed and the manner of its presentation (Al Mubarak, 2017; Aldabbus & Almansouri, 2022).

EFL (English as a Foreign Language) students frequently encounter many obstacles in mastering academic writing in English (Mustafa et al., 2022; Pasaribu, 2022). The act of writing is regarded as a fundamental aspect in the advancement of literacy, and is consistently advocated for by professionals in the field of education (Yeni Rahmawati et al., 2023). A common problem is a restricted vocabulary, hindering their ability to articulate their views formally and accurately. Academic writing requires precision and compliance with complex conventions, often rendering language and sentence structure perplexing (Li & Akram, 2024; Nenotek et al., 2022). Students may find it difficult to understand how to organize writings, utilize citations, and sustain an appropriate tone.



OpenAI's ChatGPT AI-powered chatbot generates conversational sentences that mimic human responses based on user input (Cotton et al., 2023). ChatGPT can function as a continuous resource for students, aiding them in comprehending complex concepts and ensuring a seamless educational experience both within and beyond the classroom. It is renowned for its ability to enhance the research process by automating and refining the writing skills of researchers, educators, and students. These individuals are elated to utilize ChatGPT for enhanced academic writing (Cotton et al., 2023; Dergaa et al., 2023).

AI applications such as ChatGPT can assist EFL students with their academic writing; nevertheless, they have also resulted in several issues, including plagiarism, academic dishonesty, and a decline in writing proficiency (Farhi et al., 2023; Huallpa et al., 2023; Jarrah et al., 2023; Malik et al., 2024; Perkins, 2023). Students may employ ChatGPT as an educational resource while preserving the originality of their work and demonstrating their competencies. The lack of explicit guidance from instructors on the appropriate utilization of ChatGPT may lead to ambiguity over its function in academic assignments (Pasaribu et al., 2025).

Certain academics have expressed concerns about the ambiguous norms governing the use of ChatGPT in educational contexts. This absence of explicit regulations engenders ambiguity regarding the parameters of ethical usage, perhaps leading to misuse or inadvertent breaches of academic integrity. This ambiguity highlights the necessity for colleges and institutions to establish clear and consistent policies for the utilization of AI technologies (Oviedo-Trespalcacios et al., 2023; Sallam, 2023; Wang et al., 2023).

These students seem cognizant of potential ethical concerns related to AI-generated content, including plagiarism and academic dishonesty (Pasaribu et al., 2025). According to Albayati, (2024) and Eke, (2023), indicate an increasing awareness among university students regarding the ethical problems related to the utilization of



ChatGPT. A few of students remain unaware of the ethical ramifications of employing ChatGPT in their academic work. These individuals may lack a comprehensive understanding of the problems associated with plagiarism, bias, or academic dishonesty stemming from dependence on AI tools, highlighting the necessity for enhanced education on these matters (Yu, 2023).

The significance of maintaining academic integrity while utilizing AI tools like ChatGPT was emphasized by their worries, highlighting the necessity for more explicit ethical standards and rules in educational environments (M. Mijwil et al., 2023; Oviedo-Trespalacios et al., 2023; Perkins, 2023; Sallam, 2023). The results indicate that students participating in academic writing courses possess a significant understanding of the ethical implications related to the use of AI in their writing (Pasaribu et al., 2025).

Nonetheless, numerous challenges and ethical quandaries have emerged due to ChatGPT. This may lead to misconduct and plagiarism, inaccurate information and citations, excessive dependence on the instrument, and a decline in originality and critical thinking (Al-Sofi, 2024). Alafnan (2023) shown that students are inclined to utilize ChatGPT for generating assignment submissions, a practice that undermines both learning and professional development.

This study seeks to investigate the following research question: (1) In what manner does the utilization of ChatGPT influence the academic writing performance of EFL students? What are the adverse effects of EFL students' use on ChatGPT for academic writing? This study intends to: (1) Examine the influence of ChatGPT utilization on the academic writing performance and skill enhancement of EFL students. Identify the adverse effects of ChatGPT utilization, encompassing diminished critical thinking, chances of plagiarism, and degradation of skills.

This study examines the adverse effects of EFL students' reliance on ChatGPT for academic writing, specifically concerning critical thinking, the decline of writing skills, and academic integrity. The research is confined to university-level EFL students



that utilize ChatGPT for writing tasks. It omits non-EFL pupils and the utilization of alternative AI techniques. Significant limitations comprise the geographical restriction to one institution, possible bias in self-reported data, and the lack of uniform institutional regulations regarding AI utilization, which may influence the generalizability of the results. This study does not evaluate the technical capabilities of ChatGPT; instead, it emphasizes its educational consequences for student learning.

This study is significant as it enhances comprehension of AI's influence on the academic writing development of EFL students. Enhances students' awareness of the ethical implications and potential overreliance on AI tools such as ChatGPT. Offers insights for the academic community to advocate for the proper and ethical utilization of AI tools. Assists institutions in developing suitable policies for AI utilization in educational environments.

2. Method

2.1 Research Design

This study will employ a mixed-method approach utilizing a sequential explanatory design, as outlined by Mackiewicz, (2018), comprising two phases: quantitative and qualitative. This mixed-method technique enhances the trustworthiness of findings and expands the researcher's perspective by integrating quantitative data with qualitative narratives (Mahapatra, 2024). This study aims to elucidate EFL students' utilization of ChatGPT in academic writing.

2.2 Population

The study population comprised students enrolled in the English Education Study Program at Muhammadiyah University of East Kalimantan. The research participants consisted of undergraduate students at different educational levels who have utilized ChatGPT for academic writing. Participants were selected purposively based on their engagement with ChatGPT to ensure the information aligns with the study's focus.



2.3 Research Instruments

2.3.1 Questionnaire

The tool employed in this study was a questionnaire derived from markers identified in prior research (Shoufan, 2023). The questionnaire comprised two primary components. The initial component was to assess students' perceptions on the influence of ChatGPT on their academic writing abilities, encompassing creativity, information quality, and writing organization. The second component sought to ascertain the detrimental effects of dependence on ChatGPT, encompassing the risks of plagiarism, diminished critical thinking abilities, and reduced involvement in the learning process. This questionnaire employed a Likert scale comprising four options: "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree."

2.3.2 Interview

The second instrument is a semi-structured interview designed to delve into the students' experiences and perspectives regarding the use of ChatGPT in academic writing. Upon concluding the questionnaire distribution phase, four students will be intentionally picked based on their diverse utilization of ChatGPT. The objective of this selection is to acquire varied and comprehensive viewpoints. The interview comprises eight open-ended questions aimed at addressing fundamental issues in the research, including the propensity to depend on ChatGPT, its effects on writing proficiency and creativity, ethical considerations and academic integrity, along with its impact on critical thinking and learning engagement. The interviews will examine students' recommendations or perspectives on the responsible utilization of ChatGPT. Identifying significant keywords and categorizing the responses into principal themes pertinent to the research subject.



2.4 Data Analysis Technique

This study used a mixed-method stepwise explanatory design, commencing with a quantitative phase succeeded by a qualitative phase. During the qualitative phase, semi-structured interviews will be administered to three meticulously chosen students to obtain a comprehensive insight into their experiences using ChatGPT. The interview data will undergo thematic analysis, comprising multiple systematic phases. The interviews will be fully transcribed. The researcher will review the transcripts multiple times to thoroughly comprehend the content. In the subsequent phase, preliminary codes will be generated by pinpointing significant keywords or sentences. The codes will be categorized into broader themes pertinent to the research emphasis, specifically the dependence on ChatGPT, its influence on writing and creativity, ethical considerations and academic integrity, learning and critical thinking processes, as well as supplementary recommendations.

The researcher sought to triangulate the data by comparing and integrating the results from the questionnaires and interviews to enhance the reliability and depth of the findings. This comprehensive investigation aims to elucidate the detrimental effects of EFL students' over use on ChatGPT in academic writing.

3. Findings and Discussion

This part aims to show and analyze the results derived from the application of mixed approaches in this study. The quantitative findings from the questionnaire will be given initially, succeeded by the qualitative insights derived from the semi-structured interviews. Both are examined in relation to the research questions to offer a comprehensive grasp of the effects and hazards associated with utilizing ChatGPT in academic writing among EFL students.

3.1 ChatGPT and Academic Writing Performance

This section presents the quantitative results related to the primary research question, "How does the use of ChatGPT influence EFL students' academic writing performance?" A



standardized questionnaire of eleven statements was employed to collect data from 60 EFL students. These assertions underscore critical components of academic writing, such as comprehension, originality, accuracy, coherence, grammatical integrity, and individual voice.

Tabel 1. ChatGPT and Academic Writing Performance

No	Statements	SA	A	D	SD	Mean	Std. Dev.
1	I feel that using ChatGPT reduces my understanding of the material I am writing about.	13.3 %	25.0 %	55.0 %	6.7 %	2.45	0.8115
2	I find it challenging to verify the accuracy of information provided by ChatGPT in academic writing.	20.0 %	41.7 %	26.7 %	11.7 %	2.70	0.9261
3	Using ChatGPT to organize research projects can result in inaccurate or misleading information.	11.7 %	28.3 %	53.3 %	6.7 %	2.45	0.7903
4	ChatGPT often provides inaccurate or unreliable information.	5.0 %	40.0 %	45.0 %	10.0 %	2.40	0.7411
5	ChatGPT suggestions sometimes lead to grammatical errors in my academic writing.	16.7 %	48.3 %	26.7 %	8.3 %	2.73	0.8410
6	ChatGPT assistance in academic writing often results in a lack of coherence and logical flow in my work.	8.3 %	51.7 %	31.7 %	8.3 %	2.60	0.7636
7	ChatGPT assistance in academic writing often results in a lack of depth in my analysis.	18.3 %	51.7 %	25.0 %	5.0 %	2.83	0.7847
8	I feel that the use of ChatGPT reduces originality in my academic writing.	16.7 %	46.7 %	28.3 %	8.3 %	2.71	0.8456
9	ChatGPT suggestions often lead to a lack of originality in my academic writing.	16.7 %	43.3 %	31.7 %	8.3 %	2.68	0.8535
10	Using ChatGPT makes it difficult for me to express my own voice in academic writing.	13.3 %	25.0 %	53.3 %	8.3 %	2.43	0.8310
11	I am concerned that the use of ChatGPT may affect lecturers' assessment of my abilities.	51.7 %	15.0 %	6.7 %	0 %	2.98	0.8335

Note(s): Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD)

The results of the survey show that EFL students have varied views, but they are generally quite cautious about the effect of ChatGPT usage on their academic writing skills. One of the most striking results relates to the intensity of the material. The statement “ChatGPT's assistance in academic writing often results in a lack of depth in my analysis” obtained the highest mean score ($M = 2.83$), with the majority of respondents agreeing. This suggests that ChatGPT is thought to be limited to providing surface-level assistance and does



not encourage critical thinking or in-depth examination. This finding is supported by Teng, (2024) and Farhi et al. (2023), who asserted that reliance on ChatGPT may hinder the development of critical thinking skills and creativity. Al-Sofi, (2024) also noted that many students use ChatGPT without fully understanding the content of their writing, resulting in superficial engagement.

In terms of originality, the statements “ChatGPT reduces originality in my writing” ($M = 2.71$) and “Suggestions from ChatGPT often lead to a lack of originality” ($M = 2.68$) reflect the concern that the ideas they generate become less unique when relying too much on AI. Lo (2023) and Eke (2023) support these findings by mentioning that the use of ChatGPT risks causing plagiarism or generating inaccurate content. Students also reported challenges related to the structure and accuracy of writing. The use of ChatGPT was perceived to cause grammatical errors ($M = 2.73$) and disrupt coherence and logical flow ($M = 2.60$). This is in line with Lingard, (2023) opinion, which states that although ChatGPT helps organize ideas, users still need to be careful especially when discussing topics they are not fully versed in.

Regarding personal voice in writing, the average respondent showed uncertainty. The statement “Using ChatGPT makes it difficult for me to express my personal voice in academic writing” scored 2.43. This means that some students feel that their style and point of view are less reflected. Morgan, (2023) reminds the importance of maintaining original thoughts so that the writing still reflects the identity of the writer.

The most dominant concern appeared in the perception of lecturers' judgment. The statement “I am concerned that the use of ChatGPT may affect the lecturer's assessment of my ability” recorded the highest score ($M = 2.98$). This indicates a concern that lecturers will doubt their authenticity or effort. Yu (2023) also warned that AI-generated text could make it difficult for lecturers to fairly assess students' work.

Overall, students saw ChatGPT as both a helpful and risky tool. They recognize the convenience and speed it offers, but remain wary of its impact on originality, in-depth analysis,



and academic integrity. These findings reinforce the importance of using technology wisely so as not to inhibit independent thinking (Cotton et al., 2023; Meyer et al., 2023).

To support the quantitative findings, students were asked about their perceptions regarding the influence of ChatGPT on their academic writing performance. In response to whether ChatGPT reduced their writing ability, participants expressed that *“ChatGPT reduces thinking power to develop arguments in writing”* (Respondent 1 RS). They also felt that *“ChatGPT helps, but it can reduce creativity and independent thinking”* (Respondent 2 MS). Furthermore, students noted that ChatGPT changes how they approach learning: *“ChatGPT changes the way we learn by making it easier to access information, although it creates dependency and challenges in understanding the material”* (Respondent 1 RS) Another concern was that *“ChatGPT is feared to trigger misinformation and reduce writing ability and creativity if overused”* (Respondent 2 MS) These insights show that while students benefit from ChatGPT’s convenience, they are aware of its possible negative effects on writing performance and independent thinking.

3.2 The Negative Consequences of ChatGPT Dependency

This section presents the quantitative results related to the second research question: "What are the negative consequences of EFL students' reliance on ChatGPT for academic writing?" Thirteen statements were employed to collect data, aimed at assessing students' perceptions of how utilizing ChatGPT would influence their capacity for independent thought, uphold academic integrity, and foster motivation to learn. The responses are organized in Table 2 based on standard deviation, mean scores, and levels of agreement.

Tabel 2. Negative Consequences of ChatGPT Dependency

No	Statements	SA	A	D	SD	Mean	Std. Dev.
1	Plagiarism in my academic papers is encouraged by ChatGPT.	15.0 %	48.3 %	36.7 %	0%	2.78	0.6912
2	When utilized in academic research writing, ChatGPT raises ethical questions.	10.0 %	38.3 %	48.3 %	3.3 %	2.55	0.7231
3	Academic writing loses credibility when ChatGPT is used for research writing.	15.0 %	48.3 %	35.0 %	1.7 %	2.76	0.7217



4	The use of ChatGPT makes me more likely to copy and paste information rather than write in my own words.	25.0 %	30.0 %	35.0 %	10.0 %	2.70	0.9620
5	ChatGPT's assistance in academic writing often results in a lack of proper citation and referencing.	25.0%	48.3 %	21.7 %	5.0 %	2.93	0.8206
6	When it comes to producing research projects, ChatGPT makes me become too dependent on its assistance.	23.3 %	45.0 %	25.0 %	6.7 %	2.85	0.8601
7	I lose my critical thinking skills when I use ChatGPT to compose academic research articles.	16.7 %	40.0 %	33.3 %	10.0 %	2.63	0.8823
8	I feel that the use of ChatGPT may interfere with my thought process in constructing arguments.	16.7 %	36.7 %	35.0 %	11.7 %	2.58	0.9074
9	I feel that using ChatGPT for academic writing reduces my ability to think independently.	23.3 %	43.3 %	23.3 %	10.0 %	2.80	0.9169
10	I feel that using ChatGPT for academic writing reduces my ability to develop problem-solving skills.	16.7 %	53.3 %	25.0 %	5.0 %	2.81	0.7700
11	When I use ChatGPT to write academic research papers, my creative abilities suffer.	18.3 %	40.0 %	33.3 %	8.3 %	2.68	0.8732
12	The use of ChatGPT in academic writing makes me feel less engaged in the learning process.	13.3 %	35,0 %	41.7 %	10.0 %	2.51	0.8535
13	Using ChatGPT for academic writing reduces my motivation to learn and improve my writing skills.	11.7 %	31.7 %	48.3 %	8.3 %	2.46	0.8123

Note(s): Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD)

This finding suggests that students have considerable concerns regarding the ethical and academic implications of reliance on ChatGPT. The highest mean score was obtained on Statement 5 (“ChatGPT's assistance in academic writing often leads to a lack of proper citations and references”) with a score of 2.93, followed by Statement 6 (“When it comes to producing research projects, ChatGPT makes me become too dependent on its assistance.”) with a mean score of 2.85. These findings reflect the concerns raised by Al-Sofi (2024) , Farhi et al. (2023), and Nguyen Minh (2024), who highlighted that overuse of ChatGPT may weaken EFL students' independence and critical thinking skills. In addition, Teng (2024) emphasized that reliance on ChatGPT risks forming a passive mindset and hindering students' intellectual development in the learning process.

Concerns over plagiarism and academic integrity were also reflected in Statements 1 and 3. Statement 1 (“Plagiarism in my academic papers is encouraged by ChatGPT.”) had a



mean score of 2.78, with over 63% of students agreeing or strongly agreeing. Similarly, Statement 3 (“Academic writing loses credibility when ChatGPT is used for research writing.”) had an average score of 2.76. This is in accordance with the opinion of (Jarrah et al., 2023; Morgan, 2023) who mentioned that although ChatGPT can help the writing process, its unsupervised use can weaken the authenticity and ethical value in academic work. Findings also suggest a negative impact on students' cognitive engagement. Statement 9 (“Using ChatGPT reduced my ability to think independently”) scored an average of 2.80, and Statement 10 (“ChatGPT reduced my ability to develop problem-solving skills”) scored 2.81. These results support the assertions of (Al-Sofi, 2024) and (Teng, 2024) that excessive reliance on ChatGPT can hinder the development of critical thinking skills and deep understanding of academic material.

In addition, the use of ChatGPT also seems to affect students' learning motivation and academic habits. Statement 13 (“Using ChatGPT reduces my motivation to learn and improves my writing skills”) had an average score of 2.46, while Statement 7 (“I lose my critical thinking skills when I use ChatGPT to compose academic research articles.”) had a score of 2.63. These findings are in line with the opinions of (Al-Sofi, 2024) and (Nguyen Minh, 2024), who stated that many students use ChatGPT to complete tasks without deeply understanding the content of the material, thus leading to superficial learning engagement. Furthermore, (Teng, 2024) emphasized that this kind of dependency can weaken internal motivation and hinder the development of students' critical and creative thinking skills.

Finally, some statements also indicate a decrease in engagement and creativity in the learning process. Statement 11 (“ChatGPT caused a decrease in my creative ability”) and Statement 12 (“ChatGPT made me feel less involved in the learning process”) both scored above 2.50. This reflects the findings of (Teng, 2024) and (Cotton et al., 2023) that AI technologies such as ChatGPT can undermine students' intellectual curiosity and personal expression if not used critically.



In conclusion, these quantitative findings indicate that numerous students acknowledge that dependence on ChatGPT may jeopardize academic integrity, autonomous thought, and substantive learning. While ChatGPT enhances writing efficiency, data indicates that excessive dependence may adversely affect students' long-term academic growth. Therefore, as suggested by (Meyer et al., 2023) and (Gurung, 2022), it is important to educate students on the ethical and critical use of ChatGPT so that this technology can truly be utilized as a learning aid, not a substitute for their thought process.

When asked about their dependency on ChatGPT, one common theme was that *“ChatGPT helps in working on tasks and ideas”* (Respondent 2 MS). However, students also raised several concerns. Many students find ChatGPT valuable for brainstorming, organizing thoughts, and working through assignments, which can increase engagement and motivation in academic tasks (Aproda et al., 2024; Bouteraa et al., 2024; Youssef et al., 2024). For instance, *“Concerns regarding plagiarism when using features from ChatGPT”* (Respondent 1 RS) were commonly mentioned. One student reflected on changes in academic behavior, stating that *“The use of ChatGPT reduces direct reading/research activities due to the ease of instant summary access”* (Respondent 2 MS). The convenience of obtaining instant responses and summaries from ChatGPT might reduce students' reliance on direct reading and independent research, possibly diminishing their critical thinking and in-depth learning abilities (Aproda et al., 2024; G Currie et al., 2023; Karkoulia et al., 2024).

In terms of advice to others, students recommended to *“Use ChatGPT in a limited way write yourself, verify facts, and include original ideas to maintain academic quality.”* Lastly, reinforcing earlier points, one student remarked, *“ChatGPT is feared to trigger misinformation and reduce writing ability and creativity if overused.”*

This study primarily examines the adverse effects of dependence on ChatGPT in academia; however, it is essential to recognize that AI tools like ChatGPT possess beneficial potential, especially in aiding technical writing elements such as sentence structure, grammar, and idea organization (Alafnan et al., 2023; Teng, 2024). Nonetheless, if not employed



judiciously, ChatGPT may impede the cultivation of autonomous thought, creativity, and academic integrity in pupils (Cotton et al., 2023; Nguyen Minh, 2024). A balanced approach is imperative—where ChatGPT serves as a technical instrument rather than a replacement for students' cognitive processes.

Educational institutions and educators are instrumental in promoting the judicious application of AI. ChatGPT's utilization should be supplemented with assignments that compel students to assess, contemplate, or critique AI-generated outputs, thus preserving the involvement of higher-order cognitive skills (Morgan, 2023; Pasaribu et al., 2025). Through explicit instruction and flexible pedagogical approaches, students can cultivate digital literacy and academic integrity, utilizing technology as a valuable educational ally rather than a means to circumvent the learning process.

4. Conclusion

This study examines the use of ChatGPT in academic writing by EFL students from two distinct perspectives. ChatGPT assists with technical aspects like grammar and structure, accelerates the writing process, and facilitates the organization of ideas. Conversely, numerous students recognize that over reliance on ChatGPT might adversely affect their comprehension of material, originality of work, and capacity for thorough analysis. This indicates that ChatGPT is limited to superficial assistance in the academic process and is ineffective in fostering critical and profound thinking.

The deterioration of academic integrity, originality, and creativity signifies the adverse effects of dependence on ChatGPT. Students identified a propensity for haphazardly replicating material, disregarding the editing and feedback process, and exhibiting diminished engagement in literary reading or discourse. Additional significant issues encompassed apprehensions around plagiarism, misinterpretations stemming from misinformation, and the erosion of individual voice in writing. This dependence obstructs the overall learning process and diminishes the quality of the written output.



Therefore, it can be inferred that although ChatGPT serves as a beneficial writing tool, over dependence on it may impede students' academic advancement. This technology ought to be employed judiciously to enhance the learning process, rather than supplant individual effort and cognition. Collaboration among students, educators, and institutions is essential to guarantee that the application of AI remains ethical, advantageous, and centered on enhancing students' intellectual capabilities.

When properly supervised and allocated, the utilization of AI in academic settings can provide significant support for students. Tasks that require students to critically assess, contemplate, or enhance AI-generated material can promote higher-order cognitive processes while upholding academic integrity. Consequently, educators ought to devise activities that use AI as a pedagogical tool rather than a mere expedient, so fostering digital literacy and autonomous thought development.

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