

**USING CHATGPT IN WRITING MINOR THESIS:
INFLUENCING FACTORS AND ACADEMIC HONESTY**

THESIS

Submitted By

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**FAKULTAS TARBIYAH DAN KEGURUAN
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**EXPLORING THE INFLUENCING FACTORS OF USING
CHATGPT IN WRITING MINOR THESIS**

THESIS

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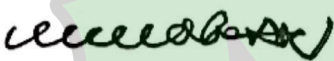
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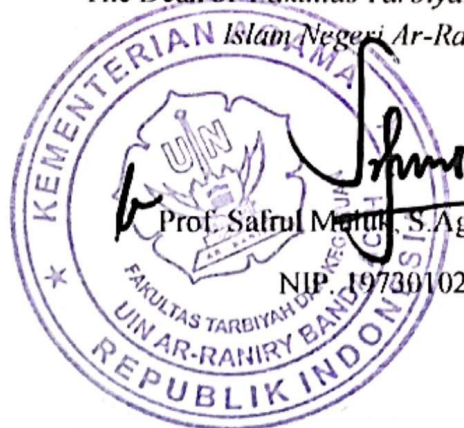

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Using ChatGPT in Writing Minor Thesis: Influencing Factors and Academic Honesty

Adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruannya didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda aceh, 20 Agustus 2026

Saya yang membuat pernyataan:



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The researcher realizes that this thesis is far from perfect and still has limitations in terms of content, analysis, and presentation. Therefore, constructive suggestions and criticism are highly welcome for the improvement of this study and for future research in related fields.

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ABSTRACT

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Thesis working title : Exploring the Influencing Factors of Using ChatGPT in Writing Minor Thesis
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This study aims to explore the factors influencing students' use of ChatGPT in writing their minor theses and to understand how students adapt its use to obey academic honesty. The study uses a qualitative case study design involving eight students from the English Language Education Department at UIN Ar-Raniry who have experience using ChatGPT to write their minor theses. Data were collected through semi-structured interviews and analyzed thematically. The finding of the study show several influencing factors that encourage students to use ChatGPT in academic writing, including language assistance, idea generation and cognitive support, efficiency and time management, and learning and emotional support. Students use ChatGPT to improve their writing, develop ideas, manage their workload, and overcome difficulties during the writing process. The findings also show that students adapt their use of ChatGPT to improve academic honesty by verifying AI-generated information, revising and personalizing AI-generated responses, and using ChatGPT responsibly. They verified information against credible sources, evaluated AI-generated suggestions, and remained responsible for their own academic work. The study concludes that students use ChatGPT in minor thesis writing for various purposes, while adapting its use through critical evaluation and responsible practices. Students tend to be responsible for the accuracy, originality, and quality of their academic work.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	v
LIST OF TABLES.....	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Research Questions.....	2
C. Research Aims.....	2
D. Significance of the Study	3
E. Terminology	3
CHAPTER II LITERATURE REVIEW	5
A. Artificial Intelligence (AI)	5
B. ChatGPT as an AI Writing Tool	5
C. Minor Thesis	7
D. AI and Academic Honesty.....	8
E. Previous Studies	8
F. Conceptual Framework.....	9
CHAPTER III RESEARCH METHOD.....	10
A. Research Design.....	10
B. Participants	11
C. Data Collection.....	12
D. Research instrument.....	12
E. Data Analysis.....	14
CHAPTER IV FINDINGS AND DISCUSSION	15
A. Findings	15
B. Discussion	29
CHAPTER V CONCLUSION AND RECOMMENDATION	35
A. Conclusion	35
B. Recommendation.....	36
REFERENCES	37
APPENDIXES	41

AUTOBIOGRAPHY	53
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LIST OF TABLES

Table 1 Grouping of Interview Findings into Themes Research Question 1.....	22
Table 2 Grouping of Interview Findings into Themes Research Question 2...	37
Table 3 Summary of Findings for Research Question.....	41



LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from The Fakultas Tarbiyah dan Keguruan
Appendix C	Confirmation Letter of Conducting Research in English
Appendix D	Informed Consent
Appendix E	Interview Guideline and Questions
Appendix F	Sample of Interview Transcript
Appendix G	Research Documentation



CHAPTER I

INTRODUCTION

A. Background of the Study

Advances in Artificial Intelligence (AI) have brought significant changes to higher education, particularly in how students access information and complete academic assignments (Dempere et al., 2023). ChatGPT (<https://chatgpt.com/>) has become one of the most widely used AI tools, with more than 900 million weekly active users (TRICK, 2026). ChatGPT has been used by students for various purposes, including generating ideas, improving language, paraphrasing, summarizing information, and checking written work (Gasaymeh et al., 2025). A study by Črček and Patekar (2023) found that students use ChatGPT for various forms of writing assistance while also being mindful of the ethical concerns related to its use.

Magfiroh and Akhriyah (2025) found that students appreciate ChatGPT for its convenience and supportive nature. In their study, many students say that ChatGPT helps them structure their paragraphs, understand academic style, and clarify confusing ideas. The students consider ChatGPT useful and easy to use, however these same factors can increase the likelihood of academic cheating if students use the tool carelessly. Fajt and Schiller's (2025) study shows that some students may unintentionally become overly reliant on ChatGPT, which can lead to plagiarism, a lack of originality, or a misunderstanding of what ethical use actually means. This issue becomes even more serious in academic writing assignments such as these, where creativity, critical thinking, and individual contribution are essential.

The present study explores how students in the English Language Education Department at UIN Ar-Raniry effectively use ChatGPT to assist in writing their minor theses. Specifically, it seeks to explore the factors that

encourage students to use ChatGPT in academic writing and to examine how these factors can be adapted to obey academic honesty. By focusing on students' experiences, the study aims to understand not only why students turn to ChatGPT during the minor thesis writing process but also how they use and manage the tool while maintaining responsibility for their academic work.

The study investigates the factors that encourage students to use ChatGPT in writing their minor theses and how they adapt its use to meet the requirements of academic honesty. The study focuses on students' actual experiences rather than viewing ChatGPT simply as either a beneficial or problematic technology. By examining these experiences, the study seeks to provide a clearer understanding of the role of ChatGPT's as a supporting tool in minor thesis writing and of how students maintain responsibility for their own academic work.

A. Research Questions

The study attempts to seek answers to the following research questions:

- 1.What are the influencing factors that encourage students to use ChatGPT in academic writing?
- 2.How do students adapt the factors to obey academic honesty?

B. Research Aims

Based on the research question above, the aims of the study are:

- 1.To identify the factors that encourage students to use ChatGPT in academic writing.
- 2.To understand how students adapt these factors in order to comply with academic honesty.

C. Significance of the Study

The study is significant in the current educational environment, where AI is increasingly integrated into academic life. For university teachers, understanding students' perceptions of plagiarism can provide a foundation for designing appropriate policies and classroom discussions about ethical academic behavior. Higher educational institutions can use the findings to formulate clearer, more effective guidelines for using AI tools such as ChatGPT.

For students, the study raises awareness to improve academic integrity and the responsible use of AI. The increased awareness helps students to reflect on their current practices and prepare for their future roles as educators who are expected to model ethical behavior. From a scholarly perspective, the study contributes to the limited literature on students' ethical reasoning related to AI-generated content, especially in the context of language education and teacher training.

D. Terminology

1. Artificial Intelligence (AI)

In the study, artificial intelligence refers to computing systems and software designed to simulate intelligent human behavior, particularly in natural language processing, generating coherent text, and performing cognitive tasks that support academic workflows. AI also includes various tools used for writing assistance, language processing, paraphrasing, grammar correction, and idea generation. In educational research, AI is recognized not as a substitute for human cognition but as a tool that can overcome practical challenges such as linguistic difficulties, heavy academic workloads, and time constraints (Kasneci et al., 2023).

2. ChatGPT

ChatGPT is an AI-based conversational system developed by OpenAI. The term GPT stands for Generative Pre-trained Transformer,

referring to a family of language models based on the Transformer architecture. ChatGPT is powered by Large Language Model (LLM) technology, which enables the system to understand and generate natural-language responses. LLMs are AI models trained on large amounts of data to learn patterns in language and generate responses based on user input. ChatGPT was publicly introduced by OpenAI on November 30, 2022, as a conversational AI system designed to interact with users through dialogue. Its conversational format allows users to ask questions, provide instructions, and follow up within a conversation.

In the study, ChatGPT is operationally defined as an AI-based conversational tool used by students to obtain assistance during different stages of writing their minor thesis, including brainstorming and organizing ideas, improving grammar and vocabulary, refining sentence structure, paraphrasing, clarifying difficult concepts, and checking the coherence of their writing. ChatGPT is considered a supporting tool rather than a replacement for students' own academic work, and students remain responsible for evaluating and adapting its responses, as well as for the accuracy, originality, and quality of their final work.

3. Minor Thesis

The minor thesis is defined as the main academic writing project for undergraduate students in the department of English language education at Universitas Islam Negeri Ar-Raniry Banda Aceh. The project requires students to synthesize and apply basic research and writing competencies, including the formulation of research questions, the development of theoretical arguments, the critical review of the literature, the analysis of data where applicable, and the presentation of well-reasoned conclusions, all structured within a formal academic format.

CHAPTER II

LITERATURE REVIEW

This chapter reviews the key ideas and previous studies that support this research on the factors that encourage students to use ChatGPT when writing a minor thesis and how these factors can still uphold academic honesty. The explanation begins with broad discussions about AI in education, then becomes more specific to Large Language Models (LLM), such as ChatGPT, followed by academic writing and assisted writing.

A. AI for Minor Thesis

Generative AI models, for example ChatGPT, are becoming more valued because they are easy to use and give explanations. These features let students learn by themselves and develop ideas even when they are not in a formal supervision session (Dwivedi et al., 2023). More than answering questions, research shows that a wide range of AI uses are directly useful for building a thesis. Zawacki-Richter et al. (2019) found that AI functions as a system that provides automatic feedback. For a student working on a thesis, these benefits mean real help in many areas. Also, Kasneci et al. (2023) noted in that these tools provide support, especially for students who felt anxious or confused by the challenging nature of a formal academic task. AI lifts their confidence. Helps them keep steady progress until the minor thesis is finished.

A study by Zawacki-Richter et al. (2019) also highlights that AI brings positive changes in education. Their study found that AI is used for tutoring, feedback systems, writing, but also support, personalized learning, and assessment. Kasneci et al. (2023) found that AI provides inclusive support for students who previously felt anxious or lost in academic tasks, and they feel more confident. However, researchers also warn about risks. AI may create dependency if students use it without critical thinking. Some students may copy AI-generated text without checking accuracy or

originality. Kasneci et al. (2023) emphasize the importance of ethical guidelines in their study. Their study suggests students need to understand that AI is a tool, not a replacement for their own thinking. In the context of thesis writing, AI can help, but students must still produce their own ideas and analysis.

B. ChatGPT as an AI Writing Tool

Recent literature (e.g., Lund & Wang, 2023; Othman, 2025) has extensively reviewed ChatGPT's role as a writing tool in academic contexts. ChatGPT, a generative AI model developed by OpenAI, has been examined for its capacity to assist students with various writing tasks, including generating content, paraphrasing, correcting grammar, and suggesting structural improvements. Othman (2025) reviewed student reliance on ChatGPT and found that it is particularly useful for overcoming writing anxiety, organizing ideas, and meeting deadlines.

ChatGPT supports various stages of the writing process, including brainstorming, drafting, organizing ideas, and revising. However, because ChatGPT produces coherent and natural-sounding text, students may be tempted to copy its output directly into their assignments without proper evaluation. Lund and Wang (2023) warn that this practice raises concerns about academic honesty, particularly in university settings. Their study emphasizes that ChatGPT should be viewed as a writing tool to support rather than substitute the student's own thinking. Understanding how students use ChatGPT is therefore important for explaining their perceptions of whether AI assistance is acceptable or constitutes plagiarism.

Another study by Al Afnan et al. (2023) reported that many students use ChatGPT to rewrite information in their own words or to find new ideas for their essays. Students often struggle to express their thoughts clearly, so they ask ChatGPT to help them phrase things better. However, the study

also found that students are unsure whether using ChatGPT for these tasks constitutes plagiarism. Many students do not really understand the rules about using AI in their schoolwork. They worry that they might be breaking the rules without knowing it. This confusion is a big problem because students want to do the right thing, but they do not always know what is allowed.

Similarly, Cotton et al. (2023) found that students had mixed feelings about AI tools. On one hand, they really like how helpful ChatGPT is. It makes their assignments easier and faster to complete. On the other hand, they worry about some important issues. For example, they are concerned about whether using AI affects their originality. They also worry about academic honesty, because they do not want to be accused of cheating. Another concern is that they might become too dependent on AI and lose their own writing skills. This shows that students are aware of the risks, yet they still choose to use ChatGPT because it makes their work much easier.

C. Minor Thesis

Writing a minor thesis is often difficult for undergraduate students because it requires strong academic reading and writing skills. Lesmana (2019) found that Indonesian students commonly struggle with paraphrasing, academic vocabulary, and organizing ideas. These weaknesses make it hard for students to write the introduction and literature review. Because of these challenges, many students look for tools that can support their writing process.

De Araujo (2023) reported that students use ChatGPT to generate ideas, clarify concepts, and improve sentence structure. Similarly, Kasneci et al. (2023) found that AI helps students reduce writing anxiety by giving quick examples and explanations. However, researchers also remind that AI cannot replace students' critical thinking. Peng et al. (2023) noted that students must still analyze data and build arguments on their own. This

shows that ChatGPT can support thesis writing, but it should be used carefully and responsibly.

D. AI and Academic Honesty

Academic honesty is the principle that students must produce original, responsible, and transparent academic work. Universities expect students to write using their own understanding while giving proper credit to all sources used. Lund and Wang (2023) explain that the arrival of large language models creates new challenges for maintaining honesty because students can generate full texts instantly. Dwivedi et al. (2023), found that many students use AI output as ‘free content’, which leads to unintentional plagiarism. Similarly, Susnjak (2024) reports that copying AI text is still a violation of academic integrity. His study suggests that understanding academic honesty is more important than ever. The researchers agree that AI can still be used ethically if students follow clear principles. King and Chatfield (2023) emphasize that ChatGPT should be used for idea generation, language support, or drafting, not as a final product. Students must remain responsible for the meaning, accuracy, and originality of the work they submit.

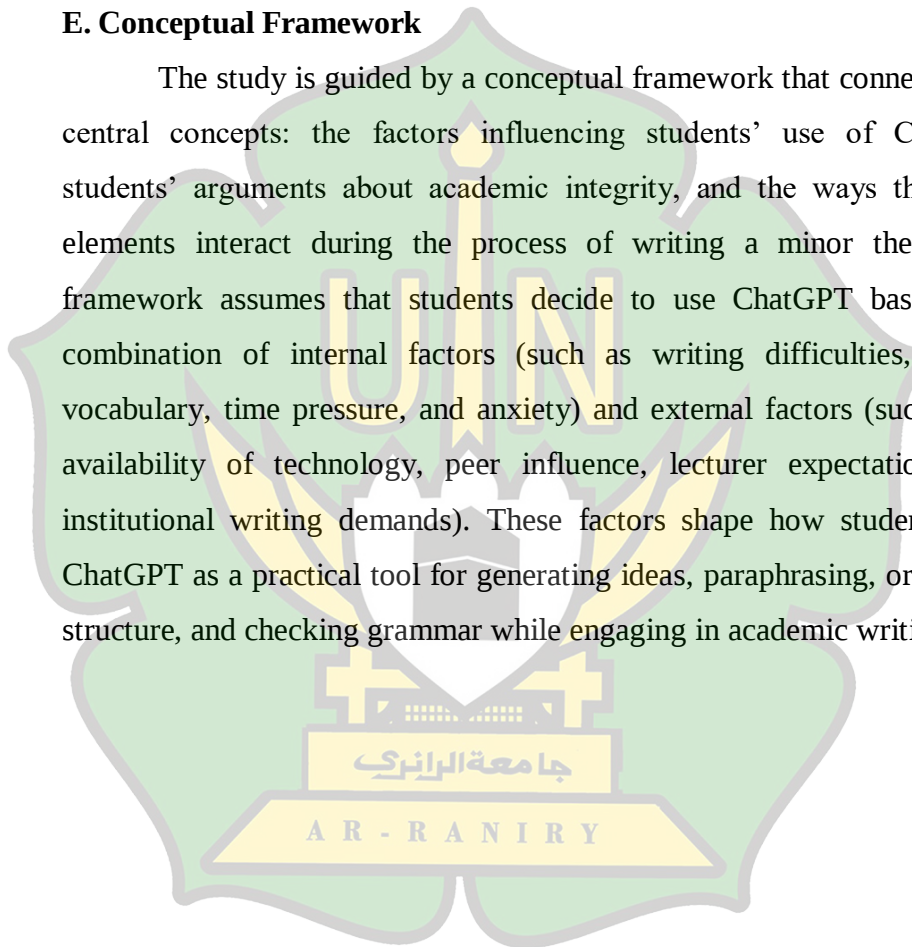
In the field of academic integrity, several researchers have studied the challenges posed by AI. Bretag (2019) found that students often do not know the difference between working together with classmates and cheating. Some students think that getting help from others is always okay, while others think it is always wrong. This confusion has worsened with the rise of AI tools like ChatGPT. Students are now even more unsure about what help is acceptable and what is not.

Building on this, Foltýnek and Glendinning (2023) explained that AI-generated text makes it harder to distinguish between real student work and work produced with AI assistance. Because ChatGPT writes text that looks like it was written by a real person, teachers cannot always tell if a student did their own work.

Weber-Wulff et al. (2023) tested several AI detection tools that universities use to find cheating. These tools are supposed to check whether a student used AI to write their assignment. However, the study found that many of these tools are not very accurate. Sometimes the tools say a student used AI when they actually did not. Other times, the tools fail to find AI-generated text when students did use it

E. Conceptual Framework

The study is guided by a conceptual framework that connects three central concepts: the factors influencing students' use of ChatGPT, students' arguments about academic integrity, and the ways these two elements interact during the process of writing a minor thesis. The framework assumes that students decide to use ChatGPT based on a combination of internal factors (such as writing difficulties, limited vocabulary, time pressure, and anxiety) and external factors (such as the availability of technology, peer influence, lecturer expectations, and institutional writing demands). These factors shape how students view ChatGPT as a practical tool for generating ideas, paraphrasing, organizing structure, and checking grammar while engaging in academic writing.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the systematic approach used to investigate the use of Artificial Intelligence (AI) as a writing assistant in the minor thesis development process. To gain a comprehensive understanding of this complex, real-world practice, the study employed a qualitative design that combined three data sources.

A. Research Design

The study employed a qualitative semi-case study design to explore English language department students' perceptions of plagiarism when using ChatGPT for academic tasks. The semi-case study approach refers to a qualitative case-based inquiry that focuses on a bounded group within a specific academic context but does not involve an in-depth investigation of a single individual. Instead, it combines the characteristics of case study research with broader participant involvement to obtain rich yet context focused data.

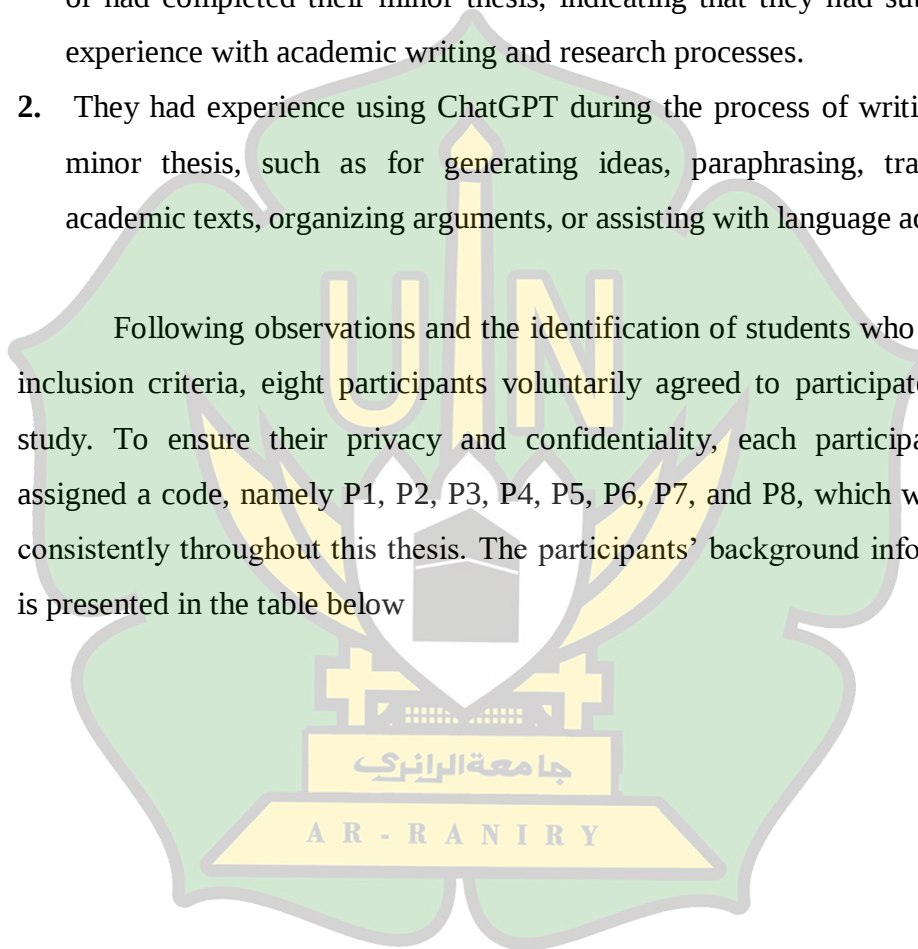
Yin (2018), defines case study as empirical inquiry that investigates a contemporary phenomenon in depth and within its real world context. This design is appropriate for exploring the how and why questions surrounding participant reasoning, making it ideal for understanding their thoughts, feelings, and experiences regarding AI-assisted writing. Naturalistic inquiry is optimally suited to capture the complexity and authenticity of student perspectives from those with direct experience using ChatGPT for academic tasks.

B. Participants

The participants in the study were eight students from the Department of English Language Education (Program Studi Pendidikan Bahasa Inggris). They were chosen based on the following criteria:

1. They were students in semester seven or higher who were currently writing or had completed their minor thesis, indicating that they had substantial experience with academic writing and research processes.
2. They had experience using ChatGPT during the process of writing their minor thesis, such as for generating ideas, paraphrasing, translating academic texts, organizing arguments, or assisting with language accuracy.

Following observations and the identification of students who met the inclusion criteria, eight participants voluntarily agreed to participate in the study. To ensure their privacy and confidentiality, each participant was assigned a code, namely P1, P2, P3, P4, P5, P6, P7, and P8, which was used consistently throughout this thesis. The participants' background information is presented in the table below



Participant	Gender	Semester	Thesis Writing Stage
P1	Female	8th semester	Completed
P2	Male	8th semester	Completed
P3	Male	8th semester	In progress
P4	Female	8th semester	In progress
P5	Female	8th semester	In progress
P6	Female	8th semester	In progress
P7	Female	8th semester	Completed
P8	Male	8th semester	In progress

C. Data Collection

Data for the study were collected using semi-structured interviews, which allowed the researcher to prepare a set of main questions while also giving participants the freedom to elaborate and share their ideas openly. This flexible approach is beneficial for exploring deeper and sometimes unexpected insights. In the study, interviews were conducted with open-ended questions, encouraging participants to explain their opinions in their own words and reveal their feelings, thoughts, and understanding. The interviews were conducted either in person or online based on participant availability, each lasting approximately 20 to 30 minutes. All sessions were recorded with participant consent using a voice recorder and later transcribed for analysis.

D. Research instrument

The study used three research instruments to collect data. These instruments were carefully selected to ensure the data aligned with the research questions. This approach helped the researcher gain a complete

understanding of how students use AI tools in their academic writing.

1. Semi-Structured Interview Guide

The primary instrument in the study was a semi-structured interview guide consisting of open-ended questions. The interview questions were designed based on the research questions and focused on exploring students' understanding of plagiarism in AI-assisted writing, their perceptions of ethical and unethical uses of ChatGPT, their experiences using ChatGPT during thesis writing, and their opinions regarding academic integrity and institutional guidelines

This instrument allowed participants to explain their thoughts and experiences in detail. They could use their own words to share their perceptions and reasoning. This enabled the researcher to gain deeper insights into their views on the use of AI in academic writing.

2.Document Analysis

Document analysis was conducted using interview recordings, which were transcribed into written text to prepare the data for analysis. After transcribing, the researcher read through each transcript several times to become familiar with the content and to gain a general understanding of what participants had shared. During this initial reading, the researcher took notes on interesting points and potential patterns that appeared across different participants' responses. Next, the researcher coded the data by labeling segments of text that related to the research questions. Coding meant giving short labels or names to specific pieces of information that seemed important. After coding all the transcripts, the researcher grouped similar codes into broader themes.

E. Data Analysis

The data collected through semi-structured interviews, questionnaires, and document analysis will be analyzed using thematic analysis to fulfill the overarching aim of understanding students' experiences, patterns of use, and ethical perceptions of AI tools in academic writing. The process will integrate all three data sources: transcripts from the in-depth interviews will provide rich qualitative detail; the open-ended questionnaire responses will broaden and supplement these accounts; and the shared thesis drafts will offer tangible, textual evidence of how AI tools were applied in practice.

The data were analyzed using Braun and Clarke's (2006) study, which offers a systematic thematic approach to identifying, analyzing, and interpreting patterns of meaning in qualitative data. Following this framework, the study conducted six stages of analysis: familiarizing themselves with the data, conducting preliminary coding, identifying themes, reviewing themes, defining and naming themes, and compiling a final report. Through this process, several recurring themes emerged, reflecting the participants' experiences, perceptions, and practices regarding the use of ChatGPT in writing their minor thesis.

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A R - R A N I R Y

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter analyzes the data collected from participants through semi-structured interviews and is organized into two main sections: findings and discussion. The findings section outlines the research results based on participants' responses to the interview questions. In contrast, the discussion section interprets these findings by relating them to relevant theories and previous research.

A. Findings

These findings are presented in response to the study's two research questions. The first section presents the factors that motivate students to use ChatGPT when writing their minor theses. In contrast, the second section explains how students adapt their use of ChatGPT to uphold academic integrity. Each theme is supported by quotes that represent the participants' views and is followed by the researcher's interpretation.

A. Factors Encouraging Students to Use ChatGPT in Writing Their Minor Thesis

The analysis revealed four main themes that represent the participants' experiences and students' perceptions. These themes include Language Assistance, Idea Development and Cognitive Support, Efficiency and Time Management, and Learning and Emotional Support. Overall, these themes illustrate the various ways in which ChatGPT supports students throughout the thesis-writing process. Each theme is elaborated upon and discussed in the following sections.

Table 1 Grouping of Interview Findings into Themes Research Question1

Initial codes	Themes	Themes Categories
Grammar checking, vocabulary improvement, sentence correction, paraphrasing	Language Assistance	Language Support
Brainstorming and supporting tool for organizing ideas, explaining concepts, and identifying research gaps.	Idea Generation and Cognitive Support	Cognitive Support
Saving time, faster writing, quick revision, meeting deadlines	Efficiency and Time Management	Productivity
Reducing stress, increasing confidence, learning independently	Learning and Emotional Support	Learning and Emotional Support

Table 1. The thematic analysis of the interview data revealed four main themes about how students use ChatGPT when writing their minor thesis. The first theme is Language Assistance, which includes checking grammar, improving vocabulary, and paraphrasing. The second theme is Idea Generation and Cognitive Support, which covers brainstorming, organizing ideas, and explaining difficult concepts. The third theme is Efficiency and Time Management, which includes saving time, writing faster, and meeting deadlines. The fourth theme is Learning and Emotional Support, which captures how ChatGPT helps reduce stress and build confidence. These four themes show that students use ChatGPT for various purposes, from language help to emotional support.

a. Language Assistance

Language assistance was the main theme that emerged from these interviews, which highlighted how participants used ChatGPT to improve the linguistic quality of their academic writing. Overall, respondents often viewed ChatGPT as a valuable tool for overcoming language difficulties, particularly regarding grammar, word choice, syntax, and paraphrasing. Rather than using this tool to draft entire sections of their minor theses, participants primarily relied on it to refine and improve existing texts, ensuring greater accuracy, fluency, and academic appropriateness.

1. Grammar Improvement

Grammatical enhancement emerged as one of the most prominent aspects of language assistance. Four participants noted that composing a minor thesis in English presented significant challenges as non-native speakers. As a result, they employed ChatGPT to detect grammatical errors, refine clause structure, and elevate their text to meet academic standards.

P1 explained that ChatGPT was particularly useful for improving grammar and sentence structure while preserving the text's original meaning. The participant stated:

"First, - grammar and sentence structure. Sometimes I write a sentence and feel that it sounds awkward. I ask ChatGPT to improve it, and then I compare the original version with the suggestion." (P1)

These responses indicate that participants primarily perceived ChatGPT as a proofreading tool that improved grammatical accuracy while allowing them to maintain responsibility for the content of their academic writing.

2. Vocabulary Enhancement

Vocabulary enhancement was another dimension of language assistance that emerged from the analysis. three Participants indicated that ChatGPT assisted them in selecting sophisticated academic terms and replacing informal phrasing with vocabulary better suited for scholarly discourse.

This perspective was supported by P4, who explained that ChatGPT assisted in selecting academic vocabulary and organizing ideas into a logical sequence. The participant stated:

"ChatGPT helps me organize ideas, - arrange the structure of paragraphs, choose appropriate academic vocabulary, and decide how to present my discussion in a logical order."

(P4)

These responses indicate that participants primarily perceived ChatGPT as a vocabulary enhancement tool.

3. Sentence Refinement and Paraphrasing

Sentence refinement and paraphrasing stood out as another key application of the tool. three Participants used ChatGPT to transform awkward phrasing into fluent, readable scholarly text, ensuring that their underlying meaning remained intact throughout the revision process.

P6 emphasized that ChatGPT functioned as a proofreading and editing tool rather than a content generator. The participant explained:

"ChatGPT mainly helps me with - grammar, vocabulary, sentence structure, and proofreading. Besides that, - I often ask it to review my writing, identify unclear or - repetitive sentences, and give feedback about the strengths and weaknesses of my chapter." (P6)

These responses indicate that ChatGPT was used not only to improve individual sentences but also to enhance the coherence and readability of academic writing. Participants consistently emphasized that they revised and adapted ChatGPT's suggestions before incorporating them into their minor thesis.

b. Idea Generation and Cognitive Support

Two major themes that emerged from the interview findings were Idea Generation and Cognitive Support. Rather than serving as a tool for generating full research texts, ChatGPT was primarily used to assist participants in developing and refining their own concepts. The findings highlight how the tool provided support beyond simple language editing by helping users structure information, grasp complex academic principles, and resolve difficulties during the writing process. Participants frequently noted that ChatGPT helped spark critical thinking and offered guidance whenever they encountered writer's block or uncertainty.

1. Brainstorming and Idea Development

Participant feedback demonstrates that brainstorming and concept development were among the most widely cited forms of cognitive assistance. three participants noted that ChatGPT proved effective for generating initial research pathways, exploring alternative viewpoints, and establishing potential directions for their work. This assistance was especially helpful when students encountered writer's block or faced uncertainty about how to initiate or advance specific sections of their thesis.

P8 explained that brainstorming was the primary reason for using ChatGPT. The participant stated:

"I mainly used ChatGPT for brainstorming. It helped me - generate new ideas, identify research gaps, and develop a

more novel research topic. It also helped me -expand my vocabulary." (P8)

These findings indicate that participants viewed ChatGPT as a brainstorming partner that supported idea exploration and encouraged them to consider different perspectives before developing their own arguments.

2. Organizing Ideas

The findings indicate that three participants noted that ChatGPT also helps organize their thoughts into clear, logically structured academic writing. Even after gathering information from various journal sources, participants often struggle to combine disparate concepts into a coherent discussion. ChatGPT overcomes this challenge by helping them connect ideas and build a well-organized narrative.

P4 also explained:

"ChatGPT helps me organize my ideas, arrange the paragraph, choose better words, and - decide which idea should come first." (P4)

These responses suggest that ChatGPT helped students organize their work. The tool enabled them to arrange information more systematically. It also helped them make their academic writing clearer and more connected.

The findings indicate that students primarily use ChatGPT while writing their minor theses to generate ideas and receive cognitive assistance. ChatGPT has proven useful for brainstorming, organizing material, and simplifying complex academic concepts. Although ChatGPT provides quick explanations and structural assistance to help overcome writing challenges, students still bear full responsibility for critically evaluating and developing their own ideas.

c. Efficiency and Time Management

Efficiency and time management emerged as another key theme, as participants acknowledged that ChatGPT has drastically reduced the time required to write their theses. This tool enables students to get instant clarification, quickly refine drafts, and meet tight academic deadlines. Rather than taking over the writing process, ChatGPT acts as a catalyst—boosting overall academic productivity by providing instant, actionable feedback.

1. Saving Time During the Writing Process

One of the main benefits of ChatGPT, highlighted by two participants, was its ability to save time when writing. Instead of spending hours sifting through academic explanations, users receive instant answers, enabling them to maintain a smooth writing workflow. In search of explanations, users receive instant answers, enabling them to maintain a smooth writing workflow.

P4 explained that one reason for using ChatGPT was its ability to provide quick explanations when the participant encountered difficulties while writing. The participant stated:

"ChatGPT gives me quick explanation when I don't understand something, - so I can continue my writing without looking for too much basic information." (P4)

These findings indicate that participants perceived ChatGPT as a practical tool that accelerated the writing process by providing immediate assistance whenever challenges occurred.

2. Increasing Writing Productivity

ChatGPT improves participants' work by significantly speeding up the editing process. Highlighted by two participants

leveraging AI to refine sentences, correct errors, and polish drafts in real time, participants no longer need to pause their progress while waiting for feedback from others.

P1 also explained that ChatGPT improved writing productivity by helping overcome writing difficulties and making the writing process more efficient. The participant stated:

"The main reason is because it helps me - when I get stuck while writing. Sometimes I know my ideas, but I don't know how to put them into academic English." (P1)

3. Managing Academic Workload

The interview data highlighted by three participants revealed that ChatGPT assisted participants in handling their academic workload. Given the complex nature of thesis writing, which requires balancing literature reading, data collection, revisions, and advisor meetings, ChatGPT served as a practical resource for optimizing time management and sustaining academic momentum.

P1 explained that completing a thesis required considerable time and effort because of the multiple academic tasks involved. The participant stated:

"Another reason is efficiency. - Writing a thesis already takes a lot of time because I need to read articles, collect data, analyze findings, and meet with my supervisor. When - ChatGPT helps me improve sentences or generate ideas more quickly, it saves a lot of time and energy." (P1)

These findings indicate that ChatGPT supported participants in managing the demands of thesis writing by reducing the time required to complete writing-related tasks and helping them cope with competing

academic responsibilities. Rather than replacing students' efforts, ChatGPT served as a time-management tool, enabling participants to maintain productivity while meeting academic deadlines.

d. Learning and Emotional Support

The final theme that emerged from the interviews, Learning and Emotional Support, captures how ChatGPT offers assistance to participants that goes beyond merely correcting language or helping to develop ideas. Interview data revealed that participants turn to ChatGPT when they face difficulties, uncertainties, or other challenges while writing their theses. Thematic analysis organizes this theme into three main dimensions: reducing stress, boosting confidence, and enabling self-directed learning.

1. Reducing Stress

Interview data show that ChatGPT helps six participants cope with stress related to writing their minor thesis. The thesis writing process often involves moments when participants feel stuck, have difficulty expressing their ideas, or are unsure about how to proceed. In these situations, ChatGPT offers timely support, allowing them to continue writing rather than being stuck for a long time.

P7 described this experience by explaining that without ChatGPT, the writing process would have been more stressful:

“Without ChatGPT, I would -spend much more time writing, feel more stressed, and - struggle to complete my thesis efficiently.”(P7)

Participants indicate that ChatGPT provides emotional relief. For participants, its main contribution is more about understanding and learning. They do not see it as just a tool for reducing stress.

2. Learning Independently

The use of ChatGPT as an easily accessible source of explanation when five Participants encounter difficult concepts or need guidance during the writing process. This is very useful when they cannot consult their supervisors immediately.

P3 explained:

“Sometimes - I had many ideas but struggled to express them. When my supervisor was unavailable, ChatGPT helped guide me and - answer my questions.”(P3)

These responses indicate that participants can use ChatGPT to obtain explanations and initial guidance independently when they encounter difficulties. It is important to note that this does not mean ChatGPT replaces academic supervision.

B. Adapting the Use of ChatGPT to Obey Academic Honesty

Analysis of interview data was conducted to explore the adaptive strategies participants used to align their use of ChatGPT with the principles of academic integrity while writing their thesis. The thematic analysis yielded three main themes: Verifying AI-Generated Information, Revising and Personalizing AI-Generated Responses, and Using ChatGPT Responsibly in Academic Writing.

Table 2 Grouping of Interview Findings into Themes Research Question 2

Theme	Description
Theme 1: Verifying AI-Generated Information	Participants checked AI-generated information against journal articles, books, and other credible academic sources before using it in their thesis.
Theme 2: Revising and Personalizing AI-Generated Responses	Participants modified ChatGPT responses using their own words, ideas, and understanding rather than copying them directly.
Theme 3: Using ChatGPT Responsibly in Academic Writing	Participants perceived ChatGPT as a supporting tool that assisted their learning while ensuring that they remained responsible for the originality and quality of their academic work.

Table 2 Students did three main things. They used ChatGPT to find information, but they always checked it against other sources, such as books and articles, to make sure it was accurate. Students used ChatGPT in ways that helped them learn while ensuring their work was their own. They used it to get ideas and then did the work themselves. In the end, students used ChatGPT as a helpful tool, but they remained in charge of making sure their work was good and original.

a. Verifying AI-Generated Information

One of the main themes that emerged from the interview data was the verification of information generated by AI. Two Participants reported a fundamental skepticism toward ChatGPT's outputs, leading them to compare the AI-generated answers with credible scientific literature and

adapt them to the context of their respective research before incorporating them into their theses.

P7 explained that verifying information was an essential step before using ChatGPT-generated responses. The participant stated:

"I make sure I understand the content first, - check the meaning, and see if it matches my research before I use it in my thesis." (P7)

The data show that participants used ChatGPT responsibly, rather than passively accepting its results. Through ongoing cross-verification with reputable academic literature and research findings, they successfully maintained the accuracy, reliability, and originality of their final work.

b.Revising and Personalizing AI-Generated Responses

Revising and adapting AI-generated responses was identified as the second main theme. Two Participants reported that they did not adopt ChatGPT's content verbatim; rather, they paraphrased and synthesized the output from their own perspective, adapting the text to fit their thesis framework.

P8 explained:

"Yes. I combine ChatGPT suggestions with my own ideas and understanding before - using them in my thesis." (P8)

Overall, the participants indicated that revising and adapting AI-generated answers is an important strategy for ensuring that their academic writing remains authentic and reflects their own understanding, rather than being merely a direct output of ChatGPT.

c. Using ChatGPT Responsibly in Academic Writing

Responsible Use of ChatGPT in Academic Writing” was designated as the third core theme. Three Participants highlighted ChatGPT’s role as a learning tool rather than a substitute for genuine academic effort. They emphasized that students must continue to bear full responsibility for developing arguments, engaging in analytical reasoning, and creating original content.

P7 explained:

"Students should not copy the answers directly or - use ChatGPT to write all the thesis. - It should only help them, and they still need to use their own ideas."(P7)

These responses demonstrate that participants viewed ChatGPT as a complementary learning resource rather than a replacement for independent learning and academic responsibility.

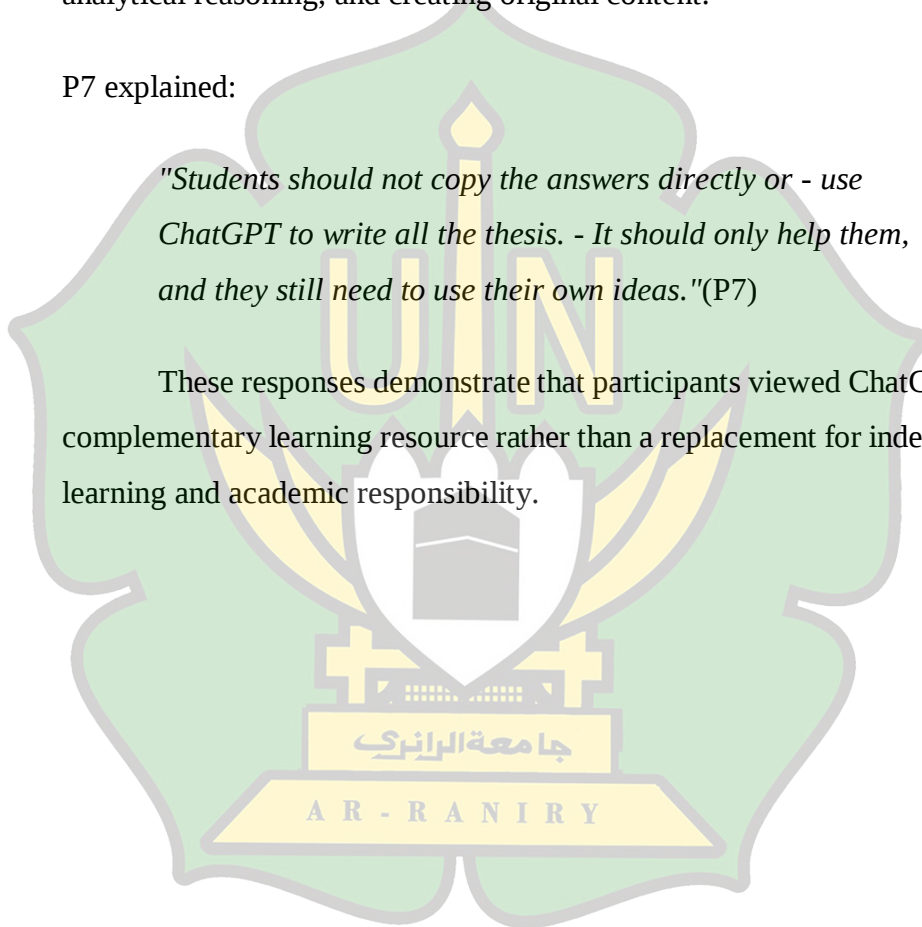


Table 3 Summary of Findings for Research Question

Research Question	Theme	Participants
RQ1: Factors Encouraging Students to Use ChatGPT in Writing a Minor Thesis	Language Assistance	P1,P7,P3,P2,P8,P4, P6,P5
	Idea Generation and Cognitive Support	P7,P1,P4,P3
	Efficiency and Time Management	P1,P4,P7,P6,P5,P8
	Learning and Emotional Support	P2,P3,P4,P7
How can these factors be adapted to obey academic honesty?	Verifying AI-Generated Information	P7,P1
	Revising and Personalizing AI-Generated Responses	P8,P1
	Using ChatGPT Responsibly in Academic Writing	P7,P8

Table 3 summarizes the findings in response to the research questions and lists the participants associated with each identified theme. For the first research question, Language Assistance was identified across all participants, whereas Idea Generation, Cognitive Support, Efficiency and Time Management, and Learning and Emotional Support were identified among several participants. For the second research question concerning

academic honesty, three themes were identified: Verifying AI-Generated Information, Revising and Personalizing AI-Generated Responses, and Using ChatGPT Responsibly in Academic Writing.

C. Discussion

1. Language Assistance

The study shows that language support was the main reason participants used ChatGPT while writing their minor theses. Many participants struggled to express their ideas in formal academic English. They faced particular challenges in selecting precise vocabulary, constructing complex sentences, and improving their grammar. It is important to note that they did not use ChatGPT to write their minor thesis; instead, they used it to refine their own drafts.. This suggests that students saw the tool as a supportive writing aid rather than a replacement for their own academic voice and effort.

In addition to providing language editing, participants frequently described ChatGPT as a valuable conversation partner during the writing process. Thesis writing often involves moments of uncertainty, and consulting a supervisor for every question can be impractical. To maintain their momentum, participants used ChatGPT to explore ideas, clarify challenging concepts, check readability, and receive initial feedback before meeting with their supervisors. This approach helped them avoid getting stuck when faced with uncertainty.

At the same time, participants clearly distinguished between AI support and academic supervision, recognizing their supervisors as the main authority on scholarly decisions. They used ChatGPT to better understand their ideas, but left key methodological and content-related decisions to their supervisors. Rather than accepting AI-generated answers without question, they combined them with their own judgment and feedback from faculty

members. This is consistent with Strzelecki (2024c), found that students are drawn to ChatGPT because it provides immediate and practical support that helps make challenging tasks more manageable. Similarly, Kasneci et al. (2023) argued that generative AI supports learning most effectively when students critically evaluate its output.

2. Idea Generation and Cognitive Support

The findings indicate that, in addition to refining their language, participants also use ChatGPT to address conceptual difficulties in thesis writing. Starting a new chapter, organizing arguments, or presenting ideas in an academic style can often be challenging. In these situations, students turn to ChatGPT not to generate ready-to-use text, but to help them brainstorm, explore different perspectives, and overcome writer's block. In this way, the tool supports their thinking rather than directing it.

This pattern reflects a broader change in the way university students interact with AI. Writing a thesis requires a high level of critical thinking and independence, but it is often difficult to translate complex ideas into clear, coherent arguments. Interview data show that participants use ChatGPT to test possible directions before deciding which best aligns with their research focus. By offering immediate and flexible feedback, ChatGPT helps them continue writing and thinking independently, while the final analytical choices and interpretations remain entirely their own. These experiences are consistent with recent research on the role of generative AI in supporting cognitive engagement when used wisely. Strzelecki (2024b) found that students appreciate ChatGPT because it helps them overcome academic obstacles more efficiently and supports independent learning. Similarly, Kasneci et al. (2023) argue that generative AI can promote active learning and idea generation, provided that students critically engage with its responses rather than accepting them without reflection.

The findings show that ChatGPT enriches the students' ideation process without undermining their critical thinking. For these participants,

the tool functions less as a question-answering machine and more as a thinking partner helping them to organize complex ideas, consider alternatives, and gain confidence in their arguments.

3. Increasing Writing Productivity

The findings of the study indicate that ChatGPT supports participants' writing productivity by helping them more efficiently at various stages of the writing process. Participants reported using ChatGPT not only to generate ideas but also to review drafts, enhance sentence clarity, identify language errors, and receive feedback before meeting with their supervisors. As a result, they were able to revise their work more independently and continue writing without long interruptions when facing difficulties.

The findings show that ChatGPT enhances writing productivity by supporting participants throughout the revision process, rather than merely reducing the time required to write. It helps them prepare better drafts, identify weaknesses in their writing, and feel more confident before consulting with their supervisors. Therefore, the main value of ChatGPT lies in helping students work more independently while still acknowledging the importance of academic feedback from their supervisors during the completion of their minor thesis.

4. Managing Academic Workload

The findings of the study indicate that ChatGPT helps participants cope with the academic pressure they experience while writing their minor thesis. Most participants explained that writing a thesis is just one of several responsibilities they have to manage, along with college assignments, tasks, and other academic duties. As a result, participants can manage their time more efficiently and maintain steady progress in their thesis writing.

The main finding of the study is that participants do not use ChatGPT solely to reduce their workload but rather to make the writing

process more manageable. Writing a minor thesis often involves uncertainty, such as understanding theoretical ideas, structuring arguments, or improving academic language. Because supervisors are not always available for immediate consultation, participants turn to ChatGPT for explanations and initial suggestions before discussing their work with their supervisors.

Recent studies support this interpretation. Strzelecki (2024) found in that students are more likely to use ChatGPT because it helps them complete academic tasks more efficiently and encourages independent learning. Similarly, Dwivedi et al. (2023) argue that generative AI can enhance student productivity by providing timely assistance, while emphasizing that students must remain responsible for evaluating AI-generated responses. The participants' experiences in the study support this finding, demonstrating that the value of ChatGPT lies in helping students manage academic responsibilities without reducing their engagement in the learning process.

5. Verifying AI-Generated Information

The interview data showed that participants did not accept ChatGPT's responses as accurate without first checking them. Instead, they regularly compared ChatGPT-generated information with journal articles, books, and other reliable academic sources before incorporating it into their minor thesis. Because of this, verifying the information became an important part of using ChatGPT responsibly. When they encountered unfamiliar concepts or struggled to understand academic materials, they first used ChatGPT to get a general explanation. They then checked the information against scholarly sources before using it in their minor thesis. This indicates that participants remained actively involved in assessing the reliability of information rather than relying entirely on AI-generated responses. In other words, ChatGPT helped them understand topics more quickly, but the responsibility for accuracy still rested with the students.

Recent studies support this interpretation. Kasneci et al. (2023) stated that although ChatGPT can support learning by providing immediate explanations, students should always verify AI-generated information, as large language models may produce inaccurate or unsupported content. Similarly, Dwivedi et al. (2023) argued that generative AI should support human learning rather than replace critical evaluation. The participants' experiences support these views, showing that academic honesty is maintained when students carefully evaluate AI-generated information before using it in their writing.

6. Revising and Personalizing AI-Generated Responses

The interview findings showed that participants did not use ChatGPT's responses verbatim. Instead, they revised the suggestions, adjusted the wording, and combined them with their own understanding before including them in their minor thesis. They remained actively involved in shaping their arguments and making sure that the final version of the thesis reflected their own ideas. A significant finding from the study is that participants viewed revision as an important part of maintaining academic honesty. During the interviews, they explained that ChatGPT often helped them organize their ideas or improve sentence structure. However, they also recognized that the responses still needed to be checked and adapted. They compared the suggestions against academic references, reworded them, and added their own analysis to ensure the content matched their research. This shows that participants were not passive users of AI. Instead, they critically engaged with the generated responses and made independent decisions about what to include in their thesis.

The participants' experiences are consistent with recent research. Dwivedi et al. (2023) argued that generative AI should support human thinking rather than replace it, while Kasneci et al. (2023) emphasized that students remain responsible for evaluating and improving AI-generated content before using it in academic work. The findings of the study support

these views by showing that participants used ChatGPT to improve their writing while retaining ownership of their ideas and arguments.

7. Responsible Use of ChatGPT

The analysis suggests that participants were aware that using ChatGPT in academic writing also required personal responsibility. Throughout the interviews, they consistently described ChatGPT as a tool that supported their learning rather than replaced their own effort. They used it to clarify concepts, improve their writing, and receive feedback, but they remained responsible for deciding which suggestions were appropriate to include in their minor thesis. During the thesis-writing process, students often face questions outside scheduled supervision meetings. Rather than waiting for the next meeting, participants used ChatGPT to explore possible explanations, organize their ideas, and identify issues that needed further discussion. This helped them feel more prepared for supervision while still recognizing that final academic decisions and the direction of their research should be guided by their supervisors. In this way, ChatGPT supported the supervision process rather than replacing it.

Previous studies support this interpretation. Dwivedi et al. (2023) emphasized that the educational value of generative AI depends on how responsibly learners use it. Similarly, Kasneci et al. (2023) argued that AI can support learning effectively when students continue to think critically, evaluate AI-generated responses, and remain responsible for their academic work. The findings of the study support these views by showing that participants stayed actively involved throughout the writing process and used ChatGPT to support, rather than replace, their own learning.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion drawn from the study's findings and discussion. The conclusions summarize the main findings regarding the factors that encouraged students to use ChatGPT in writing their minor thesis and the ways these factors were adapted to obey academic honesty. This chapter provides recommendations for students, lecturers, and future researchers regarding the responsible use of ChatGPT in academic writing and suggests directions for future studies.

A. Conclusion

The study aims to examine the factors that encourage students to use ChatGPT when writing their minor thesis, and to analyze how these factors can be adapted to ensure they remain consistent with academic integrity. Based on the findings and discussion, the study concludes that ChatGPT has become an important learning tool for students during the thesis writing process.

The findings indicate four main factors that encourage students to use ChatGPT when writing their minor theses. These factors include language assistance, idea development, and cognitive support that enhance writing productivity, as well as academic workload management. Participants view ChatGPT as a useful tool for improving their grammar and vocabulary, generating ideas, building academic arguments, revising drafts, and completing writing tasks more efficiently.

The findings indicate that participants adjusted their use of ChatGPT to maintain academic integrity through three key practices: verifying AI-generated information, revising and adjusting AI-generated answers, and using ChatGPT responsibly as a learning aid. Instead of fully relying on AI-generated content, participants verified information using credible academic

sources and adjusted AI-generated answers based on their own understanding. They remained responsible for the authenticity and quality of their academic work. These practices demonstrate that students are aware of the importance of critical thinking and ethical decision-making when using AI in academic writing.

B. Recommendation

Based on the findings of the study, several recommendations are proposed. Students are encouraged to use ChatGPT as a learning support tool rather than a substitute for independent thinking and academic writing. When using ChatGPT, students should verify the information generated by the AI with credible academic sources, such as books, journals, and articles. They should also revise AI-generated responses in their own words to ensure originality throughout the writing process. By using ChatGPT responsibly, students can enhance their writing efficiency while still maintaining academic integrity.

In the future, researchers recommend providing clear guidelines on the ethical and responsible use of generative AI in academic writing. They can also integrate AI literacy into academic writing courses to help students understand both the benefits and limitations of ChatGPT. This includes teaching students about information accuracy, proper citation practices, and the importance of academic integrity. By doing so, lecturers can help students use AI tools appropriately, avoid potential misuse, and explore the use of ChatGPT across different educational contexts, disciplines, and levels of education. Researchers can also employ quantitative or mixed-method approaches with larger samples to provide broader evidence regarding the impact of ChatGPT on academic writing and academic integrity. This would help create a more complete understanding of how AI tools affect student learning and writing practices across various settings.

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APPENDIXES

Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 298 TAHUN 2026

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU : Menunjuk Saudari:
Dr. Mustafa A.R., M.A
Untuk membimbing Skripsi
Nama : Maulida Sukma Lestari
NIM : 220203169
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Exploring the Factors Influencing Students' Use of ChatGPT in Writing a Minor Thesis
- KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
- KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2026 Tanggal 01 Desember 2025 Tahun Anggaran 2026;
- KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 10 Maret 2026
Dekan,

Saiful Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Direksi Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-4580/Un.08/FTK.1/TL.00/6/2026

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : MAULIDA SUKMA LESTARI / 220203169

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Jalan tapaktuan meulaboh Dusun hilir Ds. Jilatang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Exploring the Factors Influencing Students' Use of ChatGPT in Writing a Minor Thesis**

Banda Aceh, 18 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr.Buhori MuslimM.Ag.

NIP. 197508152001121002

Berlaku sampai : 24 Juli 2026

Appendix C Confirmation Letter of Conducting Research at the English



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.fbk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-530/Un.08/PBI/Kp.01.2/8/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

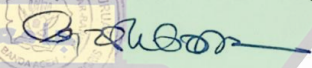
Nama : Maulida Sukma Lestari
NIM : 220203169
Prodi : Pendidikan Bahasa Inggris
Alamat : Syiah Kuala, Banda Aceh

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"EXPLORING THE INFLUENCING FACTORS OF USING CHATGPT IN WRITING MINOR THESIS"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 18 Agustus 2026
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana

Appendix D Informed Consent

Informed Consent Form

Research Project Title : Exploring the Influencing Factors of Using ChatGPT in Writing Minor Thesis
Researcher : Maulida Sukma Lestari

Thank you for agreeing to participate in this research. You are invited to participate because you are an undergraduate student in the English Language Education Department at UIN Ar-Raniry with experience using ChatGPT while writing your minor thesis. This research aims to explore the factors that influence students to use ChatGPT when writing their minor theses and how they use it while maintaining academic honesty.

If you agree to participate, you will be involved in a semi-structured interview. During the interview, you will be asked about your experiences, perceptions, and reasons for using ChatGPT in writing your minor thesis. The interview will also explore the types of assistance you receive from ChatGPT, how you use its responses, and how you ensure that your use of ChatGPT follows academic honesty. The interview will take approximately 20 – 30 minutes. There are no right or wrong answers, so you are encouraged to share your honest experiences and opinions. With your permission, the interview will be audio-recorded to ensure the accuracy of the collected data.

Voluntary Participation

Your participation in the study requires you to provide honest and accurate responses based on your actual experiences and opinions. You are encouraged to answer each question truthfully and to the best of your knowledge. There are no right or wrong answers, and your responses will not affect your academic standing or relationship with the researcher. The information provided during the interview will be recorded and reported as it was given.

Confidentiality

All information you provide will be kept strictly confidential. Your name and any personal identifying information will not be included in the thesis, reports, publications, or presentations resulting from this research. A participant code, such as P1, P2, P3, and so forth, will be used to protect your identity. All collected data will be securely stored and used solely for academic research purposes.

If you have any questions or concerns regarding this research, please contact:

Principal Researcher:

Maulida Sukma Lestari

Department of English Language Education UIN Ar-Raniry Banda Aceh

Email: 220203169@student.ar-raniry.ac.id

Phone: +62 853-2404-3301

Statement of Consent

I have read and understood the information provided above. I have had the opportunity to ask questions, and all have been answered satisfactorily. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without consequences. I understand that the information I provide will be kept confidential and used solely for academic research purposes. By signing below, I voluntarily agree to participate in the study.

Banda Aceh, 2026

Researcher

Maulida Sukma Lestari

Participant

(.....)

Appendix E Interview Guideline

INTERVIEW GUIDELINE

Research Title : *Exploring the Factors of Using ChatGPT in Writing Minor Thesis*

Time of Interview :

Date :

Interviewer :

Interviewee :

Position of Interview : Student of the Department of English Language Education

Purpose : The interview also aims to identify the factors that encourage students to use ChatGPT in academic writing and to explore how students use ChatGPT while maintaining academic honesty and developing their own ideas and critical thinking.

Transcription Conventions

The interview data were transcribed using conventions adapted from Mey (2001). These conventions were modified to reflect the specific characteristics of the interview data examined in the study. They were used to represent pauses, intonation, emphasis, overlapping speech, and the continuity of participants' utterances.

Symbol	Meaning
-	Represents a short pause in the participant's speech.
?	Indicates rising intonation, typically used when asking a question or seeking confirmation.
!	Indicates exclamatory or emphatic intonation.
:	Shows that a sound or vowel is prolonged.
=	Indicates that two utterances occur without a noticeable pause between them.
[]	Marks overlapping speech between the interviewer and the participant.
Underlining	Highlights a stressed word or syllable.

These conventions were applied consistently across all interview transcripts to preserve the distinctive features of the participants' original speech. Minor grammatical inaccuracies, repetitions, informal expressions, and pauses were retained when they contributed to the authenticity of the participants' responses. Overall, the transcription system was adapted from Mey (2001).

Interview Question

1. Can you tell me about your experience when writing your minor thesis?
2. Have you ever used ChatGPT while writing your thesis?
3. Why do you decide to use ChatGPT in your writing?
4. When do you usually use ChatGPT during your writing process?
5. What kind of help do you get from ChatGPT?
6. Do you feel that ChatGPT makes your work easier or faster?
7. Are there any other reasons that make you use ChatGPT?
8. What do you think about plagiarism in academic writing?
9. When you use ChatGPT, what do you usually do with the answer?
10. Do you rewrite or edit the ChatGPT answer before using it?
11. How do you make sure your writing is still your own work?
12. In your opinion, what is the right way to use ChatGPT in academic writing?



Appendix F Sample of Interview Transcript

INTERVIEW TRANSCRIPT

Interviewer : Maulida Sukma Lestari

Participant : P2 (AS)

Interviewer	:Assalamualaikum warahmatullahi wabarakatuh, iam Maulida Sukma Lestari so - thank you very much for your participation I hope you can be honest with your answer because I will not share your identity and I hope you can share and open with your answer. - shall we start so the first question is Can you tell me about your experience when writing your minor thesis?
P2	: Umm - writing my minor thesis was an exciting experience because - it was my first time to writing skripsi . However, it was also quite challenging.
Interviewer	: Which part was the most difficult for you?
P2	: The most difficult part was writing the umm - literature review and - For me, the difficult part is analyzing the research findings in Chapter Four. Because I use qualitative research, - sometimes the results are different from what I expected before. So, I need to revise some parts of my literature review to make it match with my findings. Sometimes it' s a little confusing - but I try to adjust it based on my research.
Interviewer	: Have you ever used ChatGPT while writing your thesis?
P2	: Yes, I have. I also use other AI tools, -although I' m not really a big fan of ChatGPT. I only use AI when I really need it, so - I don' t use it all the time.
Interviewer	: When did you start using ChatGPT?
P2	: I started using it after I finished my research, - so before that, I didn' t really use ChatGPT for my research.
Interviewer	: Did you use it every day?
P2	: Not every day, but - I often use it when I' m writing my thesis. Sometimes I use it when I' m stuck with something, or - when I need some help with my

	writing.
Interviewer	: Why did you decide to use ChatGPT?
P2	: Because I realized that my academic writing skills were not really strong.- If I learn academic writing from the beginning, I think it will take a long time. So, ChatGPT helps me to improve my writing, especially when - I don' t know how to write something in a better way.
Interviewer	: What problem did it help you solve?
P2	: It mainly helps me to choose the right academic vocabulary, because - academic writing is different from everyday writing. Sometimes I know what I want to say, but I don' t know which academic word I should use. So, I use ChatGPT to help me choose the better word.
Interviewer	: What would happen if you didn't use ChatGPT?
P2	: I think it would take much longer for me to finish my thesis. - I was also worried that my writing was not good enough for academic standards. Sometimes I feel like - my writing is still too simple, so ChatGPT helps me to improve it.
Interviewer	: At what stage of writing did you use ChatGPT?
P2	: I use it during the whole writing process, - from the beginning, in the middle, and also when I' m revising my thesis. Sometimes I use it for different things, depending on - what I need at that time.
Interviewer	: Can you describe how you used it?
P2	I never ask ChatGPT to write my thesis for me. I always write the draft by myself first, then - I discuss it with my supervisor and revise it by myself. If I still can' t solve the problem, then I ask ChatGPT for some suggestions. So, I only use it to help me, not - to write everything for me.
Interviewer	: Since this research focuses on ChatGPT, let's only discuss ChatGPT.
P2	: Sure!.
Interviewer	: What kind of help did ChatGPT provide?
P2	: I mainly use it to compare my writing with the suggestions from ChatGPT. - If I think my version is better, I just keep my own version. But if ChatGPT gives me a better alternative, then - I consider using it.
Interviewer	: Did ChatGPT make your work easier or faster?

P2	: It made my work easier, but - not really faster. ChatGPT usually gives a long and detailed answer, so I still need some time to edit it and make it more specific for my thesis. Sometimes I have to change some parts again because - the answer is not exactly what I need.
Interviewer	: Did it reduce your stress?
P2	: Not really, but - sometimes it helps me understand academic writing better. Especially when I don' t understand something, I can ask ChatGPT and - it explains it in a more simple way.
Interviewer	: Were there any other reasons for using ChatGPT?
P2	: Yes, I use it to explain difficult concepts in a more simple language, because sometimes the explanation in academic sources is - too difficult for me to understand. So, ChatGPT helps me understand it easier.
Interviewer	: What do you think about plagiarism?
P2	: I think plagiarism is kind of like stealing because - we take someone else' s work without giving the proper acknowledgment. For me, if we use someone' s idea or work, we should give the citation, because - it' s not our own work.
Interviewer	: In your opinion, when does using ChatGPT become plagiarism?
P2	: If someone just copies ChatGPT' s answer without checking it first, - and without revising or paraphrasing it, I think it can be considered as plagiarism. Because we just take the answer directly and - we don' t really make it our own.
Interviewer	: What do you usually do with ChatGPT answers?
P2	: I usually use it for explanation first, - then I check the information again from trusted sources. Because sometimes the answer from AI can be wrong, so - I need to verify it before I use it in my thesis.
Interviewer	:Do you copy the answers directly?
P2	: No, I don' t. I always paraphrase it using my own words, - because I don' t want to just copy the answer directly. Sometimes I use the idea from ChatGPT, but - I change it into my own words first.
Interviewer	: Do you edit ChatGPT's answers before using them?
P2	: Yes, I do. I usually adjust the language to match my own academic writing style, - because sometimes ChatGPT' s language is too formal or not really fit with

	my writing. So, I change some words and sentences to make it - more like my own writing.
Interviewer	: How do you make sure the writing is still your own?
P2	: I usually rewrite everything in my own words, but - I still keep the original meaning. I never copy ChatGPT' s answer completely, because I think it' s better if - I understand it first and then write it in my own way.
Interviewer	: What do you do if ChatGPT answer doesn't meet your expectations?
P2	: I usually ask the question in a different way, - maybe I change the words or make the question more specific. If I still don' t get a suitable answer, then I look for the information from other reliable sources, because - sometimes ChatGPT cannot give the answer that I really need.
Interviewer	: In your opinion, what is the correct way to use ChatGPT?
P2	: I think ChatGPT should only be used as a guide, - not as something that we can copy directly. Students still need to think critically and edit the answer by themselves. Because - we cannot just depend on ChatGPT for everything, especially for our thesis.
Interviewer	: Is it okay to use ChatGPT?
P2	: Yes, I think so, as long as the users know how to use it responsibly. - AI is made to make our work easier, not to replace our own thinking. So, we still need to think by ourselves and - use AI only when we really need it.
Interviewer	: What should students avoid when using ChatGPT?
P2	: Students should avoid copying the answers directly. They need to understand the information first, - then rewrite it using their own words. I think ChatGPT is better to use as a learning tool, not to depend on it completely, because - we still need to do our own thinking.
Interviewer	:Thank you very much for your participation. Your responses are very helpful for my research.
P2	: You're welcome. Thank you.

Appendix G Research Documentation



AUTOBIOGRAPHY

1. Name : Maulida Sukma Lestari
2. Student Number : 22020316
3. Place / Date of Birth : Desa Jilatang / May 4th, 2004
4. Gender : Female
5. Religion : Islam
6. Nationality : Indonesia
7. Address : Samadua, Aceh Selatan
8. Email : 220203169@student.ar-raniry.ac.id
9. Parents
 - a. Father's Name : M. Iqbal Musa
 - b. Mother's Name : Rusmawati
 - c. Father's Occupation : -
 - d. Mother's Occupation : -
10. Educational Background
 - a. Elementary School : SDN 3 Samadua
 - b. Junior High School : MTsN 1 Aceh Selatan
 - c. Senior High School : SMAS Insan Madani
 - d. University : UIN Ar-Raniry Banda Aceh