

EXPLORING STUDENTS' POINT OF VIEW IN AUTOMATED WRITING EVALUATION FOR WRITING SKILLS

Oleh :

Maulida Yasirli Dafania¹⁾, Dangan²⁾

^{1,2} Fakultas Keguruan dan Ilmu Pendidikan, Universitas Mercu Buana Yogyakarta

¹email: dafania135@gmail.com

²email: dangin@mercubuana-yogya.ac.id

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ABSTRACT

The world of education continues to advance in line with this increasingly sophisticated era. Technology has now spread into various fields of learning, including learning to write. Various applications and tools have been created to support writing skills. Among them are Chat GPT and Grammarly, which are available as AWE tools and have been widely used by students as a medium to support writing. Therefore, the purpose of this study is to explore students' views on the use of AWE in supporting writing skills. A number of previous studies have analyzed the use of AWE in writing skills, but few have tested it using a phenomenological approach, and most were conducted outside Indonesia, where students have different experiences, needs, and backgrounds. This study addresses this gap by involving eight English Education students from Mercu Buana University in Yogyakarta. This study uses a qualitative method with a phenomenological approach, in which data is obtained through a semi-structured interview process with participants focusing on seven aspects, namely usage, usefulness, empowerment, critical thinking, evaluation, challenges, satisfaction, and recommendations. Recent findings show a positive view of the use of AWE in writing skills. Students view AWE as quite useful and able to increase confidence and critical thinking. However, there are several limitations to this tool, so its use is considered less than optimal.

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Corresponding Author:

Nama: Maulida Yasirli Dafania

Afiliasi: Universitas Mercu Buana Yogyakarta

Email: dafania135@gmail.com

1. INTRODUCTION

Writing is one of the important skills to master for language learners. Writing skills serve as a means of written communication, as well as a way to develop critical thinking skills and express oneself systematically through writing (Purnamasari et al., 2021; Bora, 2023). However, writing is often considered difficult for some language learners because the process requires attention to various details in order to produce a piece of writing that complies with linguistic rules. Durga & Rao (2018) reinforce this by stating that writing is a fairly complex activity because writers are required to master various elements at the same time. Writing

requires a considerable amount of time, from drafting and revising to proofreading. Therefore, during this process, feedback is needed as material for reflection in order to produce the best possible writing.

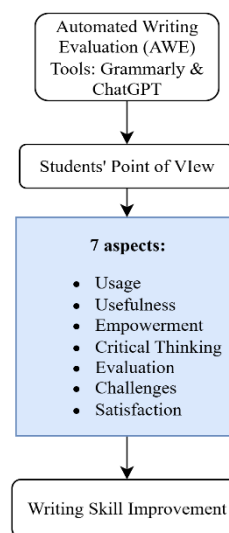
In this digital age, artificial intelligence is no longer unfamiliar in the world of education. It has entered various circles, including students. AI has begun to be accepted by students in the learning process because it is easy to use and meets various learning needs, from writing and editing text to quickly searching for information (Toar et al., 2022; Fitria, 2024). Students then began to aggressively integrate the use of AI in the writing process because, as reported by Phan (2023), the accessibility and

adaptability of AI have greatly helped students in the writing process. AI facilitates writing skill activities to support students in composing quality academic texts (Kholis et al., 2024). AI has emerged with various innovations to help develop writing skills, one of which is Automated Writing Evaluation (AWE). Among the AWE tools that are widely used by students in the writing process are Chat GPT and Grammarly. AWE is designed to automatically assess writing by providing feedback on various aspects of writing, such as grammar, word choice, spelling, sentence structure, and writing style. AWE tools serve as aids that support the development of students' writing skills independently and gradually. Wei et al (2023) reported in their findings that the instant feedback provided by AWE enables students to learn independently with a more individualized learning experience, which helps improve students' writing skills in an integrated manner.

The success of applying technology in writing instruction is not only determined by its sophistication, but also by the attitudes, perceptions, and experiences of students in using the technology itself. In the context of AWE, the way students view and respond to its use varies greatly. As stated in several previous studies, initial expectations influence students' final perceptions, which ultimately have an impact on their future use of AWE. When the system is not considered to be as useful as initially expected, students are reluctant to continue using it (Roscoe et al., 2017). Jitpaisarnwattana & Saville (2025) add that student interactions in the use of AWE and automatic feedback vary depending on student needs and learning environments. Although many students have positive impressions of AWE, there are also many who question its suitability in the requested context. Some students in the study by Afifah & Dewi (2025) are also concerned that the use of AWE will limit their style and creativity. Students believe that AWE has indeed provided many benefits in writing, but there are still weaknesses that limit their ability to integrate AWE into their writing (Dewi, 2022). The findings of Li et al (2015) highlight that students' positive responses to the implementation of AWE are influenced by the perspectives and strategies taught by instructors.

Previous studies have suggested that AWE, as a provider of automatic feedback, has the potential to improve students' writing skills (Mohsen & Alshahrani, 2019; Cotos, 2011). Similar to Chat GPT and Grammarly, which can facilitate the writing process by creating quality writing, increasing accuracy, and improving writing fluency in a shorter time (Raheem et al., 2023). However, there are still limitations in studies that examine AWE using a phenomenological qualitative approach in Indonesian EFL students. Therefore, this current study aims to fill this gap by analyzing the use of AWE for writing skills using a qualitative phenomenological method

within the scope of the English Education Study Program, Universitas Mercu Buana Yogyakarta. This study selected Chat GPT and Grammarly as the applications to be studied because they are relevant to the research objectives, which aim to identify students' perspectives on using AWE for writing skills. The analysis highlights seven aspects, namely experience in using, acceptance of benefits, empowerment, critical thinking engagement, evaluation of feedback quality, challenges in implementation, and finally satisfaction and suggestions for AWE in the future. Thus, this discussion can be illustrated within the following conceptual framework.



2. RESEARCH METHODS

This research used a qualitative research design with a phenomenological approach. Based on Fraenkel et al (2017), qualitative research emphasizes a thorough description by explaining in detail every aspect that occurs in a particular context. Phenomenology seeks to understand the meaning of life experiences as one experiences them directly (Manen, 2016). The students of English language education at Universitas Mercu Buana Yogyakarta were involved in this research, which then selected using purposive sampling technique. In the purposive sampling technique, the researcher selects participants intentionally based on certain criteria, because it must be appropriate based on the research objectives (Thomas, 2022). The selection criteria for participants in this research were those who had used automated writing evaluation in writing, which was in line with the objectives of the research. The number of participants who were involved in this research is 8 students with the consideration of having experience in using Chat GPT and Grammarly in writing activities. The data collection technique used in this research is semi-structured interviews based on (Alshehri, 2024). For the next step, the data were analysed using thematic analysis techniques. Thematic analysis focuses on finding

new meanings, so analysis is needed to determine whether the information provided by participants is new or not (Braun et al., 2019). The analysis focused on the seven pattern that then generate the following topics namely, usage, usefulness, empowerment, criticality, evaluation, challenges, then satisfaction and recommendation.

3. RESULT AND DISCUSSION

a. Students' Experience in Using AWE Tools for Writing Skills

"I usually use AWE tools for generating an idea, for my idea, for writing, and also for checking my grammar." (Participant 1)

"I usually use it to help organize my ideas, check grammar, and fix sentences to make them clearer." (Participant 2)

"I typically use AWE tools to develop ideas, and then if I feel unsure about my work, I use AI tools like Chat GPT to ensure that my ideas are expressed accurately in English." (Participant 8)

Participants had quite diverse opinions on the use of AWE tools in writing. Almost all students agreed that they used these tools for brainstorming and generating or developing ideas in writing. The rest of the students mentioned that AWE tools were used to find themes, create more realistic ideas, and develop an outline as a starting point for writing. In addition to shortening the time needed to complete writing assignments, AI is capable of presenting new ideas that humans may never have thought of (Bieser, 2022). The findings show that AWE tools play an important role in the early stages of writing by supporting students in finding interesting ideas, so that students can begin drafting their writing. Similarly, Ashkinaze et al (2025) found that AI involvement in the writing process does not affect students' creativity, but rather creates more diverse new ideas. Students unanimously mentioned that they use AWE tools such as Chat GPT and Grammarly to support their writing.

"Usually, I use the tools to provide the outline first, and then I write my draft without any tools. After that, I use the tools to check grammar, clarity, and sometimes vocabulary." (Participant 3)

"I use Chat GPT and also Grammarly is to search the theme or idea for my writing process and correct grammar on my writing." (Participant 5)

"I usually write my draft first, then use Grammarly to check grammar, when I have difficulty in constructing sentence I use Chat GPT to help clarify my idea." (Participant 6)

"The Grammarly is usually for check the vocabulary, then if the Chat GPT is for brainstorming and sentence refinement." (Participant 7)

During the writing process and final stages of writing, students also continued to use AWE tools. AWE tools were quite helpful to students during the writing process, especially when they had difficulty

producing sentences or felt unsure about the accuracy of their English usage. Most students said that AWE tools were used to check grammar accuracy, for example with the help of Grammarly. The use of Grammarly as an AWE tool benefits students in terms of writing because it provides an automatic proofreading service (Miranty & Widiati, 2021). In addition to grammar, AWE tools also improve sentence structure, enhance clarity, and enrich vocabulary. Usually, students complete their drafts first, then they ask Chat GPT to provide feedback to improve their writing. This indicates that students view AWE tools as tools that help improve the quality of their writing. As reported by Zhai & Ma, (2023), the use of AWE in the writing process has a positive impact on the quality of students' writing.

b. Students' Perceived Benefits of AWE Tools for Writing Improvement

"For the ChatGPT, it's like for giving feedback, like, is it my writing already in a good structure or not?." (Participant 1)

"I think the biggest advantage is the instant feedback. I feel they kind of act like support systems. Like, they help me notice mistakes and these tools give me suggestions that make my writing sound more natural." (Participant 3)

"The main advantage of using Chat GPT and Grammarly is help me as a second language writer by providing correction and more natural sentence example." (Participant 6)

"One of the main advantages is that AWE provides immediate feedback." (Participant 8)

Some students revealed that the main benefit of AWE tools is that they provide feedback on writing. By mentioning two applications, Chat GPT and Grammarly, students feel that both are very helpful in their writing process. They help with brainstorming and also provide various suggestions according to the writer's goals and needs (Rosmayanti et al., 2025). These tools help to identify parts of the writing that are incorrect. Following this, improvement suggestions are presented to facilitate students in revising their writing. In this case, the AWE tool guides students to progress in producing structured, natural, good, and correct writing. These findings show that the great benefits felt by students in using Chat GPT and Grammarly while writing are the feedback that can identify errors and relevant suggestions for improvement, thus making students' writing comply with writing rules. In line with Rosmayanti et al (2025), the AWE tool is designed for writing, as it is capable of providing various feedback and suggestions related to writing.

"The advantage is that grammar mistakes can be reduced and my writing becomes neater." (Participant 2)

"It can give me ideas, help develop my ideas, or help with brainstorming. Grammarly helps me

correct my grammar and spelling, and use the right conjunctions in my writing” (Participant 4)

“The advantages that I get from using Chat GPT and also Grammarly, the first one is give me knowledge about how to organize the sentence or good photographs. Second is help me to correct the grammar.” (Participant 5)

Grammar is one of the things to consider when writing. It is often considered difficult for writers to master, so to ensure accuracy, writers need the help of AWE, especially Grammarly. As mentioned by participants 2, 4, and 5, they believe that AWE is very helpful in improving the grammar in their writing. In collaboration with Chat GPT, they develop ideas, organize sentences, and check spelling. The writing becomes neater and easier to understand. Additionally, students also revealed that using both Chat GPT and Grammarly can save time when completing writing assignments. As stated by Taj & Khan (2024), Chat GPT and Grammarly are effective for improving writing skills with their cohesion and coherence features, vocabulary and grammar checkers, and responses to student assignments. As stated by participant 7: *“I think the advantage of using Chat GPT or Grammarly is that it can save time. It also helps speed up the task process.”* In this case, the findings show that the presence of AWE tools is considered very helpful in improving aspects of writing, especially grammar, which is difficult to master. Thus, the writing process becomes more efficient because it does not take much time to check independently. Align with Alfianofita (2025) findings, the reasons students use AWE are because of its easy access, time savings, increased accuracy and readability, automatic editing and revision features, as a learning medium, and to improve their grammar skills.

c. Students’ Empowerment trough AWE Tools Use

“I think that tools is really make me more confident in writing because the feedback that I get is really helped me to rewrite or make my writing is more perfect.” (Participant 1)

“I think they empower me quite a lot. I feel more confident and less afraid of making mistakes, so I’m more willing to express my ideas in English.” (Participant 3)

“Yes, ChatGPT and also Grammarly has been very helpful. I have become more confident in my writing ideas.” (Participant 4)

“Using these tools empowers me by increasing me confidence in the quality of my writing.” (Participant 6)

“Using these tools makes me feel more confident as a writer.” (Participant 8)

Almost all participants agreed that the AWE tool had an impact on their confidence. Writing in English requires precision to achieve accuracy in all aspects of writing. It is certainly not easy to have confidence in writing, because writing is not just

scribbling on paper, but pouring out our thoughts and character. The effectiveness of the AWE tool lies in the assessment and feedback it provides, which has both short-term and long-term potential for student learning progress (Astutik et al., 2024). Students revealed that after checking and receiving feedback from the AWE tool, they became more confident in their ideas and the quality of their writing. In addition, with the initial checking feature, students feel less afraid of making mistakes and feel more free to express their writing ideas. Similarly, in the findings of Nunes et al (2022), students revealed that feedback from the AWE system improved their writing skills and self-confidence, encouraging them to improve their writing, maintain these skills, and grow to love writing even more. These findings highlight that AWE not only functions as a writing and language checking tool, but also plays an important role in students' psychology by reducing anxiety and increasing confidence in writing.

“I feel like it's more easy to write in something because I can talk, I can discuss with it things and then voila, it's happening, I can write.” (Participant 5)

“The empowerment of Grammarly and Chat GPT is certainly enormous. Because I use these tools for every assignment, Chat GPT and Grammarly are very helpful for me, along with my own thinking.” (Participant 7)

In addition to boosting confidence, Participants 5 and 7 revealed that the AWE tool encouraged them to discuss and engage in dialogue during the writing process. Through this interaction, students' ideas and thoughts were able to develop further. Consistent use of the AWE tool provides writing support for students. Students also emphasized that the AWE tool is not used automatically without their intervention; their pure thoughts are still needed during the writing process, in which they combine individual ideas with AWE to create perfect writing. The level of student trust in AWE varies, depending on each individual's beliefs, personality, and experience (Drajati & Handayani, 2024). In this case, AWE acts as a facilitator and supporter for students in writing. In the same way Defianty et al (2024), stated that some factors cannot be achieved by AWE because the application only provides feedback, therefore students cannot rely solely on AWE to improve their writing skills.

d. Students’ Critical Engagement to AWE Tools’ Feedback

“I think AWE tools encourage my critical thinking. When I don’t just accept the suggestions right away. I usually stop and think. I mean like, does this really match what I want to say or not.” (Participant 3)

“Hmm, the AWE tool encourages me to think critically. Sometimes I don't immediately accept its suggestions, but I think about whether they fit with my intentions first.” (Participant 5)

“Chat GPT and Grammarly encourage me to think critically because I don’t always accept all the suggestion automatically.” (Participant 6)

“AWE tools encourage me to think critically by making me reflect on my writing choices.” (Participant 8)

All participants simultaneously highlighted feedback from the AWE tool encouraging them to think critically. Through feedback available during the writing process by integrating Chat GPT and Grammarly, students' critical thinking skills improved reflectively. correspondingly, in the study by Butchart et al (2009), students experienced a significant impact on critical thinking in learning using the AWE tool. Students considered each suggestion given by Chat GPT and Grammarly, so they did not immediately accept it. Through this thoughtful process, students paid attention to its suitability with the intent and purpose of writing from all aspects. Students applied the importance of evaluating ideas and changes, whether they supported the writing and were in line with their intentions. This process shows that students remained actively critical in making decisions about the final outcome of their writing. This is align with Ravshanovna (2025), who states that although AI can provide opportunities to improve writing and critical thinking skills, users must remain actively involved in the thinking process.

“Okay, I think I want to give an example. Sometimes when I ask an idea using ChatGPT, ChatGPT provides a lot of ideas, right?. So at that time, I think I'm working critically to choose which one is really sweet with what I want. And also sometimes it's also like questioning about the feedback or something like that. Like the feedback from ChatGPT makes me more think critically like, oh, so my writing should be like this, this, this.” (Participant 1)

“Yes, I don't immediately accept all suggestions, but first think about whether they fit with the meaning of my writing.” (Participant 2)

“Yes, ChatGPT and also Grammarly helps me to be more careful in selecting the ideas suggested and choosing the right words to use.” (Participant 4)

“Chat GPT and Grammarly are very helpful for critical thinking when writing in English. For example, by using Chat GPT or Grammarly, we can develop keywords, which were originally, only one or two words, and then we want to build or write something that we don't know yet, it's very helpful.” (Participant 7)

In addition, some students revealed that their involvement in critical thinking lies in developing and selecting ideas for writing. When Chat GPT offers various ideas and suggestions, students will select and adjust them to the needs of their writing. In the selection process, students question the feedback, choose the most relevant suggestions, develop their ideas more fully, and finally create their writing. AI

involves students in identifying errors in content and writing style (Kholis et al., 2024). In this case, students actively reflect critical thinking activities. Students become more careful in arranging words and sentences after receiving feedback from the AWE tool. These findings reveal that the AWE tool not only helps with technical writing but also encourages students to engage in critical thinking in perfecting their writing. Reinforced by the findings of Parra & Calero (2019) that students show a positive attitude in using the AWE tool, several aspects of writing skills have improved.

e. Evaluating the Quality of AWE Tools' Feedback

“Yeah, on organizing the sentence, maybe I miss some points that make the sentence not to connect, I mean like not to relate one and others. But now, after I use these things, I mean like Chat GPT, it helps me to correct not only from the grammar but from the point also. So the main point is should to be like this so it will be smooth, more connected like that.” (Participant 5)

“I perceived the feedback from Grammarly as a clear and easy to understand. For example, Grammarly help me revise the wrong sentence making my writing more effective.” (Participant 6)

From the interview results, students have various perspectives. Some students find the feedback provided by Chat GPT and Grammarly quite helpful in improving the quality of their writing. These AI tools help with instant and continuous correction, compared to conventional methods that are limited in time and tutors, therefore the use of AWE tools has an impact on a more efficient and easy-to-use writing process, especially for EFL learners (Deep & Chen, 2025). As revealed by participants 5 and 6, the feedback they received helped correct grammar errors and made sentences clearer and more structured. Chat GPT not only corrects grammar but also helps connect sentences to make them more coherent and clarifies the main ideas in the writing. Additionally, students stated that after following Grammarly's suggestions, their writing became easier to understand. More comprehensively, in the findings of Kholis et al (2024), Chat GPT and Grammarly support students in developing ideas, analyzing grammar in texts, translating texts, and providing reference sources.

“I think the feedback is helpful, but you still have to choose which one is most appropriate. For example, with Grammarly my sentences became shorter and clearer after I followed its suggestions.” (Participant 2)

“Overall, I think the feedback is helpful, especially for grammar and clarity. But at the same time, I don't see it as something I should follow directly.” (Participant 3)

“I find the feedback quite useful, but I see it as a guide rather than a rule that must always be followed. For example, Grammarly highlighted

sentences that were not well structured, and after revising them, my writing became more varied." (Participant 8)

Overall, the students mentioned that the feedback they received helped their writing process. Jasim (2025) revealed that the appropriate use of AI-generated feedback would help make writing more grammatically correct and stylistically appropriate. However, some participants emphasized that they received this feedback as a writing guide, not as a rule that must be followed in all cases. Before applying it to their writing, students first considered which feedback to choose so that it would be appropriate for the context of their writing. These findings reflect that writers remain the decision-makers in writing, even though feedback and suggestions from AWE tools are available. As emphasized by Miranty et al (2023), the feedback provided by AWE tools does not necessarily cover all aspects of writing, therefore students' personal thoughts remain an important factor.

"Well, the feedback is quite good because sometimes it is related with what I want. But I think if you are not really, really using a good prompt, maybe the tools will not provide a good feedback for you. So if based on my experience, because I use a good prompt and something like that, it's really perceive the feedback is really helped me from the tools." (Participant 1)

"In my opinion, the feedback provided is sufficient for Chat GPT, as its structure is already neat. However, based on our instructions, if our instructions are clear, the desired answers will also be accurate. It depends. For example, if we want it in bullet points, the response will appear in bullet points. If we want it in paragraph, the feedback from Chat GPT will also provide the sentence structure according to what we want, which is in paragraph form." (Participant 7)

Most participants added that the quality of feedback available on the AWE tool depends on the instructions or prompts provided by users. Students explained that when the prompts provided are clear and detailed, the AWE tool will generate feedback that suits their writing needs. However, if the prompts provided are unclear, the feedback generated may also be less appropriate. This shows that the effectiveness of the AWE tool does not entirely come from its features, but depends on how users or writers apply it. Link et al (2014) emphasize that the AWE tool can be implemented in writing by non-native English speakers, but its successful application depends on the clarity and criticality of the user's instructions. In addition, although the benefits of AWE tool feedback for writing have been mentioned by almost all participants, there are participants who argue that there are limitations to the feedback generated by AWE tools. As stated by participant 4: *"The feedback provided by ChatGPT sometimes uses words that are not what I expected because they do*

not fit the context." This shows that, even though the AWE tool is quite helpful for writing, writers still need to reread the feedback so that the resulting writing is optimal. As highlighted by (Fan & Ma, 2022), students need multiple stages of revision, during which they can develop their writing skills.

f. Challenges of AWE Tools Implementation

"Sometimes the suggestions are not relevant to the context, and they don't really help to develop ideas." (Participant 2)

"The difficulty I experience when using ChatGPT is that when I ask for suggestions, ChatGPT misinterprets the context or meaning I intend, leading to irrelevant or even incorrect suggestions." (Participant 4)

"One challenge is that not all these tools suggestions fit academic context." (Participant 6)

"Using these tools does not always go as we want. These tools also do not fully help in developing ideas or in-depth analysis." (Participant 8)

"Yeah, I think for the challenge itself is the internet connection, and also the bad prompt. And if the prompt is not that good for the ChatGPT, sometimes it will not really help me to find out what I want." (Participant 1)

"From my experience, what challenges that I get while using Chat GPT or Grammarly is of course the limitations of the account, not premium. So there is a limitation of the discussions and the second is when I discuss about something in detail, the answers is not like my expectations. So I need to answer it two times or three times until I got the answer that match of my mind." (Participant 5)

Students revealed that in implementing AWE tools in writing, there are still challenges that need to be addressed. As mentioned by most participants, the answers from Chat GPT and Grammarly are usually not in line with the academic context and the writer's expectations due to unclear prompts. Inappropriate feedback is usually not helpful enough for writers in developing ideas and providing more in-depth explanations. Shadiev & Feng (2024) also explain that AWE tools sometimes provide inaccurate detections or even fail to detect certain specific errors. Therefore, writers need to repeat the process and use their own thinking to get answers that are appropriate to the desired context. In addition, internet connection and non-premium account limitations are also challenges for students who use AWE tools. An unstable or even poor internet connection will prevent AWE tools from responding or providing feedback. Meanwhile, free access to AWE tools has a number of feature limitations that cannot even be accessed. As a result, students cannot make the most of AWE tools. This may make students reluctant to use or even recommend the use of this tool (Schmidt-Fajlik, 2023). This highlights that AWE tools still have technical limitations that pose challenges for students in writing with AWE integration.

"The challenge is when I need to think about how I implement my writing. Also, they don't really help with building strong arguments, which still requires my own thinking." (Participant 3)

"In my opinion, the challenge lies in the use of Chat GPT or Grammarly, as sometimes the writing can be too formal or unnatural, so we have to redesign it to add our own ideas, rather than relying entirely on Chat GPT or Grammarly." (Participant 7)

Other participants added challenges in using the AWE tool in writing, as expressed by participants 3 and 7 that the available feedback still requires the user's own ideas. The tool is sometimes not very helpful because the arguments provided are not strong enough to support the writing. Some students felt that the AWE tool was limited in responding to complicated writing cases in terms of argumentation, sentence coherence, and writing (Ding et al., 2025). In addition, the writing style of the AWE tool is usually too formal or seems unnatural. This condition requires writers to add personal ideas and styles to make the writing authentic. These findings indicate that AWE tools still require analysis and reasoning from writers in order for their implementation in the writing process to be optimal. Chen & Cheng (2008) add that in order to obtain more positive results in the writing process, the use of AWE tools should be supported by feedback from teachers and peers at every stage.

g. Students' Satisfaction and Future Expectation of AWE Tools

"Well, I cannot lie that is really helped me satisfy with how these tools generate an ideas and also fix the structure of my writing. So yeah, I'm quite satisfied." (Participant 1)

"Overall, I am satisfied with AWE tools" (Participant 2)

"Honestly, I'm quite satisfied. I think they're very helpful, as long as I use them as support tools, not as replacements for my own skills." (Participant 3)

"Quite satisfied. It could provide more relevant and accurate suggestions, not only for grammar and spelling, but also for complex sentence structures." (Participant 4)

"Overall I satisfied with using Chat GPT and Grammarly in my writing practice." (Participant 6)

"Overall, I am satisfied with using the AWE tool because it significantly supports my writing process." (Participant 8)

For satisfaction all participants unanimously stated that they were satisfied with the AWE tools, both Chat GPT and Grammarly. They felt greatly assisted by the AWE tools. The study by (Palermo & Wilson (2020) show that the use of AWE in the writing process is quite promising and flexible to be applied in various learning situations. The writing process becomes easier and faster. As mentioned by the participants, AWE tools greatly support the writing process, how these tools generate unlimited

ideas, provide relevant and accurate feedback and suggestions, respond in real-time, and have easy-to-use features. Overall, these AWE tools are quite satisfactory for writers, but with the caveat that using AWE tools does not replace their writing skills. AWE tools only serve as facilitators, supporters, and writing partners. As pointed by Wilson et al (2025), these tools are not a solution to all problems, as they still have limitations. Therefore, users must remain wise in using them for learning in order to achieve effective results. Writers must remain wise in using AWE tools during the writing process.

"for the ChatGPT itself, I think I already satisfied with that because it's always give a feedback and also, yeah, there's a lot of things that you can do in there. But for the Grammarly, I think it would be helpful if Grammarly could explain the reason behind the correction of our grammar more clearly. We can learn from that and know what is the reason this is changed from this to this." (Participant 1)

"I hope that in the future, this tool will be able to better understand context and explain its reasoning more clearly." (Participant 2)

"I'd like them to explain the reasons behind corrections more clearly, so I can actually learn from the feedback, not just fix the mistakes." (Participant 3)

"I would suggest better contextual understanding for academic writing and more detailed explanations behind the feedback provided so that users can learn to correct their mistakes." (Participant 8)

"For improvement suggestions, perhaps in a more specific context, for example, if we want to find poetry recommendations, yes, the purpose must be more specific, so the context must be more in-depth." (Participant 7)

"Maybe sooner they will have a section that more specific, I mean like there's Chat GPT for teacher, Chat GPT for engineering maybe or maybe for doctor or something like that." (Participant 5)

"I suggest that these tools provide more specific feedback for academic writing." (Participant 6)

The participants also provided various recommendations to make the AWE tool a better writing support tool in the future. Most students suggested that the AWE tool should provide a deeper understanding according to the context requested by the user. In addition, the students recommended providing reasons and explanations for the identification of errors in writing. Liu (2024) also raised the issue of the validity of feedback from AWE tools, with a number of studies stating that the accuracy of the tool's error identification is still uncertain, causing students to prefer feedback from teachers rather than automated feedback. When using AWE tools, students only know their writing errors and are given suggestions for improvement, without knowing the reasons for these errors. Students hope

that AWE tools can provide more complete explanations so that they can learn and understand why these errors occur. Thus, tools developed in the future can provide in-depth knowledge about writing revisions to become a medium of reflection for students and teachers in delivering more meaningful feedback (Conijn et al., 2022). Other participants added that Chat GPT could be developed to be more specific to user needs. This could be done by providing features or versions specific to certain fields. That way, the answers and assistance provided could be more focused and targeted.

4. CONCLUSION

This study explores how students perceive the use of Chat GPT and Grammarly as automated writing evaluation tools in the writing process. Covering seven themes, the study concludes that in terms of usage, students use AWE from the early stages of writing for brainstorming, then during the writing and revision stages to identify errors and receive feedback. Regarding the benefits of AWE in improving writing skills, students felt that the identification of errors in the text, instant feedback provided in real-time, and suggestions for improving writing from previous errors were very helpful in the writing process. In terms of empowerment through the use of AWE, the findings indicate a significant impact on increasing students' confidence, where students are more confident and dare to express themselves through writing. Regarding critical thinking engagement with the feedback generated by AWE, students stated that they did not simply accept feedback and suggestions from AWE. They remained engaged in independent thinking that encouraged critical thinking by questioning the appropriateness of the feedback in the context of writing and making decisions for the final outcome of the writing. Regarding the evaluation of the quality of AWE feedback, the findings show that the feedback is clear and helpful to students in writing, particularly in terms of grammar, clarity, spelling, and sentence coherence. The quality of feedback actually depends on the clarity and accuracy of the prompts or instructions given by users to the tool. Regarding the challenges in implementing AWE, students experienced several obstacles, such as unstable internet connections, non-premium accounts, inappropriate language styles, and deviating contexts.

Overall, students were quite satisfied with the use of AWE in writing practice. For future development, students hope that AWE can provide a deeper understanding of context, detailed explanations of the suggestions given, and specific features in certain fields. This research is important in contributing to scientific studies closely related to the use of AI-based AWE in the context of learning. The results of this study can be used as a basis for developing digital literacy tools that are integrated into writing learning with consideration of student

needs. This study recommends that future research analyze the effectiveness of feedback that combines AWE, teacher feedback, and peer feedback, or compare that three types of feedback.

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