

Integrating AI-Powered Writing Assistant into English Essay Writing: Students' Reflections and Challenges

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Abstract

The development of AI has a significant impact on the field of language learning, particularly through the emergence of AI-powered writing assistant. This study explored the integration of AI-powered writing assistant tool into English Essay Writing. Likewise, this study applied Narrative Inquiry design involving two undergraduate students at a private university in Indonesia toward the integration of Jenni AI in English Essay Writing. Data were collected through Reflective journals and semi-structured interviews to obtain in-depth insights into the participants' experiences and challenges in a more detailed manner. The data were analyzed thematically following Braun & Clark's procedures. This study revealed the participant' reflections and challenges of integrating Jenni AI into English Essay Writing. The findings indicate that the participants perceived positively that Jenni AI is beneficial in improving their linguistic accuracy, discourse organization, and writing efficiency. However, the participants also reported several challenges. From ethical perspective, concern related to academic integrity and authorship. From stylistic perspective, the use of Jenni AI was perceived to reduce authorial voice and creative nuance, resulting in more generic and less personalized writing. In addition, the participants reported becoming over-reliant on the tool and less confident in writing independently. These findings highlight the tension between efficiency and creativity in AI-assisted writing. Therefore, Jenni AI should be positioned as complement, not a replacement for human thinking and creativity in writing.

Keywords: AI-powered writing assistant ; English Essay Writing ; Jenni AI

The rapid advancement of artificial intelligence (AI) has significantly reshaped practices in language education, particularly in second language (L2) writing. One notable development is the emergence of AI-powered writing assistants, which have evolved from simple grammar-checking tools (e.g., Grammarly) into more advanced systems capable of generating and extending text (e.g.,

Jenni AI). AI can improve students' language skills by providing personalized feedback and helping them understand correct structure and grammar of a language Program ([Barros et al., 2023](#)). The use of AI in the content of language education is becoming increasingly relevant and crucial that has led to significant changes in the way students learn and interact with language course material.

In this study, an AI-powered writing assistant can be defined as a tool that supports the writing process by assisting users in planning, drafting, and editing texts through automated linguistic suggestions and content generation, such as Jenni AI. In English writing contexts, these tools are adopted to enhance students' grammatical accuracy, discourse organization, and overall writing efficiency ([Ramasamy & Mei, 2025](#); [Zhai, 2023](#)). Especially, one of the interesting features of Jenni AI is its ability to provide tailored suggestions based on the context of the writing. These allow students to improve their writing in real-time and gain a better understanding of important aspects of writing. Previous studies have shown that students who use AI writing assistants tend to demonstrate improvements in linguistic accuracy, coherence, and productivity, while also completing writing tasks more efficiently ([Nelson et al., 2025](#); [Candilas et al., 2024](#)). In this matter, AI-powered writing assistants use to help students to access a variety of features designed to improve their writing skills, including writing style suggestions, grammar correction, and idea development. As a result, AI integration is no longer peripheral but has become embedded in how students approach writing tasks in higher education. In addition, such tools may lower cognitive load during writing, allowing students to focus on higher-level aspects of composition, such as argument development and organization. Thus, AI-powered writing assistants can be seen as supportive technologies that scaffold students' writing processes and enhance their learning experience both in the process and outcomes.

On the other hand, alongside these benefits, a growing debate has emerged regarding the increasing reliance on AI writing tools and whether such tools may reduce students' creativity and independent writing ability. Some researchers have argued that overdependence on AI-generated suggestions may reduce students' critical thinking abilities and limit their engagement in the writing

process ([Kim et al., 2024](#); [Abbas, 2025](#)). More importantly, the use of AI in writing introduces ethical challenges, particularly related to plagiarism and authorship, as the boundaries between student-generated and AI-generated content become increasingly blurred. In addition to ethical concerns, stylistic issues have also emerged, including the potential loss of students' personal voice, reduced originality, and a tendency toward generic or less expressive writing ([Romano, 2021](#); [Taye & Mengesha, 2024](#)). This tension highlights the need to critically examine and balance the integration of AI-powered writing assistants in L2 writing contexts. Thus, while AI writing assistants may improve efficiency and accuracy, they may simultaneously shape how students construct meaning, voice, and authorship in their writing.

Within this broader debate, it is important to examine how specific AI tools are used in particular learning contexts. Jenni AI, as an advanced AI-powered writing assistant, offers features such as contextual text generation, real-time feedback, and support for essay development ([Goyibova et al., 2025](#)). Regarding to this recent research context, undergraduate EFL students in a private university faced number of challenges in English Essay Writing based on the result of pre-observation. First, the students faced difficulty while composing English essay due to lack of writing skill. Second, students struggle to transform ideas into coherent and well-structured arguments in L2 because of the lack of critical thinking skill. Lastly, students were confused about the writing topic due to lack of contextual knowledge and absence of explainability. To address these issues, students began using Jenni AI to assist them throughout the English Essay Writing process, including planning topics, drafting essays, and refining their work. While the tool is intended to support writing performance, its actual role in shaping students' writing experiences remains unclear. In fact, exploring students' experiences with Jenni AI in English Essay

Writing is crucial because there is a need for research that focuses mainly not only on outcomes but also engagement processes (Nelson et al., 2025). Therefore, the need of research that exploring AI's real impact in depth raised, making it essential to exploring students' experiences of applying Jenni AI in English Essay Writing for more effective and ethical integration.

Despite the growing use of AI-powered writing assistants, existing research has predominantly focused on measuring writing outcomes or examining general perceptions of AI tools, often in the context of advanced academic writing (Abbas, 2025; Alzubi, 2024; Liu et al., 2024; and Zhai et al., 2024). Although, the integration of Jenni AI in English writing offers an exciting opportunity to enhance students' writing skills, it remains limited in understanding of how students experience the use of a specific AI tool, such as Jenni AI, within the context of English essay writing at the undergraduate level. More importantly, prior studies have rarely explored the complexity of students' real-life experience on how these tools influence not only students' writing performance but also their sense of authorship, creativity, and dependency during the writing process (Nazari et al., 2021; Shopovski, 2024; Bowen & Watson, 2024). Without such understanding, the integration of AI tools in writing instruction risks being pedagogically uncritical, potentially promoting efficiency while undermining students' development as independent and reflective writers.

By addressing this gap, this study aims to explore students' experiences and challenges of using Jenni AI in English essay writing, on how students perceive, use, and respond to the tool in their writing process. Understanding these experiences is important because AI tools do not only influence writing products, but also shape students' writing behaviors, decision-making processes, and sense of authorship. Therefore, this study aims to explore the reflections and challenges of undergraduate students using Jenni AI in English essay

writing, providing a deeper qualitative insight into how AI-mediated writing practices affect the development, performance and potential limitations of students' writing.

Method

Qualitative research implemented in this study since the aim of this study is to explore students' reflections and challenges related to the integration AI-based writing assistant into English essay writing. According to Creswell (2020), qualitative research focuses on understanding social phenomena from the perspective of the individuals involved. So, the use of qualitative methods also aligns with this research objective of exploring how students' reflections and challenges while integrating and interacting with AI-powered writing assistant, Jenni AI, and how it shapes the students' English essay writing experiences. Moreover, Narrative Inquiry was implemented as a research design. Narrative inquiry is a qualitative research methodology that focuses on studying and exploring stories, experiences, and the meanings they attribute to those experiences (Barkhuizen et al., 2013). Accordingly, it also in line to the purpose of this study in which exploring students' reflections and challenges of integrating AI-powered writing assistant into English essay writing. Applying Narrative Inquiry within this study provided narrative stories and reports as primary data sources from participants about their life experiences. Likewise, the focus was on how the students' reflections and challenges make sense of events and actions regarding the integration Jenni AI into their English essay writing through narratives.

Hence, Narrative Inquiry recognized that students' experiences and stories will result in personal perspectives along how the experiences are shaped by aspects within the students or surroundings thereby conclude the reflections and challenges for explanation, clarification, and solution. Regarding the research context, the classroom environment started to be digitalized thus the lecturer had

encouraged students to implement Jenni AI as an additional tool to expand how students think and write. The lecturer explained the general information of Jenni AI but not formally taught as part of structured instruction (e.g., no explicit training in prompt engineering). In this study, there were 2 participants selected and recruited to participate as research subjects. The small sample size was intentionally selected to enable micro-level analysis of individual user journeys, which is central to narrative inquiry. These participants were chosen not to represent the entire class, but to provide in-depth insights into students who were actively engaged with the AI tool. To humanize the narrative and maintain confidentiality, pseudonyms were used for the participant. Fizi is 18 years old while Lilo is 17 years old. Fizi and Lilo were selected as participants because they shared similar characteristics; length and frequent use of Jenni AI, similar English proficiency level, and active participation in which ensure comparability for detailed and nuanced exploration in which consistent with in-depth narrative inquiry's focus on lived experience (Barkhuizen et al., 2013). This design was selected to enable an in-depth exploration of students' reflections and challenges, particularly in relation to how AI shapes their writing processes, decisions, and sense of authorship.

Both, Fizi and Lilo are undergraduate student at a private university in Indonesia who enrolled in an English Essay Writing course. Specifically, Fizi and Lilo were selected hence become the research subject through applying purposive technique following Creswell (2020) procedure. In this study, Fizi and Lilo were recruited since they met criteria that are in line with the objectives and purposes of this study. First, Fizi and Lilo have been using Jenni AI frequently started from the first week of English essay writing course. Second, Fizi and Lilo are students who frequently use and experienced in applying Jenni AI as AI-powered writing assistant at least thrice a week. Third, both Fizi and Lilo achieved an

intermediate (B1) level of English proficiency thus could communicate well both in written and spoken English as the reflective journal and interview session were done in English. Likewise, for the ethical standard and purpose of this research study, the students had agreed and committed to participating in the entire research process actively including completing a reflective journal and participating in semi-structured interviews. Although the participants were at B1 level, they were able to express their experiences adequately. Their sustained interaction with Jenni AI made them suitable cases for examining the complexities of AI-assisted writing experiences. However, this may have limited the depth of nuanced emotional expression, which is acknowledged as a limitation of the study. Then, detailed information about the participants is shown below:

Table 1. Participants demographic information

Participants (Pseudonyms)	Gender	Age	English Proficiency	Length/ Frequent use of Jenni AI
Fizi	Male	18	B1 level	2 years
Lilo	Female	17	B1 level	2 years

This study spanned six months of data gathering at English Essay Writing course. Moreover, reflective journal and semi-structured interview were implemented as instruments within this research study. The reflective journal was collected weekly by the participants specifically every Friday. Since the study last for six months of data gathering, each participant gathered 14 entries of reflective journals hence there are 28 reflective journals in total collected for this study. Furthermore, the participants underwent eight 30-minutes interview sessions.

Specifically, reflective journal is necessary for collecting students' personal experiences while using Jenni AI in English essay writing. Through reflective journal, students were asked to document their experiences in the writing process, the challenges they faced, and how they felt about

applying Jenni AI. Then, reflective journal presents not only as a data collection tool but also as a means to enhance students' learning experiences through reflection done in written form at the student reflection stage (Kielmann et al., 2012).

Furthermore, the researchers align students' reflective journals with data collected through semi-structured interview. Semi-structured interview was implemented of getting in-depth and detailed information regarding students' experiences of applying Jenni AI in their writing since interview is conducted directly with the participants concerned Frey (2018). In accordance, researchers applied open-ended questions designed to delve and encourage students to share their experiences, stories and reflections in 30 minutes long interview. It allowed researchers to explore specific themes related to positive and negative experiences while still allowing students the flexibility to speak about their experiences accordingly.

In this study, the combination of reflective journals and semi-structured interviews was to provide a comprehensive overview of students' experiences. The reflective journals provided firsthand accounts of the writing process, while the interviews provided the context and narrative behind those journals. The instruments used in this study were designed to ensure that students' experiences were well documented, heard and understood. By providing space for students to reflect and share their experiences, this study aimed to reveal meaningful findings as insights into Jenni AI use in English essay writing. Then, the data obtained from reflective journals and semi-structured interview then were analyzed thematically following Braun & Clarke (2021) thematic analysis procedures. Thematic Analysis is a data analysis procedure in which covers systematic flow of analyzing qualitative data taken from students' written or oral statements in six steps; 1) familiarization of data, 2) assigning data preliminary codes, 3) searching for themes and patterns in code,

4) reviewing themes, 5) defining and naming themes, and 6) producing report, as illustrated by Figure 1.



Figure 1. Thematic Analysis Procedures adapted from (Braun & Clarke, 2021)

To enhance credibility, the study employed theoretical triangulation by interpreting findings through multiple perspectives on AI in writing and language learning (Gay et al., 2012). This approach ensured a more comprehensive understanding of how AI-assisted writing influences students' experiences.

Result and Discussion

This study identified four findings as the result of students' reflective journal and semi-structured interviews regarding their experiences and challenges of integrating Jenni AI in English essay writing: (1) students' improvement in linguistic and discourse knowledge, (2) increased writing efficiency, (3) over-reliant on AI tools, and (4) loss of authorial voice. Rather than presenting these as separate outcomes, the findings reveal a central tension between efficiency and creativity that shapes students' AI-mediated writing experiences.

Jenni AI improve linguistic and discourse knowledge of writing

Firstly, it was discovered that implementing Jenni AI in English Essay writing could improve linguistic and discourse knowledge since it provides cognitive feedback

relates to the vocabulary supplies, grammar accuracy, content appropriateness, mechanics of writing. Both participants reported that integrating Jenni AI in their essay writing could help them to overcome writing issues, obtain abundant insight of linguistic expertise, and provide beneficial synchronous feedbacks, as discovered on their reflective journal:

“In my experiences Jenni Ai help the way I write my essay especially in English. Somehow, I felt unconscious making mistakes for example misspelling, grammar error, and inappropriate vocabularies within my essay. Jenni Ai gives real time feedback for my essay writing such as vocabularies that needed, grammar correctness, spelling correctness, as well as provided content and structural organization to make coherence and cohesive essay writing. It totally upgrades my writing expertise also refine the way I compose clear, coherence, and comprehensive English essay...” (RJ-FZ-LDKOW)

“The synchronous feedbacks and grammar corrections of Jeni AI helped me a lot. It was such a very meaningful experiences how Jeni AI helped me to know various Writing aspects that made me writing better especially for essay in a full of text or page...” (RJ-LL-LDKOW)

Furthermore, the students emphasized their reflections of integrating Jenni AI in terms of improving students’ linguistic and discourse knowledge of writing during interview session:

“I could not construct a coherence essay. I mean coherence with the topic but after I applied Jenni AI, it made me easier to know how to construct coherence essay that is make sense with the topic. Jeni AI give example and feedback how to create essay by providing features such as outline generator to create essay that is coherence among its paragraphs to achieve a unity and coherence of essay...” (I-FZ-LDKOW)

“My knowledge of writing about academic vocabularies, grammar, structure of essay, content that appropriate for my writing are improved so much after applied Jenni AI. In my experience, Jenni AI is helpful for my writing because it helps me a lot during challenges I faced while writing essay. Jenni AI came and changed everything, it eases me to know many information of writing such as how to choose appropriate vocabularies for certain topic of my writing, the correct grammar, the correct structure and organization of writing, and last but not least the content that suitable for my essay

writing topic through immediate feedbacks by Jenni AI...” (I-LL-LDKOW)

These results suggest that AI-powered writing assistant functions as a form of cognitive scaffolding, enabling students to notice and correct linguistic errors, while also improving discourse organization, by constructing coherent arguments, and ensuring smooth transitions between paragraphs, thereby improving overall discourse quality. This aligns with previous findings that AI writing tools enhance grammatical accuracy and coherence through immediate feedback, allows students to learn from their mistakes in real time, which in turn improves their understanding of important aspects of writing (Liu et al., 2024; Creely, 2024). Similarly, AI not only helps with the technical aspects of writing but also contributes to the development of students’ critical thinking skills (Bowen & Watson, 2024; Barros et al., 2023; Cardon et al., 2023; and Zhai, 2023). However, this support is not purely technical, it also shapes how students learn to write. This study pointed out that instead of developing ideas independently, students may begin to rely on AI-generated structures as models. This indicates that while Jenni AI enhances immediate writing quality, it also reshapes how students engage with language, potentially altering the balance between learning and assistance.

Jenni AI enhances writing efficiency

Second, Jenni AI enhances writing efficiency as both participants emphasized that Jenni AI helped them complete writing tasks faster, particularly under time constraints. It boosted their productivity, enriched writing ideas, and helped produce higher-quality writing. As discussed on their reflective journals:

“Truly Jenni AI is very helpful...I could fix everything in minute even in second. It helps me to finish writing task as soon as possible, like I write before, the features of Jenni AI helped through it, to make faster and better writing, not only the quality outcome but also the efficiency outcome of my essay” (RJ-FZ-WE)

“Jenni AI is a valuable tool for my writing efficacy because I could finish my essay as soon as possible and faster than before. The reason why I could finish my writing faster is because Jenni AI capacity to offer language suggestions, rephrase sentences, and even expand on existing ideas has significantly saved my time to finish my writing tasks on time. Jenni AI acts as a tireless proofreader and creative inspiration, suggesting alternative phrases I might not have considered, thereby enhancing my writing efficiency” (RJ-LL-WE)

Then, the students emphasized their positive experiences of applying Jenni AI in the matter of writing efficiency enhancement while sharing in the interview session:

“Ever since I applied Jenni AI, it suddenly changed the way I write essay especially the way I saved my time to finish my writing immediately. This is especially important in my learning contexts where I am often faced with tight deadlines. By increasing this efficiency, I can focus more on developing ideas and arguments in my essay writing, so it is very helpful for my writing efficiency” (I-FZ-WE)

“Features of Jenni AI for example AI autocomplete, AI autocorrect, outline generator, instant feedback, and etc. helped me a lot to complete my essay assignment on time. Writing with Jenni AI is effective to save my writing time because it helped me out to finish my writing task immediately” (I-LL-WE)

This finding reflects the role of AI as a productivity tool that enhances writing efficiency by reducing the cognitive and temporal demands of writing. Jenni AI exposure fosters a more nuanced understanding of writing conventions, helping students not only to emulate effective writing but also to finish their writing efficiently without reducing its quality, especially students who are often faced with tight deadlines. Prior studies similarly note that AI-assisted writing enables faster task completion and supports idea generation (Marghany, 2023; Nguyen et al., 2024; Nawi et al., 2025; van Niekerk et al., 2025). Similarly, integrating AI-writing assistants can enhance writing efficiency during planning, processing, and producing writing activity through the support of automating tasks and develop more diverse ideas of the writing, citation

management to gain more comprehensive references, and paraphrasing to hinder the plagiarism issue (Davenport, 2019; Bowen & Watson, 2024; Nensa, 2025). However, this efficiency introduces a critical trade-off. While students gain speed, they may spend less time engaging deeply with their ideas. Writing, often described as a process of thinking and meaning-making, risks becoming a task of selecting and editing AI-generated content rather than constructing original arguments. This tension between efficiency and cognitive engagement becomes more evident in the following themes.

Jenni AI leads students to become over-reliant

Despite the benefits, both participants expressed concern about becoming overly dependent on Jenni AI. They highlighted that using AI reduced confidence in writing and a tendency to rely or attached on it for idea generation, as both participants reported in their reflective journals:

“Jenni AI makes me want use it every single day and every time I required to finish my writing task. That’s a good point but that’s not good either because I don’t know how to write without the help of Jenni AI...I’m scared because I being attached to it and the scarier part is I became unconfident if I assigned to write essay without it...” (RJ-FZ-SBO)

“Applying Jeni AI every time I assigned to writing essay, I became attached to it really that’s my experience. Somehow, I also think I could write essay without the help of Jeni AI but it seems impossible because I’m not confident enough writing essay without Jeni AI, it’s like I’m overly dependent to Jeni AI...” (RJ-LL-SBO)

It was further shared and expressed during interview session more detail, as follows:

“Jenni AI has changed the way I think about writing. The thought is, whenever I required to write essay, I definitely need Jenni AI for it. I think that’s a result of being attached and over-reliant to Jenni AI and made me confused and sometimes unconfident if not supported by Jenni AI” (I-FZ-SBO)

“The usefulness, its ease and its real-time information, of Jenni AI has led me to become a person who cannot live without it. No Jenni AI means no writing, why? Because I have no idea

to write without applying it. I keep thinking I cannot write properly without it so that is why I became so needy over it. I somewhat became unconfident to finish my writing task especially essay without applying Jenni AI” (I-LL-SBO)

This over-reliance suggests that AI may gradually replace rather than support students’ cognitive effort in writing. When students become overly dependent on the tools, they may no longer feel the need to analyze or revise their own writing, which is essential for deep learning. Thus, instead of functioning as a scaffold, the tool risks becoming a substitute for thinking. In fact, writing is more than just putting words together; it is a way of thinking. If generative AI takes over the writing process, people may lose the chance to think deeply and lose confidence. This aligns with concerns raised in the literature that excessive dependence on AI can weaken critical cognitive capabilities including decision-making, critical thinking, and analytical reasoning, and writing autonomy ([Ateriya et al., 2025](#); [Cardon et al., 2023](#); [Shah, 2023](#); [Zhai et al., 2024](#); [Nelson et al., 2025](#)). Importantly, this theme is directly linked to the efficiency benefit discussed earlier. The same features that make writing faster and easier also make it tempting for students to outsource cognitive effort. In this sense, efficiency and dependency are not separate outcomes but mutually reinforcing processes.

Jenni AI is Lack of Authorial Voice

Another significant challenge reported by participants was the perceived loss of personal voice and creative nuance in their writing. Both participants described AI-generated content as repetitive, dull, and lacking originality shown in reflective journals:

“From my experience, the best way to use Jenni AI is as helper, not replacement. Yes, it can suggest better words, fix grammar, or help organize ideas, but the main thoughts should still come from me as the writer. This way, I keep thinking and experiencing for myself that Jenni AI always give the same ideas and information overly so it’s kind of uncreative and boring. Applying Jenni AI is like using a calculator, it is a machine that still need to be followed and

supported by human touch and existence....” (RJ-FZ-LOAV)

“Since Jenni AI is a machine then it should be operated by us. As a machine Jenni AI is lack of creative nuance because in my experience, I felt that the ideas and information that Jenni AI provided is kind of uncreative and overly the same as before. Yes, for efficiency of my writing but for quality of my writing is no, because it lacks of creative nuance that make the idea and information provided on it is dull and common.”

(RJ-LL-LOAV)

The students also followed up the lack of authorial voice of Jenni AI during interview:

“My experience of applying Jenni AI is writing is truly thinking in action, we must stay involved in the process while applying it. Jenni AI might can be a helpful tool, but it should not take our place as thinkers and writers as I experienced myself that Jenni AI is lack of creativity in providing ideas that overly the same as before and as my friends. So, it means that AI should be supported by human awareness, human minds, and human ideas. That’s how writing stays human and meaningful....” (I-FZ-LOAV)

“In my experience, Jenni AI is machine means Jenni AI only values as an assistant. At first, I valued Jenni AI as the main role in my writing but it turned not so good because at the end of the day, the main role in my writing is myself, a human. In my experience, my involvement as human involvement in writing is crucial because it gives authenticity and uniqueness also characteristic to my writing that my writing reflects myself and personality that Jenni AI couldn’t have.” (I-LL-LOAV)

This finding highlights a stylistic limitation of AI-assisted writing. While AI can produce grammatically correct and well-structured text, it often lacks the creative nuance, individuality, and emotional depth associated with human writing. AI can help people write faster and better, but it cannot replace the way people think. This supports previous research suggesting that AI-generated texts tend to follow common patterns, resulting in less distinctive writing since there is no guidance from the educators ([Jain et al., 2024](#); [Bentley & Evans, 2025](#); [Sebestyén, 2025](#)). More importantly, this issue is not only about style but also about authorship. As students rely more on AI-generated content, their role shifts

from author to editor. Furthermore, the loss of authority is closely connected to over-reliance. As students depend more on AI and are less engaged with text, they contribute less of their own ideas, perspectives, and stylistic choices, which can detract from the overall learning experience. This reduces opportunities for self-expression and limits the development of a unique writing identity. In L2 writing contexts, where students are still developing their voice, this issue becomes particularly significant. This raises important pedagogical concerns about how students develop a sense of ownership over their writing and may lead to unfulfillment of the needs or expectations of their audience, ultimately reducing the effectiveness.

Based on all the results above, a key contribution of this study lies in revealing the contradiction between efficiency and creativity in AI-assisted writing. On the one hand, Jenni AI enhances linguistic accuracy and speeds up the writing process. Whereas these same affordances contribute to over-reliant and a diminished sense of authorial voice. This tension suggests that AI does not simply “improve” or “harm” writing; rather, it reshapes the writing process itself. Hence, the benefits and drawbacks of AI are not isolated, but deeply interconnected. From a pedagogical perspective, this implies that AI tools should not be used uncritically. Without guidance, students may prioritize efficiency over learning, leading to superficial engagement with writing. Therefore, the role of educators becomes crucial in framing AI as a support tool rather than a replacement for thinking and creativity.

Conclusion

The findings of this study addressed the research questions by revealing how the participants’ reflections on both the benefits and challenges of integrating Jenni AI into English essay writing. In terms of students’ reflections, the findings stressed the use of Jenni AI could help students to become more

efficient while doing a writing task and enhance productivity as a writer. Then, Jenni AI in writing seems promising to make students a better user and thinker as it provides abundant words and ideas choices. Likewise, the use of Jenni AI in writing is important since it is equipped with beneficial things for better writing outcome; a proven way to enhance students writing productivity.

However, these benefits were accompanied by notable challenges, particularly becoming over-reliant on the tool and experiencing a loss of authorial voice, which affected the creativity and authenticity of their writing. As discovered in this study, Jenni AI use also has drawbacks in terms of its use. First, the use of Jenni AI in writing can make students as writers become over-reliant of using it, hence being lazy and too attached. Second, this study highlighted that Jenni AI can reduce students’ creative writing because the ideas provided on Jenni AI are monotonous and staged. Lastly, this study discovered the use of Jenni AI in writing appears to make a writing task inauthentic, dull, also bland that will lower students’ authorial voice. These findings highlight a critical tension between efficiency and creativity. While Jenni AI facilitates faster and more structured writing, over-reliant may reduce students’ cognitive engagement and limit opportunities for independent idea generation. This suggests that AI writing tools should function as supportive assistants rather than replacements for students’ thinking processes.

Furthermore, this study recommends lecturers to provide clear and structured guidelines on the ethical and practical use of AI-writing assistants that can be effectively implemented by the students. This includes setting boundaries for AI use, promoting academic integrity (e.g., avoiding plagiarism), and encouraging students to maintain their authorial voice in writing. Unfortunately, this study is limited by its small sample size and single research context, restricting the generalizability of the findings. Future research

should involve more diverse participants, multiple contexts, varying proficiency levels, and comparative analyses of different AI writing tools to provide a more comprehensive understanding of AI integration in writing instruction and to obtain external validity. Therefore, further research that could fill the limitations of this study would provide such more comprehensive and complete picture of AI-powered writing assistant apply, use, and effectiveness in a language learning especially writing.

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