

THE BENEFITS AND LIMITATIONS OF USING AI IN LEARNING ENGLISH WRITING SKILL

Ramalda Salisa

Faculty of Teacher Training and Education
Universitas Ibn Khaldun
maldasa33@gmail.com

ABSTRAK

Kemampuan menulis dalam bahasa Inggris sangat penting dalam konteks akademik dan profesional, namun banyak mahasiswa mengalami kesulitan seperti kurang percaya diri, lemahnya tata bahasa, dan pengorganisasian ide. Penelitian ini bertujuan untuk mengeksplorasi manfaat dan keterbatasan penggunaan teknologi AI, khususnya Gemini AI, dalam mendukung keterampilan menulis bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif studi kasus terhadap 10 mahasiswa semester 8 yang telah menggunakan Gemini AI selama satu semester. Data dikumpulkan melalui angket tertutup dan wawancara semi-terstruktur. Hasil menunjukkan bahwa Gemini AI membantu siswa dalam menghasilkan ide, menyusun paragraf dengan logis, memperkaya kosakata, serta mengurangi kesalahan gramatikal dan mekanikal. AI ini juga mendukung semua tahapan proses menulis, termasuk perencanaan, drafting, revisi, editing, dan publikasi. Meski demikian, beberapa keterbatasan ditemukan, seperti kesalahan informasi, kurang mendukung pemikiran kritis, serta kekhawatiran terhadap privasi data. Dengan demikian, Gemini AI dapat menjadi alat bantu efektif dalam pembelajaran menulis bahasa Inggris jika digunakan secara bijak.

Kata kunci: AI, keterampilan menulis, Gemini AI, pendidikan bahasa Inggris, proses menulis

ABSTRACT

Writing in English is essential for academic and professional purposes, yet students often face challenges such as lack of confidence, poor grammar, and difficulty organizing ideas. This study explores the benefits and limitations of using artificial intelligence (AI), particularly Gemini AI, to support English writing skills. Employing a qualitative case study approach, ten eighth-semester students who used Gemini AI for one semester were studied through closed-ended questionnaires and semi-structured interviews. Results indicated that Gemini AI enhanced idea generation, paragraph structure, vocabulary usage, and reduced grammar and mechanics errors. It also supported the full writing process: planning, drafting, revising, editing, and publishing. However, some drawbacks were identified, including occasional inaccuracy, limited support for critical analysis, and data privacy concerns. Thus, while Gemini AI is a valuable aid for improving English writing skills, it must be used mindfully to foster independent and critical writing.

Keywords: AI, writing skill, Gemini AI, English learning, writing process

INTRODUCTION

Writing is a fundamental skill in English language learning that requires not only linguistic competence but also critical and logical thinking. In academic settings, writing serves as a means for students to express their understanding of content, construct coherent arguments, and communicate ideas clearly and persuasively (Hyland, 2018). Despite its importance, many university students continue to face difficulties in

mastering writing due to limited practice, insufficient feedback, and struggles with grammar, vocabulary, and idea organization (Richards & Renandya, 2002). These challenges highlight the need for innovative teaching strategies and tools that can better support learners in developing their writing competence.

Recent advancements in artificial intelligence (AI) have introduced promising tools to enhance writing instruction. One of the most

notable is Gemini AI, developed by Google DeepMind, which provides real-time feedback, grammar correction, vocabulary suggestions, and assistance with text structure (Nguyen, 2024; Dwivedi et al., 2021). These features allow students to revise their work more effectively and efficiently, often without waiting for instructor feedback. AI can also act as a personalized tutor, offering targeted suggestions that address specific writing weaknesses. Research has shown that the use of AI tools in writing can increase student confidence, support idea development, and improve writing fluency (Azmi & Fithriani, 2025). Furthermore, AI encourages self-revision and fosters autonomy, which are essential components of becoming a proficient writer. However, despite these benefits, concerns remain regarding over-reliance on AI, the potential for inaccuracies or generic feedback, and ethical issues related to data privacy and original thought (Bender et al., 2021).

This study aims to explore both the benefits and limitations of using AI, specifically Gemini AI, in learning English writing skills among university students. The focus is on students in their final semester who have used Gemini AI consistently in their academic writing tasks. By examining their experiences, this study seeks to provide educators and learners with a more comprehensive understanding of how AI can be integrated into writing instruction to support, rather than replace, essential skills such as critical thinking, creativity, and independent writing ability. Additionally, the study contributes to the growing body of research on AI-assisted language learning by providing insight into how students interact with AI tools in real academic contexts. Understanding these interactions can inform the design of more effective instructional practices and guide the responsible adoption of AI technologies in education. Ultimately, this research seeks to balance the promise of innovation with the enduring need for human judgment, intellectual engagement, and pedagogical integrity in the teaching of writing.

METHOD

This study employed a qualitative case study approach to investigate the benefits and limitations of using Gemini AI in learning English writing skills. A qualitative method was chosen to

gain an in-depth understanding of students' experiences, perceptions, and interactions with the AI tool in a real academic setting. The research focused on ten eighth-semester students from the English Education Program at the Faculty of Teacher Training and Education, Universitas Ibn Khaldun Bogor. These participants were selected using purposive sampling, based on their active use of Gemini AI throughout one academic semester, from September 2024 to February 2025. This approach allowed for detailed and context-specific analysis of how the AI tool influenced their writing development.

Data collection was carried out using two primary instruments: closed-ended questionnaires and semi-structured interviews. The questionnaires featured binary-choice items ("Agree" and "Disagree") to obtain measurable insights into students' views on the impact of Gemini AI on various aspects of writing, such as grammar, vocabulary, coherence, and confidence. The semi-structured interviews provided opportunities for participants to elaborate on their responses, share personal experiences, and clarify their attitudes toward the tool's effectiveness and limitations. Data were analyzed using the Miles and Huberman model, which includes three main stages: data reduction, data display, and conclusion drawing/verification. This analytical model helped the researcher focus on relevant data, organize it thematically, and derive valid conclusions through cross-comparison of findings from both instruments. The integration of multiple data sources ensured the credibility and depth of the study's outcomes.

RESULT AND DISCUSSION

This section presents the research findings and their discussion, focusing on the benefits and limitations of using Gemini AI in learning English writing skills among university students. The data were gathered through closed-ended questionnaires and semi-structured interviews and analyzed using qualitative techniques. The findings are organized into four thematic categories: general benefits, benefits related to components of writing, benefits related to the writing process, and limitations of using Gemini AI.

General Benefits of AI in Writing

The majority of participants reported increased confidence and fluency in their writing after using Gemini AI. The AI's immediate feedback enabled students to identify and correct errors independently, enhancing their autonomy and reducing anxiety in the writing process. Many students also felt that the AI helped them express ideas more clearly and write more effectively. These findings align with the argument that AI tools can support learner independence and self-correction (Nguyen, 2024).

Benefits Related to Components of Writing

Gemini AI provided significant support in improving specific writing components such as idea development, vocabulary choice, paragraph organization, grammar accuracy, and mechanics including punctuation and capitalization. Students mentioned that the tool helped them construct logical arguments, develop more structured paragraphs, and use more accurate language. This supports the writing frameworks proposed by Hughes (2003) and Harmer (2004), which emphasize the importance of content, organization, grammar, vocabulary, and mechanics in developing effective writing skills.

Benefits Related to the Writing Process

The use of Gemini AI also assisted students throughout the entire writing process: planning, drafting, revising, editing, and publishing. Students acknowledged that the tool helped them generate ideas during planning, organize their thoughts in drafting, and improve clarity and accuracy during the revision and editing stages. As a result, they felt more confident in submitting their final work. These findings reinforce Harmer's (2004) writing process model, showing that AI can play a facilitative role in each stage of writing.

Limitations of AI

Despite its many advantages, some limitations of Gemini AI were noted. A few students experienced instances where the AI provided feedback that was too general or occasionally inaccurate. Additionally, it was less helpful in tasks that required deeper critical analysis or personal reflection. Privacy concerns were also raised, especially when writing involved sensitive

or personal content. These findings echo the concerns expressed by Bender et al. (2021), who emphasize the ethical and practical limitations of relying on AI in educational contexts.

In conclusion, while Gemini AI offers substantial benefits in enhancing writing skills, its limitations suggest that it should be used as a complementary tool rather than a replacement for critical thinking and human feedback in academic writing.

CONCLUSION

Gemini AI has proven to be effective in enhancing students' English writing skills, particularly in terms of content, organization, vocabulary, and mechanics. However, its use must be accompanied by an awareness of its technological limitations, including the risk of overreliance, information accuracy, and data security. AI should serve as a supportive tool, not a replacement for students' critical thinking and originality. Therefore, educators should provide proper guidance to ensure that the use of AI aligns with learning objectives. Students must also remain active in developing their writing skills independently without fully depending on technology. With wise and balanced use, Gemini AI can become a valuable learning partner that supports the holistic development of writing proficiency.

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