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The High School Students' Perceptions of the Use of Google Gemini in Improving Writing Skills

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Abstract. This research aimed to describe students' perceptions of the use of Google Gemini in improving writing skills, as well as identify the advantages and disadvantages of using Google Gemini in improving writing skills. This study used qualitative descriptive research design. The participants of this study were 54 high school students who took an Essay Writing course in the first semester. The data were collected by using closed and open questionnaires, as well as interviews, and then analyzed qualitatively. The results showed that 1) 80% of students had positive perception towards the use of Google Gemini; they felt that after using Google Gemini their writing skills had improved. However, 20% of the students claimed that Google Gemini did not affect their writing skills, 2) Google Gemini provided three advantages to students; first Google Gemini facilitated the generation of ideas or topics for composing English essays, second Google Gemini enhanced the efficiency of the overall writing process, and third Google Gemini supported the production of text with accurate grammar and spelling, 3) there were three disadvantages of using Google Gemini. Firstly, Google Gemini diminished students' creativity in composing English essays, the use of Google Gemini fostered laziness and overreliance on Google Gemini, and Google Gemini occasionally generated inaccurate or unreliable textual output.

Keywords: *Google Gemini, Advantages, Disadvantages, Student's Perception, Writing Skills*

INTRODUCTION

In the growing digital age, education faces the challenge of digital transformation that impacts universities and other educational institutions [1]. One of the significant innovations in recent years is the emergence of artificial intelligence (AI), which has attracted much attention for its potential to revolutionize educational practices [2]. Based on Ngo [3], AI applications like Chat GPT, developed by OpenAI, are gaining popularity in educational settings offering promising prospects for improving learning experiences, especially in writing skills.

Chat GPT, an AI-powered chatbot, stands out for its ability to automatically generate text in response to user input, catering to formal and informal writing contexts [4]. Previous research showed that university students often use AI applications such as ChatGPT to help them in essay writing tasks, and they view it as a helpful tool that facilitates an enjoyable writing experience while providing time-saving benefits and personalized feedback [3], [5], [21].

It is worth emphasizing that English education programs, essay writing classes are commonly essential and mandatory components of the curriculum. Students enrolled in this course-particularly those in higher education-are already in a more advanced phase of developing their writing abilities. As a result, their perspectives on using AI tools like Google Gemini in academic settings can offer meaningful insights into both difficulties and the opportunities they encounter throughout their writing development.

However, it is important to recognize that Google Gemini and similar generative AI technologies are tools to support learning rather than primary sources of knowledge [6], [22]. Concerns have been raised about students' ability to discern the quality and authenticity of information generated by such platforms, especially in an academic environment, where critical thinking and source evaluation are essential [3]. This highlighted the continuing discussion about how effective and ethically appropriate it is to incorporate AI into educational activities, particularly for learners who face challenges in developing writing skills.

The ongoing discourse surrounding the incorporation of AI technologies such as Google Gemini into educational settings prompted the researcher to undertake this investigation. The purpose of this study is to examine high school students' perceptions and live experiences concerning Google Gemini's influence on their writing competence. By delving into learners' viewpoints, this research endeavors to elucidate the multifaceted dynamics involved in integrating AI-driven tools such as Google Gemini within higher

education. Beyond enriching the understanding of the pedagogical benefits and potential drawbacks of AI-assisted learning, this study also offers critical insights for educators, academic institutions, and students alike.

By articulating students' perceptions of employing Google Gemini in the context of academic writing, this study seeks to illuminate their viewpoints on the use of Google Gemini in developing writing proficiency, including its advantages and disadvantages. Ultimately, the research findings are expected to support more informed scholarly dialog and enable evidence-based decision-making concerning the integration of AI technologies into educational practices.

To effectively address the aims of this investigation, the following three research questions have been articulated:

What is the student's perception of the use of Google Gemini in improving writing skills?

What are the advantages of using Google Gemini in improving writing skills?

What are the disadvantages of using Google Gemini in improving writing skills?

METHODS

This research used a qualitative research design [23]. Qualitative research focuses on comprehending phenomena through the perception of the study's human participants. A descriptive qualitative study is designed to collect data about a phenomenon. This research aimed to describe students' perceptions of the use of Google Gemini in writing skills, as well as identify the advantages and disadvantages of using Google Gemini in writing skills. The participants of the study were 54 high school students in Indonesia who took an Essay Writing course in the first semester. In collecting the data, the researcher used closed and open questionnaires and semi-structured interviews. The questionnaire and interviews were presented in Indonesian to reduce the potential for misinterpretation due to varying interpretations. In analyzing the data, the researcher used qualitative analysis and used three stages of technique in data analysis, 1) Data Reduction, 2) Data Display, and 3) Drawing Conclusion. In terms of data validity, the researcher and methodological triangulation and source triangulation.

RESULTS AND DISCUSSION

Results

The Students' Perception of The Use of Google Gemini in Writing Skills

Google Gemini Improved Students' Writing Skills

Drawing from the results of the close-ended questionnaire, the researcher determined that 55.93% of the students perceived an enhancement in their writing abilities following the use of Google Gemini. Moreover, 23.73% of the students reported a substantial improvement in their writing proficiency. These outcomes were further corroborated by the responses gathered from the open-ended questionnaire. Students perceived an improvement in their writing proficiency through the use of Google Gemini, as the tool assisted them in generating new ideas and accessing lexical and syntactic references. Its support in conceptual development rendered the process of composing essays both more manageable and intellectually stimulating.

SF 4: "Because utilizing Google Gemini enables me to identify and elaborate on ideas with greater ease."

The findings from both the closed- and open-ended questionnaires were further substantiated by the interview data. The researcher discovered that several participants perceived an enhancement in their writing proficiency after utilizing Google Gemini. This improvement was attributed to the increased grammatical accuracy of their sentence structure and the greater interest and persuasiveness reflected in the topics they produced compared to their earlier work.

SF 16: "The change I experienced after using Google Gemini is that now the sentence structure in my writing is easier to understand than before."

Her statement indicated that the syntactic organization of her writing had become more grammatically precise, thereby enhancing the overall quality and clarity of her work.

Google Gemini Did Not Improve Students' Writing Skills

Based on the results of the closed-ended questionnaire, the researcher identified that 16.95% of the students perceived no change in their writing proficiency after using Google Gemini, while an additional

3.39% reported no significant impact. These outcomes were corroborated by the responses from the open-ended questionnaire. Students indicated that Google Gemini did not influence their writing development because they primarily relied on it only when facing imminent assignment deadlines. Moreover, some students merely replicated the text generated by Google Gemini, which consequently prevented any meaningful advancement in their abilities.

SM 2: “When I use Google Gemini, I tend to adhere closely to the text it generates, which results in my writing skills remaining unchanged, as I have become overly dependent on the tool.”

The findings from the closed- and open-ended questionnaires were further reinforced by the interview results. The researcher observed that participants felt Google Gemini did not enhance their writing proficiency, rather, they perceived it merely as a tool that enabled them to complete their writing tasks more rapidly.

SM 5: “The use of Google Gemini merely facilitates the quicker completion of my writing tasks, whereas my actual writing proficiency remains unchanged.”

The participant’s remark indicated that Google Gemini functioned primarily as a task-completion aid rather than a tool that fostered genuine skill development. Although the technology streamlined the writing process-making it faster and more convenient-it did not contribute to meaningful improvements in the students’ underlying writing competence. In other words, the participant recognized a performance benefit but perceived no developmental benefit. This suggested that reliance on Google Gemini supported productivity but did not necessarily promote deeper learning, critical thinking, or the mastery of fundamental writing abilities.

The Advantages of Using Google Gemini in Improving Writing Skills

The Use of Google Gemini Facilitated the Generation of Ideas or Topics for Composing English Essays

Based on the results of the closed-ended questionnaire, the researcher determined that 94.9% of the students agreed that Google Gemini assisted them in generating ideas or selecting topics for essay writing. The tool helped students surmount challenges associated with identifying suitable themes or concepts for their compositions. These findings were corroborated by the open-ended questionnaire, in which students reported that Google Gemini not only facilitated the emergence of ideas but also supported the further development of those ideas.

SM 9: “In my view, the benefits of employing Google Gemini in writing include its ability to generate new ideas and help overcome challenges encountered when one becomes stalled in the essay writing process…”

The results from the closed- and open-ended questionnaires were further substantiated by the interview findings. These collectively indicated that Google Gemini assisted students in generating ideas and conceptual frameworks, and also served as a useful reference point during the writing process.

SF 6: “In my view, the primary advantage of utilizing Google Gemini lies in its capacity to generate preliminary ideas for my writing, while also functioning as a reference point for the text I intend to produce.”

The participant’s statement indicated that Google Gemini served as an initial catalyst for idea generation and operated as a referential guide throughout the writing process. This suggested that the tool functioned not only as a source of conceptual inspiration but also as a structural and linguistic model that informed the students’ written output. Consequently, Google Gemini was perceived to have supported the early stages of composition and shaped the students’ approach to organizing and developing their ideas.

The Use of Google Gemini Enhanced the Efficiency of the Overall Writing Process

Drawing from the closed-ended questionnaire, the researchers found that over half of the participants (55.93%) strongly agreed, and an additional 35.59% agreed, that the use of Google Gemini increased the efficiency of the writing process. With the suggestions and ideas supplied by Google Gemini, students were able to complete their writing tasks more rapidly. These results were further corroborated by the open-ended questionnaire, which revealed the students perceived Google Gemini as facilitating a faster and more accurate writing process.

SM 13: “Because through Google Gemini, I found the writing process to be highly supportive and considerably more efficient, enabling me to manage my writing time more efficiently.”

SF 7: “With regard to writing, the primary advantage of employing Google Gemini is that it significantly reduces and streamlines the amount of time required to complete a task, as I no longer need to devote extensive effort to determining an appropriate topic for discussion…”

The results from the closed- and open-ended questionnaires were further substantiated by the interview data, which indicated that the use of Google Gemini accelerated students' writing processes by enabling them to more readily locate relevant topics and supporting information.

The Use of Google Gemini Supported the Production of Texts with Accurate Grammar and Spelling

Based on the closed-ended questionnaire, the researcher identified that over half of the participants (55.93%) strongly agreed, and an additional 33.90% agreed, that Google Gemini assisted them in producing grammatically accurate and correctly spelled writing. These results were corroborated by the open-ended questionnaire, wherein students reported that Google Gemini facilitated greater grammatical precision and orthographic accuracy, thereby enabling them to construct more coherent, well-structured texts while minimizing spelling errors.

SF 18: "Responses generated by Google Gemini are typically articulated and organized with clarity, and their structural and grammatical coherence assists me in avoiding spelling errors."

SF 10: "In the context of writing, Google Gemini serves as a valuable reference for guiding my organization of vocabulary structures, and grammatical forms."

The results of the closed- and open-ended questionnaires were further reinforced by the interview findings, which demonstrated that Google Gemini assisted students in accessing linguistic references for constructing grammatically appropriate sentences. Additionally, Google Gemini supported students in producing texts with improved grammatical accuracy and organizational structure, thereby enhancing the overall coherence of their writing.

The Disadvantages of Using Google Gemini in Improving Writing Skills

The Use of Google Gemini Diminished Students' Creativity in Composing English Essays

Based on the closed-ended questionnaire, the researcher found that 52.54% of students agreed that the use of Google Gemini could diminish their creativity in essay writing. These findings were corroborated by the open-ended questionnaire. The use of Google Gemini tended to constrain the range of perspectives students selected, as they often adhered to the suggestions generated by the tool. Consequently, students risked weakening their capacity for independent creative thinking in developing their own compositions, ultimately leading to decline in their overall writing creativity.

SM 19: "Employing Google Gemini may diminish my creative capacity in writing and consequently lower the overall quality of my work."

SF 1: "...Google Gemini also diminished my capacity for critical thinking, as I relied exclusively on the tool during the writing process."

The findings from closed- and open-ended questionnaires were further substantiated by the interview results, which revealed that reliance on Google Gemini could diminish students' critical engagement in writing, as they depended exclusively on the tool.

The Use of Google Gemini Fostered Laziness and Overreliance on the Tool

Drawing on the closed-ended questionnaire, the researcher identified that 59.32% of students agreed that the use of Google Gemini fostered laziness and dependence among learners. These results were corroborated by the open-ended questionnaire, in which students reported that Google Gemini encouraged passively when completing assignments, as they had become overly reliant on the tool to expedite the writing process.

SF 29: "Utilizing Google Gemini renders me less motivated when completing assignments from teachers, fosters a sense of dependency and leads to an overreliance on the tool for tasks such as writing essays, producing articles, preparing journal entries, and completing other academic work."

SF 17: "From my perspective, Google Gemini encourages a preference for immediate solutions and diminishes my inclination to engage in thoughtful, independent reasoning when writing or completing other academic tasks…"

The findings from the closed- and open-ended questionnaires were further reinforced by the interview results, which indicated that excessive reliance on Google Gemini could lead students to favor immediate, effortless solutions as a consequence of their growing dependency on the tool.

The Use of Google Gemini Occasionally Generated Inaccurate or Unreliable Textual Output

Based on the closed-ended questionnaire, the researcher identified that 67.79% of the respondents agreed that Google Gemini did not consistently generate text that aligned with their intended meaning and

occasionally produced inaccurate information. These findings were corroborated by the open-ended questionnaire, in which students noted that Google Gemini sometimes offered responses lacking transparent source attribution, thereby resulting in information that was unreliable or imprecise.

SF 22: “In my experience with Google Gemini, the outputs it generated were not accompanied by verifiable references that could be deemed fully reliable.”

SM 15 : “On certain occasions, Google Gemini’s responses are delivered without accompanying citations, thereby generating uncertainty regarding the veracity and reliability of the information presented.”

The results derived from both the closed- and open-ended questionnaires were further corroborated by interview data. Students indicated that Google Gemini’s responses were occasionally presented without supporting references, thereby generating uncertainty regarding the credibility and accuracy of the information provided.

Discussion

The study revealed that 80% of the participants held a favorable perception, asserting that Google Gemini contributed to the enhancement of their writing proficiency. This positive evaluation stemmed from their perceived improvements attributable to the tool’s assistance. Conversely, 20.34% of the students reported a differing view, indicating that Google Gemini did not facilitate any advancement in their writing skills. They contended that the tool merely enabled them to complete assignments without fostering substantive development in their writing competence.

This result corresponds with the study conducted by Marini et al. [7], which demonstrated that the majority of students at Universiti Teknologi MARA (UiTM) in Malaysia perceived ChatGPT as a tool capable of enhancing their writing proficiency. Their belief stemmed from ChatGPT’s ability to identify and correct grammatical inaccuracies, thereby supporting the development of students’ writing competence. Similar conclusions were reported by Ali et al. [8] and Zebua [9] who asserted that ChatGPT generally fosters students’ motivation to advance their English reading and writing abilities.

Favorable perceptions of Artificial Intelligence (AI) tools are further corroborated by findings from Toar et al. [5] who reported that the majority of university students in Hong Kong hold positive attitudes toward the integration of AI in the development of writing skills. Conversely, research by Chan and Hu [10] revealed a far more multifaceted landscape of student perspectives in higher education, indicating that learners expressed both affirmative and apprehensive views. Their reservations encompassed issues of reliability, data privacy, and the broader implications of AI for personal growth, future professional trajectories, and societal values.

In this study, the researcher found three principal advantages of employing Google Gemini as Artificial Intelligence (AI) tool to support writing proficiency were identified: 1) its capacity to facilitate students’ generation of ideas or topics for essay composition, 2) its contribution to enhancing the efficiency of the writing process, and 3) its role in assisting learners in producing text with accurate grammar and spelling. These outcomes align with the finding of Ngo [3], who demonstrated that ChatGPT provides Vietnamese students with notable benefits, including time efficiency, access to a wide range of information, individualized guidance and feedback, and substantive support in generating ideas for written work.

The investigations undertaken by Wahyuddin et al. [24] and Xiao [11] further corroborate the findings of the present study, indicating that a key advantage of AI tool lies in its capacity to assist both Chinese University students and learners at Muhammadiyah University of Parepare in generating ideas or selecting topics for written tasks. Their research highlights that one of the primary benefits of AI tools is its utility in supporting brainstorming processes. The integration of AI tools into academic writing activities can enhance students’ cognitive engagement, deepen their understanding of essay structure and stylistic conventions, and foster creativity in the development and refinement of their writing skills.

Another significant advantage of employing Google Gemini is its capacity to streamline and enhance the efficiency of the writing process. The findings of this study are congruent with those reported by Huang and Tan [12], Imran and Lashari [13], and Nguyen [14], who similarly observed that although writing is inherently time-intensive, the integration of AI-driven tools can substantially accelerate the process. Google Gemini’s capability to autonomously generate preliminary content enables writers to focus on subsequent stages of refinement and revision. Moreover, educators at Van Lang University reported that AI-driven tools effectively reduced the time and effort required across multiple phases of writing instruction.

The findings of his study further indicate that Google Gemini facilitates students’ ability to produce grammatically accurate and orthographically correct written work. This conclusion aligns with the results

reported by Ningrum [15] and Zulfa et al. [16], who demonstrated that AI-driven platforms are effective in identifying and rectifying grammatical and spelling inaccuracies in students' compositions at Islamic Universities in Indonesia. By offering precise grammatical guidance and spelling recommendation, it substantively supports students in generating linguistically accurate written texts.

Nevertheless, the researcher also identified three principal drawbacks associated with the use of Google Gemini in the development of writing skills: 1) diminished student creativity in composing essays, 2)increased learner passivity and dependency on the tool, and 3) the occasional generation of inaccurate or unreliable content. These results correspond with the findings of Imran and Lashari [13], Marzuki et al. [17], and Shidiq [4], who likewise contend that the integration of AI technologies may adversely affect students' creative capacities in writing. This conclusion is further corroborated by Nguyen [14], whose study revealed that EFL teachers at Van Lang University perceived the excessive use of AI-driven tools as potentially detrimental to learners'critical thinking and probe-solving abilities.

This result aligns with the study conducted by Rahma and Fithriani [18], which identified a significant risk of student dependency arising from the use of AI tools. Their findings indicate that EFL teachers in Indonesia are increasingly concerned that learners may become overly reliant on AI tools, thereby undermining their capacity to write autonomously and cultivate long-term, self-sustaining writing competencies. Moreover, imprudent or excessive use of AI tools may foster learner complacency and even encourage academic dishonesty.

Nevertheless, the findings of this study diverge from those reported by Agustini [19], who concluded that ChatGPT can enhance learners' self-directed learning within the framework of the Merdeka Belajar Curriculum. Agustini argues that the individualized assistance afforded by ChatGPT enables students to assume greater control over their learning trajectories, thereby fostering self-efficacy and cultivating the competencies required for autonomous learning. This discrepancy likely stems from the differing foci of the two studies: the current research examines the use of AI tools specifically in relation to writing proficiency, whereas Agustini's investigation centers on learners autonomy within the Independent Learning Curriculum, which highlighted the beneficial dimensions of AI tools integration.

Another notable drawback is the potential for Google Gemini generated text to contain inaccurate or misleading information. The findings of this study align with the research conducted by Liu [6] and Shoufan [20], who demonstrated that despite AI tools' capacity to produce human-like responses, the system remains susceptible to generating erroneous or imprecise content. Students at both Khalifa University and various Chinese Universities similarly acknowledged the model's tendency to provide unreliable information and responses. Consequently, learners are advised to employ AI-driven tools judiciously and to critically evaluate the credibility and veracity of the source and content it produces.

CONCLUSION

Drawing upon the study's findings, the majority of participants expressed a favorable perception of Google Gemini, recognizing it as an effective instrument for enhancing their writing proficiency, with 80% indicating a substantial improvement. Conversely, 20% of students perceived Google Gemini as aiding primarily in the completion of assignment rather than contributing meaningfully to the advancement of their writing skills. The study identified three advantages of Google Gemini for students: it facilitated the generation of ideas or topics for composing English essays, enhanced the efficiency of the overall writing process, and supported the production of texts with accurate grammar and spelling. Nevertheless, the researcher also identified several disadvantages associated with Google Gemini, including its potential to diminish students' creativity in composing English essays, foster laziness and overreliance on Google Gemini, and occasionally generate inaccurate or unreliable textual output. Therefore, although Google Gemini has demonstrated considerable utility in supporting the development of writing skills, addressing these shortcomings remains essential to ensure its effective and responsible integration within educational practice.

A key limitation of this study lies in its restricted scope, as it exclusively examined students enrolled in one of the High Schools in Indonesia. Consequently, these findings may have limited generalizability and may not be fully applicable to wider student populations or diverse educational settings. Moreover, the study's dependence on self-reported data from students may introduce response biases or potential inaccuracies, thereby limiting the precision with which Google Gemini's actual impact on writing proficiency can be evaluated. The study's relatively brief duration may fail to capture long-term outcomes or shifts in students' perceptions and patterns of Google Gemini usage over an extended period. Future investigations may mitigate these limitations by enlarging the sample size, broadening the demographic diversity of participants, and implementing longitudinal research designs to observe students' developmental trajectories and evolving attitudes toward AI tools such as Google Gemini. Going forward,

teachers must counterbalance this issue by developing more adaptive and responsive instructional materials. Coursework should prioritize the cultivation of accurate information use and critical thinking skills, thereby encouraging students to employ Google Gemini as a supplementary resource rather than a dependency. Furthermore, collaboration among educators is essential for formulating best practices and comprehensive guidelines that support the effective incorporation of Google Gemini into writing instruction, ensuring that ethical considerations and pedagogical approaches remain aligned with broader education objectives. By addressing these implications, educators can leverage the pedagogical potential of Google Gemini while mitigating its associated challenges in fostering students' writing development within higher education.

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