

Use of Artificial Intelligence Applications (AI Apps) in the Academic Writing of Grade 11 Students: A Narrative Inquiry

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Abstract

The primary objective of this study is to identify the experiences and the challenges encountered by the Grade 11 students in using artificial intelligence applications when it comes to academic writing and their coping mechanisms. This study used the qualitative research approach and narrative-inquiry design in identifying the general findings of the study. The study focused to nine (9) Grade 11 students (three per strand) enrolled in different academic strands namely: Science, Technology, Engineering, and Mathematics (STEM), Accountant, Business, and Management (ABM), and the Humanities and Social Sciences (HUMSS) for the school year 2024-2025. The study used semi-structured interview guide questionnaire and used the Colaizzi's method of data analysis in interpreting and analyzing data gathered. The results showed that most of the students became over-reliant in using artificial intelligence applications in their academic writing thus, also noted the reliability and accuracy of the information given by the AI chatbots. Moreover, results showed also that information through artificial intelligence applications are easy to access and straight to the point whenever user prompted. The study also highlighted the coping mechanisms practiced by the students such as enrichment of the information, paraphrasing and summarizing, and the development of writing skills. There are implications in terms of utilizing artificial intelligence applications all throughout in the writing process of the students ranging from formulating own statements, applying analyzation skills, and being creative. In general, the use of AI applications helps student's learning process to gain knowledge but uplifts ethical practices at all times.

Keywords: Artificial Intelligence Applications, Academic Strands, Academic Writing, Challenges, Coping Mechanisms, Experiences.

Introduction

Technology advancement has been a stepping stone for every individual to make things easy and accessible. One of the technological advancements that slowly takes part in the real-world is the concept of artificial intelligence. Artificial intelligence becomes the tool for many students as they rely most of their academic paper in the existence of this technological advancement. Artificial intelligence (AI) is perhaps the oldest field of computer science and very broad, dealing with all aspects of mimicking cognitive functions for real-world problem solving and building systems that learn and think like people [1]. Artificial intelligence is the study of intelligent machines and software

that can reason, learn, gather knowledge, communicate, manipulate and perceive the objects [2]. With the development of AI applications, it has been beneficial to students when it comes to their academic performance. AI has been a reliable tool in making academic writing for some students as it helps them generate ideas that are fluent and relevant to what is needed.

The integration of technology and artificial intelligence into educational environment has begun and performing high-level cognitive skills such as the production, analysis, and synthesis of information through technological means has created a new paradigm, and education should take advantage of its positive

aspects by utilizing this emerging paradigm [3]. However, this study was not able to mention how the augmentation of artificial intelligence application can be crucial to the academic writing of students thus making this study unable to fill in the gap [4]. Also highlighted that AI was found to enhance students' writing abilities, self-efficacy, and understanding of academic integrity. However, some students expressed concerns about potential impacts on creativity, critical thinking, and ethical writing practices.

In this study, the researcher determined how does the use of artificial intelligence application affects the academic writing of Grade 11 students. With the ever-growing need and change in the technology, it is a must to identify and know how artificial intelligence plays a big role in academic writing of the students and offer new knowledge and information that will be beneficial in the long run. Thus, the results were beneficial to the educators and students providing them sufficient evidences that relying then and now to the use of chatbots could affect their chain of thoughts in the long run if not practiced and applied correctly.

Statement of the Problem

For the time-being of the study, it was determined on how does the use of artificial intelligence applications affect the academic writing of Grade 11 students. Specifically, the study aims to answer the following questions:

1. What are the experiences of Grade 11 students in using artificial intelligence applications?
2. What are the challenges encountered by the Grade 11 students in using artificial intelligence applications?
3. What are the coping mechanisms adapted by the Grade 11 students to address challenges in using artificial intelligence applications?
4. What intervention program can be proposed to address students' academic integrity due to use of artificial intelligence applications?

Literature Review

The Experiences of Students in Using Artificial Intelligence Applications

Recent studies highlight that while many students view AI tools as an optimistic move in the educational landscape and context which includes chatbots, growing concerns about its perennial effects exist [5]. More than half had a positive view of using artificial intelligence applications in education yet others also expressed their concerns about how they might affect learning in the future. From the study of found that AI helps students' academic performance such as writing, confidence, and understanding academic integrity [20]. However, some students expressed concerns in areas like creativity, critical thinking, and ethical writing. Therefore, AI is a powerful tool in education and it is a collaboration with humans wherein one of its goals is to be a support learning tool.

The integration of AI in the Philippine educational context offers a multitude of opportunities for enhancing the overall learning experience [6]. AI provides accurate, real-time feedback and creates better ways for students to demonstrate their learning [7]. Revealed that AI tools improve student's knowledge retention and skill development by offering personalized and interactive self-study experiences. Likewise, highlighted that advanced AI

technologies like ChatGPT create new ways to improve learning and support students grow in evolving digital education environment. Overall, AI helps individual learning needs and back-ups students express themselves more effectively [8].

The Challenges Faced and Encountered by Students in Using Artificial Intelligence Applications

According to study the of explored both the pros and cons of using ChatGPT in education [9]. They found out that artificial intelligence application supports research, grading, and teaching thus it can improve students' retention in learning. However, concerns were also noted such as online security, plagiarism, job loss, literacy gaps, and privacy issues. Conversely, risks such as privacy breaches, misuse, bias, misinformation, decreased human interaction, and accessibility issues were identified [9].

Based on the study highlighted by ethical concerns in using AI in education such as data transparency and authenticity of information were stressed out [10]. Although AI makes work easier and more efficient, reliability and genuineness of information is also put into context. This also supported from the study of wherein students reiterated some potential concerns of using artificial intelligence such as creativity, critical thinking, and writing process [4]. According to in the emergence of artificial intelligence within the academe, the studentry tends to be reliant on utilizing technological tools to alleviate the difficulty of the workload they must comply with [11]. Students' competency is being compromised in terms of writing skills, creativity, and critical thinking due to over-reliance. The concerns about information leakage and security risks must be addressed to build trust among teachers and students [12].

Based on it was found out that artificial intelligence applications such as ChatGPT may hinder the development of transferable skill such as teamwork, problem-solving, and leadership that potentially reduce collaborative learning experiences [13]. Based on the study conducted it was found out that there is significant relationship between the challenges faced by the students in their university on using artificial intelligence applications to their learning experience [14]. Key issues include privacy, ethics, over-reliance on AI, and lack of content understanding, all of which can impact student performance and have long-term effects.

identified salient challenges of AI in higher education which includes accuracy, implementation, and impact on learning [15]. Added that AI can lead to academic dishonesty, such as plagiarism and contract cheating, as students solely depend on AI for writing – pointing the need for measures to address these issues [16].

Coping Mechanisms of the Students in Using Artificial Intelligence Applications

As the technology begins to slowly take place in the context of education where every individual utilizes and maximizes its features, there are also concerns that need to be addressed. According to Zhao, X. suggestions for coping tactics include adjusting course standards; creating a scientific textbook structure; expanding the availability of high-quality AI instructors; and promoting fundamental AI education through multi-agency collaboration [17]. Students should always credit their sources

and be honest about the origin of their work. Educators must emphasize the importance of academic integrity and establish clear guidelines for using AI writing tools in a responsible manner according to Elise V. Educators should set clear guidelines for responsible AI use in writing, ensuring that AI corroborates with human instruction without replacing human element in education [18].

According to Khalifa and Albadawy highlighted the importance of balancing human and AI insight in academic writing to ensure authenticity and credibility [19]. Uplifting ethical use and transparent use of data information must be practiced and observed in order for the ideas to be valid and applicable. Moreover, the study stresses that while AI enhances efficiency and analytical skills, it should not overstep human's creativity and critical thinking. As the technology continues to advance and innovations are everywhere, such coping mechanisms should also be highlighted and put into context. According to the study conducted by Fabro, R. et.al. educational institutions can benefit from integrating artificial intelligence literacy and training programs to curricula by equipping students' skills to navigate AI tools effectively [20].

Scaffolded assessment strategy can foster and assist comprehension, promote proper citation processes, and reduce the chances the chances of plagiarism, by organizing summative activities into formative methods [21]. Having and providing proper assistance and guidance to students who are experiencing challenges when it comes to utilization of artificial intelligence is a one of the best ways that we can do to lessen concerns about over-reliant too much on AI and the declining performance of students in academic writing.

Methodology

Research Design

This study used narrative-inquiry design and qualitative research approach, wherein the researcher attempted to gather data about the use of artificial intelligence applications in the academic writing of Grade 11 students and satisfy the objectives of the study through interviews. According to DeMarco the primary purpose of a narrative inquiry study is participants provide the

researcher with their life experiences through thick rich stories [22]. The main goal of this study is to describe the meaning that the research subjects hold. Moreover, qualitative research approach is a type of research that explores and provide in-depth insights into the real world [23].

Participants of the Study

The researcher used purposive sampling to select the sample in the study. Purposive sampling is employed when specific characteristics are sought in the sample, excluding those that do not possess the predetermined traits. According to Crossman a purposive sample is not probability sample that is selected based on characteristics of a population and the objective of the study [24]. The participants of the study were nine (9) Grade 11 students of the Senior High School Department who were purposively chosen by the researcher. The nine (9) participants came from different Senior High School strands wherein per strand will have at least three (3) participants. The strands offered are Science, Technology, Engineering, and Mathematics (STEM), Humanities and Social Sciences (HUMSS), and Accountancy, Business, and Management (ABM). The researcher used an inclusion criterion in choosing the participants of this study. The following inclusion criteria are the basis of the researcher in identifying the participants of this study:

1. Must be a Grade 11 student enrolled in HUMSS, STEM, and ABM strand for the school year 2024-2025.
2. Must be a male or female student of the Senior High School Strand.
3. Must be a graduate of Junior High School.
4. Must be a student of specific Senior High School strand offered by a specific school.
5. Must have an experience of using and maximizing the artificial intelligence applications.
6. Must be a high and low performing student that has experienced using artificial intelligence applications.

There were nine (9) individuals who were consented to be the participants of the study. The profile of the participants included the use of pseudonyms for the protection of their real identity as the participants of this study. As well as their age, Grade level and section, and sex.

Table 1: Participant's Information

PARTICIPANT	AGE	SEX	Grade Level Started in school
A	16 years old	Female	Since Grade 7
B	16 years old	Male	Since Nursery
C	17 years old	Male	Since Grade 7
D	16 years old	Male	Since Grade 10
E	16 years old	Female	Since Grade 5
F	16 years old	Male	Since Grade 7
G	16 years old	Female	Since Grade 7
H	16 years old	Female	Since Grade 9
I	16 years old	Female	Since Grade 7

Research Instrument

The research instrumentation maximized in gathering data about the use of artificial intelligence applications in the academic

writing of Grade 11 students was the interview guide method. The researcher asked open-ended questions allowing for a discussion and more-depth responses with the interviewee or the

participant. It is divided into four (4) parts namely: learners' experiences, challenges faced, and coping mechanisms in the use of artificial intelligence application in academic writing of Grade 11 students. The drafts of the interview guide questionnaire were submitted for content validity to the panel and external evaluator who are experts in the field of qualitative research. Their comments and insights as well as suggestions will be incorporated in the final copy of the instrument.

Data Gathering Procedures

To accomplish this study, the researchers followed certain procedures for administering the research interview guide questionnaire. The letter of permission to conduct study for the School Principal and Participants was secured before conducting an interview. The letter encapsulates the objectives and the purpose of the study signed by the researcher. The researcher and the participants then set the time for the interview. The participants were given an assurance

that all the necessary information will be kept in private and confidential. Moreover, each interview will be recorded so that the researcher can focus all his attention to the participants and the content hence message of the interview. The researcher also prepared a clean coupon bond paper for the purpose of noting down keys for clarification, topics or ideas to be revisited, and general or broad comments about the disposition of the participants.

Data Analysis Procedures

This study used Colaizzi's thematic analysis as the main data analysis procedure in analyzing the data collected. Thematic analysis involves systematically identifying, analyzing, and reporting patterns (themes) within the data. The analysis process followed several steps to help the researcher uncover deeper meanings and organize complex data into clear ideas. This method ensures a thorough examination of the qualitative data collected. Through thematic analysis, the data that were collected and treated fairly in which a sound judgment was made on the

latter part. The following steps are the seven steps in Colaizzi's phenomenological data analysis.

7. Read all the data several times to get a deep understanding.
8. Extract important phrases and significant themes.
9. Formulate meanings from each significant statement to understand what they mean.
10. Organize the formulated meanings into categories, clusters of themes, and themes.
11. Develop an exhaustive description of the findings, including all the themes.
12. Summarize the exhaustive description into a shorter, essential structure that captures the core of the findings.
13. Validate the findings by comparing the researcher's descriptions with the participant's experiences to ensure accuracy.

In this study, the seven-steps of Colaizzi's data analysis procedure or process was used to analyze the interview guide method. The first step emphasizes that all the gathered information must be read multiple times to comprehend and analyze it well. After reading it multiple times, choose important and vital phrases and statements for a closer look. Understand and analyze the meanings behind these key statements to grasp and see what they suggest in the data. The following meanings are then organized into categories and themes for analysis. Once the data is organized, a detailed description of the findings is developed, encompassing all themes. From this, a summary is created to capture the main points. To check the analysis' accuracy, the researcher's descriptions are compared with the participants' experiences. The systematic process helps making sense of the data and gaining a clear understanding of the topic.

Ethical Consideration

The researcher upholds the ethical standards by emulating respect, fairness, confidentiality, informed consent, and the right to withdraw without punishment for the participants. The priorities are transparency, protection from harm, and open communication. Participants receive a summary of the study's findings.

Findings and Discussion

Experiences of Grade 11 Students in Using Artificial Intelligence Applications

Table 2: Experiences Themes

Themes
Provides straightforward answers and quick responses
Fix errors in writing and grammar checking
Elaborates topics and provides examples
Convenient to use

Use of deep or uncommon words

Provides Straightforward Answers and Quick Responses

According to participants, one aspect of using artificial intelligence application that they enjoyed the most was finding the tool providing straightforward answers that are considered to have quick responses and ensuring availability of resources anytime they want. It became their source of motivation and drove them to continue using the tool abovementioned. Below are the extracts to support this:

According to Participant A said;

"It is straight to point whenever you asked for a certain question and the thought of the answer that you are looking is there already."

Likewise, Participant B shared the same sentiments;

"I enjoyed that they give quick responses and very nice and accurate answers.

And when we finish our job, it doesn't require any fixing anymore."

Same with Participant C;

"It is helpful tool to guide you like you have assignments and easy access of information. The information given are enriched and beautiful."

According to Participant E;

"I use it for direct answers. ChatGPT is the only chatbot I know.

It is very direct like you don't have to wait for like five minutes like other chatbots to generate the answers. It's very convenient." Also, according to Participant G;

"It is like a life-hack because when you can't search it in the internet, all of the answers are there and you can just paraphrase it or put it in your own words."

Moreover, Participant H also shared the same sentiments;

"When it comes to like for example, I use ChatGPT for my research is that the answers are very helpful and easy to access but sometimes relying too much is also a negative effect of it especially if I write on my own."

From the extracts above, it was strengthened and confirmed from the study Stohr, C stated that more than half of the students expressed positive attitudes towards the use of chatbots in education. The use of any AI apps can support the learning of the students whenever they seek information from it [25].

Based on the extracts above, the use of artificial intelligence excludes the idea that it helps students to be pro-active in researching answers from the prompts that they have given. Through this, accessing information in a quick manner does not only promote laziness among students thus enhances time to comprehend answers from what is given to them.

Fix Errors in writing and grammar checking

According to the participants, more than using artificial intelligence or chatbots as their tool in accessing information for an easy and quick responses – another reason they have is the utilization of artificial intelligence for checking of their grammar. They added that maximizing this kind of feature is very useful. Below are the extracts to support this:

For Participant B;

"In my personal experience, I usually use AI as a tool to fix errors or anything in academic writing such as punctuations or misspellings, and I guess capitalizations as well as grammar." Likewise for Participant D;

"For academic writing, I only use artificial intelligence for checking my grammar."

Same with Participant E;

"Then, I also use artificial intelligence for grammar checking and plagiarism.

That's all, nothing else."

Participant F also shared the same sentiments;

"I think what I enjoyed the most about artificial intelligence is the feature of fixing grammar if ever it is incorrect. Because you can just copy and paste your speech and ask ChatGPT to fix your answers as well as grammars."

Moreover, Participant H mentioned;

"I am that type of person that is not good in grammar. Whenever

I give prompts to artificial intelligence to make this statement or paragraph a correct grammar, it really helps me improve my grammar and I can really see the mistakes I committed if I have." For Participant I;

"What I like the most are the paraphrasing and grammar checking since I am not that good in English so there are grammars that need to be checked. In terms of paraphrasing, it is time consuming so AI will help you get the main points."

From the extracts above, skills like writing in or with correct grammar are the needs that can be catered when engaging students in use of artificial intelligence. These experiences of the participants supported from the study of students reported positive impacts of AI engagement and learning outcomes, including enhanced knowledge retention and skill development thus, AI tools can significantly enhance self-study by providing personalized and interactive learning experiences that cater individuals [24].

From the extracts above, fixing grammars of the students is one of the good things that AI applications contribute to the learning development of the students. With the use of AI applications, it brings awareness to the grammar competency of the students especially when it comes to subject-verb agreement.

Elaborates Topics and Provides examples

Another subtheme identified in the study is the content validation and examples. According to participants, elaboration of topics and examples are the features they always tend to look and maximize when they use artificial intelligence applications. Below are the extracts to support this:

According to Participant D;

"When I am drained and there are no creative juices anymore, I ask for elaboration of specific topics like I'm request too so I can have enlightenment on that topic. I grab their insights and I mix it with my insights that's how I provide a more established type of academic writing... and I also enjoy the fact that they provide more information that are not available in other platforms."

Likewise, Participant H also shared the same sentiments;

"Artificial intelligence gives examples that are new to me or haven't I explored yet."

Based on the perceptions above, searching for examples and elaborating specific topics are two of the skills that students enhance whenever gauge to the use of artificial intelligence. Thus, elaborating topics accompanied with examples will help students understand complex topics and have the confidence to write on their own. This is according to the study of Stohr, C (April 22, 2024) about the perceptions and usage of AI chatbots among students in higher education across gender, academic levels, and fields of study, the study reveals broad awareness and use of ChatGPT among students, but not other AI chatbots [25]. The use of artificial intelligence applications also brings comfort to the learners especially when comprehending complex topics by means of elaborating topics. AI apps backs up the learning of the students when the learners themselves no longer have ideas

on their mind.

Convenient to use

Another subtheme identified in the study is the time management assistance. According to participants, one of the reasons why they still use artificial intelligence applications or chatbots despite of its negative connotations is the time management assistance it provides when they have an activity to pass in school. Below are the extracts to support this:

For Participant E said that;

“The positive thing that artificial intelligence application has it is convenient to use on that when we are in a rush, there is an answer right away. But what pushed me to do it is that when we have limited time just like we have a week to pass speech or an essay, I don’t use it at all. But if that speech or an essay needs to be passed tomorrow or in an hour, that what’s pushed me to use it. For grammar checking of course.”

For Participant G shared the same sentiments;

“Well, sometimes if it is almost due you can ask help for AI so you can add your answers to the AI bots examples. For example, when you have too much assignments and you have no time to do or write your assignments, AI is there to lessen your activities.”

For Participant I also said;

“It is very crucial especially if you are cramming already since for AI, it is just one click and the answers are already there. Therefore, availability is present even though wherever or anywhere you are, you can still access it. That’s what drove me to keep on using it.”

Based on the extracts above, artificial intelligence allows students to use this technological advancement in a more convenient manner especially if students are in a rush for something. These extracts were supported by Shabaziasl, S students reported positive impacts of AI engagement and learning outcomes, providing personalized learning experiences to cater individual needs [7].

The extracts above strengthened the idea that artificial intelligence applications are easy to access whenever we look for information according to respondents. These experiences of

students were a focal point that if time does not permit students to write on their own, tendency is they will maximize any artificial intelligence applications.

Use of deep or uncommon words

Another experienced that students had noted when using artificial intelligence application is the choice of words that are too deep or uncommon for Grade 11 students. This has been one of the concerns of a student when interviewed during the data gathering. Below is the extract to support this: According to Participant I;

“Du akong experience sir sa paggamit it AI hay lalo na sir kung mag-search ikaw hay very deep du andang mga words nga ginagamit which is very unusual para sa Grade11 students na medyo ga learn pa lang it mga new words. So medyo mahalata mo imaw nga bukon imaw du naga-ubra. (My experience sir in using AI especially when you search information from it is that they used very deep words which is very unusual for a Grade 11 students who are just learning for new words. So from that, you can easily identify that he or she did not do it on his or her own.)”

Based on the extracts above, it was found out that artificial intelligence applications or chatbots aids the students in learning process by means of availability and time management consumption. This is supported by the study conducted by Bancoro about the relationship between Artificial Intelligence (AI) usage and academic performance of Business Administration students suggests that AI usage among students is moderately prevalent in terms of functionality, availability, and complexity [25]. With this study, it shows that artificial intelligence is there to be a tool to help students in doing their tasks and pass it on time.

Moreover, one of the cons of using artificial intelligence applications is the use of uncommon words that tend to be hifalutin when used in writing. Integrating uncommon words in writing especially when done at home is very evident in writing form of the students in which these words are given by the artificial intelligence applications itself.

Challenges of Grade 11 Students in Using Artificial Intelligence Applications

Table 3: Challenges Themes

Themes
Relying too much on artificial intelligence Reliability and accuracy of information

Relying Too Much on Artificial Intelligence

According to participants, one aspect of using artificial intelligence application that they had experienced as challenging is over-reliant or relying too much on artificial intelligence applications. It became their main challenge when engaged to the use of artificial intelligence. Below are the extracts to support this:

According to Participant B said;

“I guess in terms of its impact on education, people rely too much in getting answers from artificial intelligence.”

Same with Participant C;

“In terms of its challenges in education landscape, I think it is okay but if it’s too much you can’t be too creative with your answers. We should use artificial intelligence application or chatbots as a guide and not copy at all.”

Participant D also mentioned that;

“My opinion as a student, I observed that a lot from my group-mates because I have worked with them many times and most of the times, they rely too much on AI. So, for me, I understand

that there are positive and negative effects, it's a double-edged sword as a concept with AI. I do understand the use of it in times of desperation."

Moreover, Participant E stated that;

"Suddenly and at the same time it feels like it's kinda bit off as a bit because there's a lot of students right now like your work is great and beautiful but the work of others will still be chosen because of the choice of words, sentence construction is on point but all of it is made by an AI. So how about me or us that worked hard on our own to pass a work to you? It feels like unfair and unjust."

Participant E said;

"Somewhat like disappointed because ChatGPT is meant for teachers it's not meant for students. But nowadays, students keep using ChatGPT even inside the classroom, I saw my classmates using it. But that isn't the point here because in school you're supposed to learn independently and most especially as a Grade 11 student because you're preparing for college, if you keep on using ChatGPT school doesn't make sense at all."

Moreover, Participant I stated;

"Very sad since most of the students are dependent on artificial intelligence application it feels like they don't want to learn on their own independently. They just keep on depending to AI and as what you have said sir, "Kabataan ang pag-asa ng Bayan" (Youths are the hope of our nation), it seems like AI is slowly replacing the youths, sir."

Based on the abovementioned extracts, it is truly concerning that students are relying too much on the usage of artificial intelligence application and this is visible on the point of views that the participants have stated. Moreover, the extracts above are geared from the study conducted by of Dempere, J.M., ChatGPTs poses a different perspective in the potentials of education such as research support, automated grading, and enhanced-computer grading. However, concerns such as online testing security, plagiarism, and broader societal and economic impacts like job displacement, the digital literacy gap, and AI-induced anxiety were identified. From the study of Dempere we can say that drawbacks and implications are always there if artificial intelligence applications aren't used properly and ethically.

Reliability and Accuracy Provided by Artificial Intelligence

Another challenge that the participants had experience when using artificial intelligence application is the reliability and accuracy of the information. It became their concern as well in utilizing and maximizing the features of artificial intelligence. Below are the extracts to support this:

According to Participant A;

"Earlier, I experienced it sir. If you input a lot of questions or prompts in one blow, AI can't process it directly it seems like AI has limitations. That leads you to have a subscription for you to do that kind of command."

Same with Participant B said;

"Sometimes, it gets confusing like what prompt you give them. For example, starting if you give them prompts that are very broad so I need to specify it like what I need to ask to them."

Participant C also mentioned;

"Actually, earlier sir we created concept paper titles for EAPP subject in collaboration with Organizational Management subject. I searched and looked for studies on ChatGPT and I asked for links but ChatGPT did not provide links to support and verify the data."

Participant D also supported the statement of Participant C said;

"I'll be honest sir, there were times that I was desperate but not this year. This had happened while I was still on my previous school, we used AI for research. The term was almost due and we were really pressured so we used it. The answers AI gave us, there were no RRL for it so what we did was we had to improvise. For example, AI gave us this kind of information so we searched it backwards looking for it in the Google Scholar and then we found that there was no information available so we just stretched the available information in terms of related literature."

Participant E also mentioned;

"When you use for references and you put it on APA checker, you will find it hundred percent AI. The references it gets, might as well I will get it on the other sources rather than copy and paste it. Additionally, it is not convenient to use if you don't have signal and oftentimes, the answers are not straight to the point and causes vague impression to a person... Artificial intelligence application or chatbots also says it is free but then you have to log-in, you have to do so many things and it redirects you to a lot of pages or websites and that speaks for accuracy and reliability."

Participant E also added and said;

"Sometimes sir if you put a question or prompt, it gives you a very different answer from you are expecting. So, I had a hard time to read it. Moreover, I found it difficult to use because it gave you a very different answer. For example, when you read it from a book but when you look it at ChatGPT, it gives you a brand-new answer."

Participant G stated;

"Sometimes, it is not accurate. It depends on what you command to it. Sometimes, I command the chatbot specifically to make it simple and short to have that kind of answer that I need."

Moreover, Participant H said;

"There were times that when I look for answers for my activity, it gives you the same answer, all of it are the same. It just paraphrases the other verbs but if I ask for another idea, it gives you the same idea or answer."

Lastly, Participant I stated;

"The content it gives you is the same with one another. For example, I searched for a specific thing and another user also asks

the same thing, it gives you the same answer. It doesn't have any differences at all."

From the extracts above for accuracy and reliability in terms of using artificial intelligence application or chatbots, it gives an idea that the answers and information it can give to us can be oftentimes misleading and not appropriate if not seen correctly and analyze properly. This is also according to the study of where in students reiterated some potential concerns of using artificial

intelligence such as creativity, critical thinking, and writing process. Thus, critical thinking plays a major role and concern among students in demonstrating understanding and comprehension to every information artificial intelligence application or chatbots gives you. Moreover, from the study of reiterated that over-reliance to the use of artificial intelligence application or chatbots has its drawbacks and may hinder or trample the learning process of the students if relying too much.

Coping Mechanisms of Grade 11 Students in Using Artificial Intelligence Applications

Table 4: Coping Mechanisms Themes

Themes
Getting the main point or specific ideas as answers Paraphrasing and summarizing the information

Developing the writing skills and learning new words

Getting the Main Point or Specific Ideas as Answers

According to participants, one aspect that became their coping mechanism in using artificial intelligence application is getting the main point or specific answers as form of their answers. Below are the extracts to support this:

According to Participant A said;

"We just get the main idea or main point of the information; we did not get the whole information or copy it all."

Participant B also stated and said;

"Usually, the issues I faced using AI are the internet connection and sometimes, unclear answers and I just needed to narrow it down to get the right and specific answers."

Participant D added and said;

"If ever I experience problems with me and at times of desperation, I just grab whatever material it provides me and I back search it from Google or Google Scholar to at least find something I could use instead of the answers they (AI) gave me because they can't properly understand my question."

Moreover, Participant F stated;

"Most of the times, I avoid using ChatGPT or AI because I just want to be independent or use my own words not from like something else but I just want my work to be original. So, I am really against in using ChatGPT when it comes to my own academics but of course, there are some instances that we have to use it. And when I use

ChatGPT, I don't use the exact theme what I do is to try to understand it and use it on my own words."

Participant G said;

"I alternate it because I think I will be too dependent in AI and I will eventually forget the talent that I have in writing so I am afraid that I will lose that kind talent. Therefore, I just use AI for more information... for example, if AI gave me words that is new to me, I searched from the dictionary about its synonyms so when the teachers ask me again what is the meaning of that word, I have an answer correctly and accurately."

Participant H mentioned and said;

"I looked for other alternative information from the internet aside from the AI has given to me."

Lastly, Participant I said;

"Since, there were times sir that AI doesn't meet the standards I have, there were times that I just have to do it on my own. And by the help of AI, I just get ideas and then put it on my own words because again, there were times AI doesn't meet the standards that it needs to meet."

The statements and extracts that the participants gave highlighted to us that not all the time, we have to rely everything from artificial intelligence application or chatbots. We have to always know the rule of equilibrium in terms of getting information from the internet and mixing it with our own words. This is also supported by the study of Khalifa, M. and Albadawy, M. in 2024 stated that recommendations include broader integration of AI tools in research workflows, emphasizing ethical and transparent use, providing a dequate training for researchers, and maintaining a balance between AI utility and human insight.

Paraphrasing and Summarizing the Information

According to the participants, another coping mechanism they normally do when using artificial intelligence application is the paraphrasing and summarizing. They added this kind of coping mechanism when getting information from artificial intelligence application. Below are the extracts to support this:

Participant A said;

"I will use paraphrasing since it is considered as a tool in avoiding plagiarism. You just have to get the main point and it will depend base on how you understand the information just like summarizing."

Participant B stated;

"Since AI doesn't really understand the first thing you give to them, I get to develop my skill in paraphrasing to better explain to AI what I really want to get. I also apply it to the information I get from AI."

Added to this, Participant C said;

“I normally get the main point from it just like you are applying the skill of analyzing and summarizing.”

Participant F stated also;

“I feel like using ChatGPT decreases your skills. In relation to that, if you use it in the right way – you can increase your vocabulary like you can paraphrase it into your own words, you can summarize it using your own words, just try your best to understand it and always use your own words.”

Participant G supported this claim and said;

“I normally use my own words like the skill of paraphrasing. For me, it doesn’t feel right because it’s your work and you still have to understand it. If you paraphrase it, you could slowly understand the meaning of the word and of what AI gave you.”

Participant H also stated;

“I do paraphrase because it is not very applicable to our school to have the same work with others. I just get ideas from it but I still use and include my own words by this, you also comprehend your work.”

Lastly, Participant I reiterated;

“The paraphrasing skill and you will also know if you committed to plagiarism if you just copy and paste it. But mostly sir, you can only learn a little from AI since it just gives you the information easily.”

The participants highlighted that paraphrasing and summarizing are the main facets that take place when they get information from any artificial intelligence application or chatbots they engage themselves with. The participants stressed out that when they look and search information from artificial intelligence application, they will just get the main point or key ideas to back-up their point of view when they write. This is anchored to the study that students should always credit their sources and be honest about the origin of their work. Educators must emphasize the importance of academic integrity and establish clear guidelines for using AI writing tools in a responsible manner according.

Developing the Writing Skills and Learning New Words

Another coping mechanism that the participants mentioned when using artificial intelligence is the development in writing skills and learning new words. It was one of the academic changes had happened when students gauge themselves in the use of the abovementioned feature. Below are the extracts to support this:

Participant A said;

“Artificial intelligence is a big factor and a big help especially if you are in a cramming process. It’s just that for some students, they hate using AI because sometimes, not all information given are all true and supported with facts and evidence.”

Participant C stated;

“Artificial intelligence application or chatbots help me to enhance my answers because again it helps me improve my an-

swers due to the fact that it is a very useful tool and use as a guide.”

Participant D supported and said;

“It helped me become a better writer also helped me meet my easiest, more interesting, and captivating for the readers”

Participant E said;

“It made my knowledge about technology even wider and as I said earlier, it became a motivation for me to grow and to excel. Because of that, I welcome myself to new doors like for example this is how to write a sentence with a correct grammar, how to write correct sentence. It leads me to different doors just because of the problem.”

Participant F added and said;

“Before, my vocabulary was very low but then, my mom actually introduced ChatGPT to me because she used to be a teacher. She taught me how to use it properly, asks questions properly, get answers from ChatGPT, understand it, and then use it on your own words. During that time, I kept paraphrasing so that’s like it increased my vocabulary and my word choices.”

Participant G supported this and said;

“The more I use AI, the more words I learn from it. I use it for my future writing because AI has a very good structure in making paragraphs or research. I use that kind of experience when it comes to my academic writing.”

Participant H added;

“It helped me a lot in terms of my writing skills and of course, understanding the content of the work like for the example, I wanted to understand the context of book report written in Filipino so what I did was I translated it to English. It really helped me a lot to finish my activities.”

From the extracts above, it was truly found out that utilizing artificial intelligence application not only promotes negative ideas about it. There are also positive notes about it like enhancing the skills of the students in terms of writing. This is in support from the study of Malik, A. wherein students reiterated some potential concerns of using artificial intelligence such as creativity, critical thinking, and writing process. Moreover, it was then found out that students’ experiences in terms of using artificial intelligence when gauge to academic writing has some factors or themes such as having a user-friendly interface, useful tool in checking grammar, AI provides elaboration of topics accompanied with examples, and a tool to manage time despite of dues in activities. Not only this, challenges also arose in the study that students noticed that made them hesitant in oftentimes and these are over-reliant in this

application for too much and the reliability and the accuracy of the information given. These are all factors that were seen and has to be addressed when engaging oneself in using artificial intelligence in all aspect of education [26, 27].

Conclusion

The study emphasized the use of artificial intelligence applications in the academic writing of Grade 11 students highlighted how they managed the challenges and experiences they had

when engaging with AI applications. The researcher interviewed nine (9) Grade 11 students from STEM, ABM, and HUMSS strand to identify and examine the coping processes and strategies used by the students. The results of the study revealed many conclusions. First, most of the students' experiences when using artificial intelligence applications are getting straightforward answers and quick responses [28]. This also come along with fixing errors in writing such as grammar, convenient to use, and use of uncommon words are visible. Second, artificial intelligence applications limited the students in terms of capability in writing that leads to relying too much on artificial intelligence applications. Moreover, the reliability and accuracy of the information is also at stake whenever utilizing it. Lastly, positive reinforcement of the students that serves as coping mechanisms were found out such as getting the main point of specific answer when writing, applying paraphrasing and summarizing skills, and developing writing skills and learning new words.

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