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SUPPORTING RESPONSIBLE AI USE IN ACADEMIC WRITING: TEACHERS' ROLES AND OBSTACLES

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Abstract: The teacher's role in the learning process helps students achieve learning goals. Some teacher roles can be classified by Harmer (2015) with 5 teacher roles: controller, prompter, monitor, organizer, and resource. This study provides valuable insights into how the multifunctional role of the teacher described by Harmer is very relevant, where teachers are not only known as teachers but also act as the main guide or main center in helping students understand the ethical boundaries in using AI- based technology in the context of academic writing. This research aims to discuss: 1) the roles of teachers in supporting students in using AI tools responsibly in academic writing, and 2) the teachers' obstacles in guiding students to use AI tools responsibly in academic writing. This research design is a qualitative method. In completing this research, the researcher used one main theory as support to answer the researcher's questions in exploring the roles of teachers in technology-based learning processes. In data collection, the researcher used three techniques: observing the class in the observation stage, conducting interviews in the interview stage, and taking several photos and recordings in the documentation stage.
Keywords: *Teachers' roles, Artificial Intelligence (AI) tools, academic writing.*

INTRODUCTION

In the world of education, the existence and advancement of technology have had a significant impact on students as users of that technology (Hadi Mogavi et al., 2024). The result of this advanced technology has been the emergence of artificial intelligence (AI), a term first coined in the 1950s when John McCarthy held a two-month workshop at Dartmouth College, United States (Russell, 2010; Zawacki et al., 2019).

According to Domingo and Lintao (2025), technology in the education sector has shown a positive shift, with students recognizing the potential for advancements to aid content creation and even improve writing efficiency through the use of Online web dictionaries. Furthermore, Omid (2022) emphasized that the emergence of technology in the digital era has brought about drastic changes in the educational realm in general in order to improve skills in the context of academic writing in particular.

According to Tran (2023), writing is a language skill used by humans to express opinions, thoughts, attitudes, and feelings in writing. Academic writing should be taught to solve problems using presented data and facts (Utami & Winarni, 2023). In short, academic writing style is characterized by formality and correct grammar. As Sulistyo et al. (2024) point out, AI tools enable students to identify appropriate vocabulary and concepts to improve their writing. According to Budjalemba and Listyani (2020), the academic writing course is the highest class in the English Education Program at a private university located in Central Java, Indonesia. The academic writing course consists of stages of writing learning from basic to advanced levels. In line with that, Huang and Tan (2023) define the first perspective as the user of AI services, which are used to describe and guide cognitive learning processes based on behaviorist principles. In the second perspective, when students collaborate with AI, AI supports the learning process based on theories derived from cognitive and social constructivism.

Some international studies have examined the impact of AI in the education sector. One such study is "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education." In this study, (Bannert et al., 2023) explain that

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the presence of AI in the education sector brings both opportunities and challenges by delving more deeply into the teacher competencies needed to address the opportunities and challenges of Large Language Models for Education.

Despite the advantages of AI in the world of education, Zhai et al. (2024) stated that the use of AI in the world of education is very worrying. The same thing is a second international study, presented by Cotton et al. (2024) revealed that the presence of AI in higher education has advantages through the creation of interactive, game-based assessments. This can help ensure that students' true levels of understanding are accurately assessed. Furthermore, teachers must also possess skills such as problem-solving, leadership, investigative skills, and adaptability (Himmetoglu et al., 2021). In the same vein, Harmer (2001) explains that in language classes, teachers have a multifunctional role in general as follows:

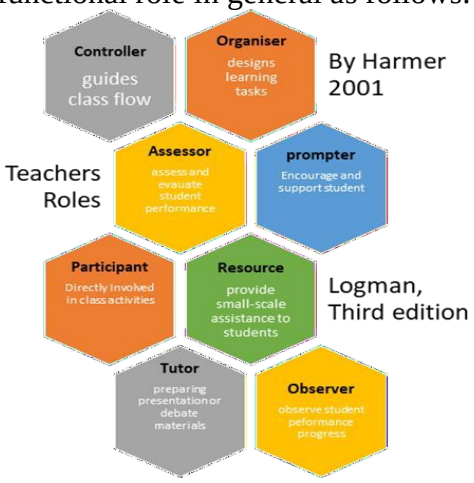


Figure 1. *Authors' visualization of teachers' roles based on Harmer (2001)*

Based on Figure 1, the researcher shows briefly and in a structured manner that, according to Harmer (2001), the role of teachers is divided into eight roles.

1) Teacher as controller. Teacher as controller is known as the main center by informing students of various things, such as organizing class activities and even controlling the debate.
2) Organizer. Organizer is one of the important roles that must be carried out by a teacher by organizing students to carry out various activities such as involving providing information to students and telling them how they will carry out the activities.
3) Assessor: Teachers are required to evaluate student performance based on direct feedback methods.
4) Teacher as prompter. In this case, the teacher acts as an external factor through encouragement and small support so that the student is able to overcome difficulties when completing the task.
5) Teacher as participant. The role of the teacher as a participant makes students feel closer to the teacher.
6) Teachers act as resources, ensuring that students are not solely dependent on themselves.
7) Teachers act as tutors by providing individual and small group guidance in the context of preparing presentation or debate materials.
8) Teachers act as observers, where teachers must observe students so that teachers can know the progress and increase in the effectiveness of learning that has been achieved by the student (Dewi et al., 2023).

The rapid development of technology in the world of education. Harmer again presents innovation by leveraging the presence of technology in the world of education by adapting an old concept based on Harmer (2001), which explains the role of teachers as the center of learning in the classroom.

According to Harmer (2015), the roles of teachers are divided into five,

1) Teacher as a controller, where a teacher is required to control and direct learning activities in the classroom, such as providing information to students or telling them what to do next. In this case, the teacher is responsible for ensuring every stage of writing in the context of academic writing, starting from

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planning, drafting, revising, and even completing a writing assignment that must be completed by students (Zawacki and Jung, 2023).

2) The teacher acts as a prompter, encouraging students to keep going and suggesting what they can do next. In the context of academic writing, the role of the teacher as a prompter is to help students perfect their writing by correcting any words or sentences that are not grammatically correct so that they can get an evaluation from the teacher (Sawangwan, 2024).
3) Teacher acts as a monitor. As Engelen et al. (2018) point out, the teacher's role as a monitor does not mean simply being a passive observer; rather, a monitor in a writing class has the right to fulfill their role by monitoring and assessing students' writing assignments. In line with this, Sulistyo et al. (2024) explained that improving performance in students' writing assignments showed very significant potential and increase.
4) Teachers are known as organizers. In this context of academic writing, teachers plan learning activities and provide clear assignments and instructions for writing tasks so students understand what they should do, what kind of text they need to write, and the steps and objectives of the tasks to be completed (Marzuki et al., 2023).
5) Teachers act as resources. They become the primary source of information when students need direct guidance from them, when they are unsure how to say or write something (Ateeq et al., 2024).

As support for this research, the researcher also reviewed five previous studies that discussed the role of teachers in the learning process, especially in integrating technology and guiding students in its responsible use in the academic environment. The first previous study was conducted by Myers et al. (2022), entitled "The Teacher's Role in Writing: A Study of Teacher Candidates' Perceptions." This research aims to describe how teacher candidates view the role of teachers in teaching writing. The results of this study, researcher can describe the role of teachers as proactive in deliberately planning specific instructions and reactive in responding to students in the moment.

The second study was conducted by Cheng and Zhang (2022) entitled "Teachers Helping EFL Students Improve Their Writing Through Written Feedback: The Case of Native and Non-native English-Speaking Teachers' Beliefs." In this study, the researcher demonstrated the significant impact of teachers' roles in helping EFL students through tutoring to improve their writing skills. This researcher stated that the role of teachers goes beyond mere guidance.

The third previous study was entitled "Exploring Teachers' Perceptions of Artificial Intelligence as a Tool to Support their Practice in Estonian K-12 Education by Chounta et al. (2022). In short, this study concludes that some teachers act as facilitators or main actors in order to help students understand the development of AI in supporting independent learning activities at home.

The fourth previous study, "The Role of Teachers in Using ChatGPT as a Feedback Provider," by Fikri (2024), aligns with the role of teachers in using ChatGPT as a feedback provider. The conclusion from this study is that AI is a supporting factor in the student learning process, while teachers are the primary actors capable of guiding, controlling, and evaluating their students' work performance.

The fifth previous study, entitled "ChatGPT in Education: A Blessing or a Curse? A Qualitative Study Exploring Early Adopters' Utilization and Perceptions," was written by Hadi et al. (2024). The results indicate that the development of ChatGPT has both positive and negative perceptions.

Previous research has examined the

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role of teachers in general but has not yet addressed the classification of teacher roles or the obstacles teachers face; therefore, this study focuses on a recommendation from the research titled "Student Perspectives on the Use of AI-based Language Tools in Academic Writing" by Boillos and Idoiaga (2025). That recommendation highlights the need for further research into the teacher's role in addressing AI misuse among students in the context of academic writing, ensuring students can use AI wisely and responsibly. This recommendation stems from limitations in previous studies, which focused on student perspectives and revealed various benefits and obstacles associated with AI-based language tools. Consequently, this study is titled "Exploring Teachers' Role in Supporting Students' Responsible Use of AI Tools in Academic Writing."

Almost all previous study consistently highlights the teacher's role as a facilitator in supporting student learning. In this regard, teachers are expected not only to deliver instructional material but also to create a learning environment that fosters student participation, interaction, and autonomy (Neoaz, 2024). Consequently, this facilitative role is crucial in the context of EFL (English as a Foreign Language), where students require opportunities to actively use English rather than merely receive linguistic input.

Harmer (2015) expands upon concepts he previously presented in his 2001 work, asserting that successful classroom learning depends not solely on the teacher but on the simultaneous interaction of three key elements: the teacher, the students, and technology. Harmer (2015) places greater emphasis on the teacher's role in adapting to specific learning needs and situations. Therefore, this qualitative study aims to answer the following questions:

1. What are the roles of teachers in supporting students in using AI tools responsibly in academic writing?
2. What are the teachers' obstacles in guiding students to use AI tools responsibly in academic writing?

METHOD

This study adopts a qualitative research approach to explore the roles and barriers of teachers in supporting responsible use of AI by students in the context of academic writing. Therefore, the researcher decided to use a purposive sampling method by selecting three participants from among lecturers at the higher education level with the following three criteria: 1) teaching academic writing courses for tiered writing courses, 2) having a teaching period of quite long and very long, 3) agreeing to participate through an open and face-to-face interview. The following participant profiles can be seen.

Table 1. *Participants information*

The Participants	Gender	Years of Teaching Experience	Institution	Course Taught
P1	Male	19 years	University A	Paragraph Writing
P2	Female	24 years	University B	Academic Writing IV
P3	Female	8 years	University C	Academic Writing II

In this study, the researcher served as the primary instrument for data collection and interpretation. The researcher was directly and actively involved in conducting the interviews, which were guided by interview guidelines. The guidelines contained several questions asked directly through face-to-face conversations between the researcher and the informant with the sole purpose of gathering relevant information to meet the research objectives (Bowen, 2009). Data were collected using three methods: classroom observations, face-to-face interviews, and document analysis. In this case, data collection was conducted in several stages: (1) contacting and scheduling

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participants; (2) conducting interviews comprising 10 questions, each lasting approximately 45 minutes; (3) carrying out three classroom observations; (4) collecting relevant documents, including teaching materials and samples of student assignments; (5) securely storing and managing data using participant codes; and (6) transcribing and organizing the data for the research report, which incorporates the interview transcripts (Creswell, 2008). The first method used in this study was observation. Based on the initial stage of observation, the researcher collected data on the roles of teachers in supporting students' responsible use of AI tools in academic writing. According to Jamshed (2014), observation is a type of qualitative research method that includes not only participant observation but also ethnography and direct field research. In line with that, the researcher conducted direct observations without participating as a participant; rather, she was a passive observer, simply presenting the action situation. Through this direct observation, the researcher was able to gather information about the teacher's experiences in the classroom in implementing technology-based learning methods using AI tools in the context of academic writing.

The second instrument was an interview. The interviews were conducted in Indonesian so that participants could express their views comfortably and naturally. The interview excerpts presented in the Results section were translated into English by the researcher, retaining their original meaning. According to Scheibelhofer (2023), the concept of interviewing is described as a source- centered communication interaction process. Therefore, the researcher conducted a face-to- face interview with the three sources.

Interviews were conducted shortly after the classroom observations to gather in-depth information regarding the participants' experiences and perspectives on their roles in teaching writing and the use of artificial intelligence (AI) in writing instruction. The interview guide was developed based on the study's research questions and theoretical framework, comprising ten questions administered to all three participants. Prior to the interviews, the questions were reviewed to ensure they aligned clearly with the research objectives. The guide covered several key sections: 1) the teacher's role in the writing classroom; 2) background information, including teaching experience; and 3) obstacles and strategies related to AI-supported writing instruction. Furthermore, Miles (2014), as cited in Rosyada-AS and Apoko (2023) stated that, in qualitative research it is necessary to examine based on three stages which are data reduction, data display, and conclusion. Data reduction in this research is when the researcher relabeled each sentence heard based on the recording obtained from 3 sources at once. The second step is data display. According to Miles in Rindu (2017), data display involves presenting findings in the form of a thematic matrix, including narrative descriptions, tables, charts, or even a matrix to show the relationships between categories and themes, based on the results of interviews and observations. At this stage, the researcher presents the findings in the form of narrative descriptions. This method is a researcher's attempt to directly present the teacher’s voice through excerpts from recorded interviews relevant to the research context.

The third step is the conclusion. Researchers draw conclusions from the study by interpreting the data that have been processed and presented, thereby answering the research question. As a result, researchers report and verify that the collected data is generally accurate. In this study, credibility was enhanced through the triangulation of interviews, classroom observations, and documentation scheduled for each participant. Reliability was supported by maintaining records and audio-recording interviews, ensuring clear playback during the data entry process. Confirmability was ensured by grounding findings in interview transcripts, observation notes, and relevant documentation. Transferability was established by providing detailed

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descriptions of the participants' names, ages, and backgrounds, as well as the research setting and teaching context, enabling readers to assess the applicability of the findings to similar contexts.

According to Meydan and Akkaş (2024), the purpose of triangulation is to increase the credibility of the research and obtain an accurate representation of reality. In this case, the researcher uses theoretical triangulation where the researcher uses the theory of Harmer (2015), which is used to support the research findings. Besides, the researcher needed a validator to validate the data.

Therefore, the researcher chose a validator, namely one of the expert lecturers at the Faculty of Language and Literature, Universitas PGRI Kanjuruhan Malang, in his role as a validator 1) he reviewed the relevance of the theory to the questions that were in accordance with the research objectives, 2) he also provided suggestions for improvement to ensure that the questions developed had met the validity standards. The validation process is conducted based on the validator's voluntary consent, ensuring that the validator has first received an explanation regarding the research questions and has agreed to participate and validate the data presented by the author.

RESULTS AND DISCUSSION

The Roles of Teachers in Supporting Students in Using AI Tools Responsibly in Academic Writing

This study emphasizes that teachers have a crucial role in supporting students in the responsible use of AI in Academic Writing classes. Therefore, lecturers and instructors are required to consistently encourage students to use AI as a supplementary learning tool rather than a substitute for their own critical thinking and writing skills, emphasizing the importance of maintaining authenticity, academic integrity, and ethical awareness throughout the writing process. The following are six roles teachers play in writing classes to foster students' responsible use of AI.

The Teacher Acts as a Controller. Controllership is the teacher's role in organizing students and directing the class, such as taking attendance, taking notes, providing explanations to students individually and in group work activities, and informing students about what they should do next (Rifai & Yunianti, 2021).

In writing classes, teachers involve students in writing assignments by involving the stages of planning, composing, forming, injecting, revising, and evaluating. As a result, writing requires more effort than other language skills to convey meaning (Tahir, 2023). According to Access (2020), a teacher is someone who is able to educate and plan by directly involving themselves when teaching a subject in class. As Miranty and Widiati (2021) point out, the use of AI such as Grammarly in writing classes is able to provide automatic and fast feedback, but the role of teachers requires re-education and even forwarding misinterpretations produced by Grammarly as AI.

According to Participant 1 (University A), the teacher's role as a controller involves concrete actions to guide and direct the class, such as checking for plagiarism in writing classes. The following interview excerpt shows how the teacher performs this role as a controller.

P1: *I always emphasize to my students that they should use AI as a tool to help them with their assignments. I even guide them directly in class to ensure that they use AI as a tool and not to get instant answers, like using Grammarly to check grammar. On the other hand, they must check their assignments before submitting them to me by conducting an independent plagiarism check. They must show me the plagiarism results before I accept their written assignments. Through this approach, my students show minimal copying and pasting, and this is indeed my strategy.*

Similarly, Participant 2 stated that the teacher's role as controller is to provide clear guidance and strategies by mapping students' abilities to determine their writing abilities without AI. The following is a direct quote:

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P2: *I always control and guide my class activities by providing clear guidance. The most common strategy I employ is to map students' abilities to see how well they can write without AI. On the other hand, I would say the use of AI in my Academic Writing IV class is minimal because I personally supervise and guide them in using AI wisely and responsibly.*

Finally, Teacher Participant 3 focuses on the relationship between students and technology, as well as between students and teachers.

P3: *My strategy is more of a direct warning because I personally don't like students who always use AI. In writing class, I don't let them use AI directly, but occasionally I direct them to use AI as a brainstorming tool. A small example is that I ask students to use ChatGPT by giving a small command on how to create an argumentative text assignment instead of just telling ChatGPT to make an argumentative essay. If I find students who just copy and paste, I don't hesitate to cross out their work. Well, this method scares them so that in the future they will be more careful in using AI raw to do their assignments. And to minimize the use of AI, I usually give them simple topics such as descriptions of kuntilanak, soundhorek, basically anything that is at least based on life experience, so that there is automatically minimal copying and most use AI grammar check.*

The Teacher Acts as Prompters

Being a prompter is one of the roles a teacher must fulfill during the teaching and learning process. A prompter is when the teacher can still give instructions or suggest words to students. This role demonstrates the teacher's ability to communicate with students, thus fulfilling their role as a father or mother to their students (Rindu & Ariyanti, 2017).

As stated by Annisa et al. (2023), acting as a prompter in the context of academic writing using technology-based learning methods involves implementing AI as a tool to improve student writing assignments by getting closer to providing direct advice to AI users. On this occasion, teachers have the right to provide advice regarding students' lack of understanding in completing an assignment or even about how to utilize AI wisely so that technology-based methods can be implemented well in the world of education, especially in the context of academic writing. To illustrate the role of the teacher as a prompter, the following is an excerpt from a classroom observation involving Participant 1 (P1) and Participant 2 (P2) at two different research locations. The excerpts demonstrate how the teachers guided students in using AI as Prompters during academic writing activities.

Expert 1 (P1) in writing II class

Student: Sir, sorry, I don't really understand this question. How do I do it, sir?

P1: If you don't understand the whole question, try to find 1 vocabulary word from the 1 sentence.

Expert 2 (P2) in an academic writing class

Student: Ma'am, how do I use AI without depending on it?

P2: Use AI as intended. Use AI as a tool to help you find a topic and then try to develop it as best you can.

As seen in the example dialogue above, P1 and P2 do not provide direct answers, but instead offer guidance or suggestions. The following are the results of interviews with the three research subjects regarding the role of lecturers as prompters:

P1: *In my paragraph writing class, I often motivate students directly to always study in a relaxed manner. Regarding the use of AI in my class, I always feed students trigger questions about whether their answers are really correct or not.*

P2: *As a prompter, I usually provide both direct and indirect advice. Direct motivation involves personal motivation, which involves meeting with me individually in front of the class and then providing direct corrections based on the errors in their writing. Indirect motivation involves providing suggestions for improvement through the papers they submit. These suggestions are usually something like: reduce the use of ChatGPT, and do not forget*

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to check grammar.

P3: *I'm just a regular teacher, as you saw in class yesterday. I do provide indirect encouragement by telling my students that it's up to them whether they want to copy from an AI like ChatGPT or not. However, I also emphasize to them not to be surprised if they get a bad grade or score at the end of the semester. Through this threat, they are encouraged to reduce their plagiarism.*

The Teacher Acts as a Monitor

Monitoring is a technique for observing students' work processes in creating texts in writing classes. Monitoring is carried out throughout the learning process, especially during writing activities. The monitoring stage means that teachers connect with students individually or in groups to ensure they complete assignments according to the instructions given. Moreover, van de Pol et al. (2021) stated that the role of teachers in monitoring student work performance has a big influence on how students understand the instructions that have been given; thus, monitoring is part of the teacher's role in identifying student understanding. The following are the results of interviews with the three research subjects regarding the role of lecturers as monitors, as follows:

P1: *As a monitor, I consistently review my students' work, both individually and in group assignments. It is impossible for a teacher to completely prohibit students from using AI, as technology has become an integral part of the learning process. Therefore, my job isn't just to transfer knowledge; I also ensure my students understand my assignment instructions. As a teacher, it's easy to tell if my students are copying and pasting AI-generated content. I can see this from the words used in each sentence or paragraph. AI-generated content is usually highly structured and standardized, but the combination of explanations often doesn't align with my classroom instructions. This is because students rarely reread their work after copying and pasting, so I always know they're using AI to its full potential.*

P2: *I monitor class activities, both individually and in groups, to ensure students do not miss my instructions on how to use AI wisely. I typically walk from desk to desk, from student to student, to monitor student progress, with a five-minute time limit for AI use.*

P3: *To monitor, I look at two aspects: 1) the content of their writing assignments, and 2) how they develop their ideas.*

The Teacher Acts as Organizer

The organizing stage is the stage where the lesson plan is designed as well as possible. The lesson plan is designed based on class needs and student interests, and can be evaluated after class. In the context of academic writing, teachers plan learning activities and provide clear assignments and writing processes so that students understand what they are expected to do, what type of text they need to write, the steps, and the objectives of the assignments. The following are the results of interviews with the three research subjects regarding the role of lecturers as Organizers, as follows:

P1: *At the end of the paragraph writing class, I always give homework complete with clear instructions. Before they go home and leave the classroom, I remind them to prepare their assignments for the next meeting and what they will do there.*

P2: *I always organize my classes based on the lecture contract I provide at the first meeting. I also clearly set a time limit for AI use during the lesson. However, over time, the lecture contract I created sometimes doesn't work as intended. My strategy is to modify the lecture contract based on the evaluation results from one meeting to the next. I also give them homework at the end of each meeting so they know what they should be doing in class the next meeting.*

P3: *Providing a lesson plan is the first step in determining the target of an AI- based lesson. This involves assessing the class's needs, whether they're using AI as a brainstorming tool or vice versa.*

Once the objectives are clear, I still need to create clear guidelines by implementing concrete examples in class, such as how I personally use AI to generate

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initial ideas. Finally, I prepare an evaluation phase after class concludes.

The Teacher Acts as a Resource

Resource is a teacher's role in providing guidance and direction, either in the form of ethical guidelines or supporting techniques. This is a basic classroom action in providing effective guidance to meet class needs in addressing the challenges of the increasingly rapid technological era in the education sector, where AI is used as a learning method in writing classes. In this role, teachers do not fully dominate their position because they are essentially resources of information and information providers. In this study, three teachers demonstrated their roles as resources of information. The quotes are as follows:

P1: *On average, I instruct them to always use their own work. AI is simply a tool to check whether your writing is grammatically correct. There are no specific guidelines, not at all, but I usually open class meetings by talking as casually as possible to students about what AI is and how to use it. So, they understand its scope and limitations. Furthermore, I always provide examples of students who use AI and those who don't, because students who are used to copying and pasting will seem confused when I try to ask about what they wrote.*

P2: *I usually provide clear guidance, including etiquette guides and technical support, on the use of AI, which is permitted for brainstorming purposes only. I even intentionally ask them to use AI, and I also provide tutorials by looking at the screen while I explain and guide them directly on how to arrive at the correct answer by combining the AI's results with their own ideas.*

P3: *The main guideline: I asked them briefly, "Are you sure this is right? Is this what I told you to do?" Regarding the guidance, I explained directly to them that they should prioritize their own ideas and use AI as a tool to help them create ideas, not develop them. I also asked them to show me their search history on ChatGPT, such as the prompts and AI results they used as part of their learning process.*

The Teacher Acts as Assessor

The teacher's role as assessor is the role of professional educators in determining student performance in relation to their writing skills. This refers to how teachers can assess student work both directly and indirectly. As assessors in writing classes, teachers act as final reviewers because they are essentially tasked with assessing the quality of writing at the end of each writing class session. In this study, two teachers demonstrated their roles as assessors of information. The quotes are as follows:

P1: *Using clear indicators is key to assessing student writing performance. As a teacher, I, and all teachers, are required to have assessment standards or guidelines. "Have you ever heard of an assessment rubric? These indicators make it easier for me to assess student performance in writing classes. It's important to note that each course has different assessment criteria, but the goal remains the same: to make it easier for us as teachers to assess student work.*

P2: *In my role as an assessor in writing classes, especially with the current technology-based learning methods, I assess their writing using ZeroGPT, a web detector that checks whether students created the content themselves or not. On the other hand, assessing students' writing using the monitoring method ensures that the use of AI can be carried out based on clear instructions and time limits from me. In the end, I still use the assessment rubric; I implement this method both directly and indirectly. If I use the direct method, I usually assess the vocabulary used more often, while for indirect assessments I emphasize always paying attention to grammar and not copying and pasting from AI.*

The Teacher's Obstacles in Guiding Students to Use AI Tools Responsibly in Academic Writing

Technology-based learning methods in the education sector create significant challenges and obstacles that teachers must face in every activity or action in the classroom. Challenges and obstacles in using AI in writing classes indicate valid concerns from

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teachers in playing their roles as controllers, prompters, monitors, organizers, and resources. As Tseng and Warschauer (2023) point out, the use of AI in writing classes really requires comprehensive professional guidance that is best equipped with the knowledge and skills necessary to implement the technology ethically and effectively.

Based on the results of the interview above, this research shows the number of actions totaling 47 actions carried out by teachers in playing their respective roles as controllers, prompters, monitors, organizers, resources, and assessors. In carrying out the role as controller, P1 carries out his role with 5 actions, P2 with 4 actions, and P3 with 6 actions. As a prompter, Teacher A carries out his role with 1 action, Teacher B with 2 actions, and Teacher C with 1 action. In carrying out the role as monitor, P1 carries out his role with 4 actions, P2 with 3 actions, and P3 with 3 actions. As an organizer, Teacher A carries out his role with 1 action, P2 with 3 actions, and P3 with 3 actions. Meanwhile, as a resource, P1 carries out his role with 2 actions, Teacher B with 1 action, and P3 with 3 actions. Finally, the teacher acts as an assessor; P1 carries out his role with 2 actions, P2 with 3 actions, and P3 without action. In Figure 2, the researcher shows a chart of the dominant teacher roles based on real actions in writing classes.

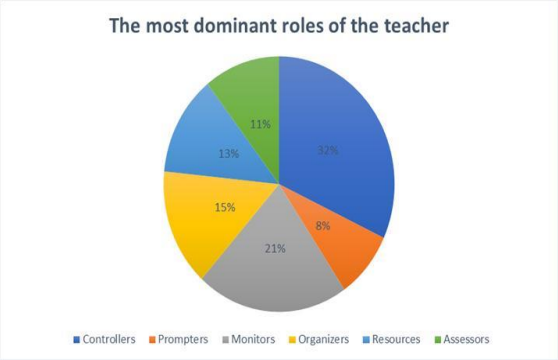


Figure 2. *The Chart of the Dominant Teacher Roles Based on Real Actions in Writing Classes*

Based on Figure 2, one of the six teacher roles found is the most dominant role of the teacher, namely the role of the teacher as a controller. Controller is a teacher's role that includes the other five roles; thus, the role is found to be the most dominant role because, as a controller, the teacher is responsible for setting task instructions, providing direct guidance, setting class direction, providing time limits, providing guidance both theoretically and practically, supervising student work performance, and ensuring that assessments remain centered on students' original abilities.

Teachers Obstacles as Controller

In the interview results regarding obstacles, all three participants identified obstacles in their writing classes. All three participants revealed several obstacles teachers frequently encounter in guiding students to responsibly use AI in academic writing classes. Although teachers often strive to monitor student AI-involved classroom activities and encourage students to maintain academic integrity, they reported that implementing these responsibilities is not always easy. Participants identified several obstacles, including varying levels of student understanding, over-reliance on AI-generated responses, and limited awareness of responsible AI use. These obstacles often make it difficult for teachers to monitor student progress and ensure that AI serves as a learning aid and not a substitute for students' own thinking. The following interview excerpts illustrate the obstacles participants experienced in carrying out their roles as controllers.

P1: The problem lies with the students themselves. Students' abilities vary, so they have different comprehension levels. Half of the students understand the directions for the assignments I give, while others don't. Therefore, some students who don't understand the task directions usually rely on AI responses in their writing. The biggest problem is when I try to ask the students who use AI for clarification. They don't directly answer that they use AI, but after I ask further, they finally tell the truth. Oh yes, sometimes when I want to divide them into debate groups, I usually divide them into two groups. Please note that this debate group division is not part of the writing paragraph

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because my writing class is purely writing. The debate group I mean is a kind of game, but even though it is just a game, there is a lot of tension experienced by students. They want to appear capable in front of their friends, so often they just answer randomly. And the other group also doesn't want to lose, so this creates a less conducive class atmosphere. I have a hard time controlling them when they are angry and don't want to give in.

P2: The obstacle in controlling students that I usually experience is ensuring that they use AI or not throughout the learning process because it is impossible to check on them every minute, even though there are a lot of them. On the other hand, they are also busy with themselves, as if distracted by the results of AI's work, and the classroom atmosphere is less conducive; sometimes I shout repeatedly for their attention.

P3: My biggest challenge as a controller is ensuring all students are using AI according to my instructions or not. As soon as students open their laptops and gadgets. sometimes, they immediately turn to search for answers quickly, and sometimes they even explore things outside the material, such as asking AI to recommend what to have for lunch or where a good place to go this weekend. This may be difficult to control; especially if most of the students are like that, it can be chaotic in my class. And from there, again, I have to make rules that they must obey by giving limits on the time for using AI and when they must write on their own without AI assistance.

Teachers Obstacles as Prompters

Another obstacle arose when the three participants actively acted as prompters. Although teachers frequently used various methods to provide direct and indirect encouragement to students while using AI and helping them complete tasks independently, they reported that many students still expected a direct response from the AI. Therefore, this issue presents an obstacle and even a challenge for teachers to be more proactive in providing direct encouragement to students by acting as encouragers. These obstacles indicate that prompting students requires not only instructional strategies but also continuous efforts to foster students' responsibility and autonomy in using AI. The following interview excerpts illustrate these obstacles experienced by the participants.

P1: For the obstacles I often face when I try to provide encouragement, suggestions, and advice to my students, they tend to answer yes sir, okay sir, thank you sir, but the real actions I see are the opposite of what they say. They often rely on the results of AI work, so students tend to want immediate results without involving their own thought patterns in creating interesting writing results. Often, they feel satisfied with the results of AI, so they often do not try to develop AI writing with their own ideas.

P2: A lack of curiosity or interest in learning among my writing class students has been a frequent obstacle I've encountered in motivating them. Half of the students merely listen to my advice but don't demonstrate any results from what they hear. As a result, they continue to complete their assignments, prioritizing the AI's performance.

P3: Students' reliance on copying and pasting the AI-generated answers makes it difficult for me to provide motivational advice, as it's pointless when they're so used to being fully assisted by AI.

Furthermore, students show no improvement when advised on how to complete their writing assignments without AI involvement. Their reliance on AI has become a habit.

Teachers Obstacles as Monitors

In the interview phase regarding obstacles for teachers as monitors, the three participants confirmed that some students still rely too heavily on AI-generated responses without re-evaluating the answers. They often swallow information raw, lacking curiosity and the need to learn more. Other students tend to prioritize quick results over developing their own writing skills. This condition makes it difficult for teachers to effectively monitor student learning and

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ensure that AI is used as a learning aid and not as a substitute for independent thinking. As a result, teachers are required to adopt various monitoring strategies, such as observing student writing behavior, providing ongoing guidance, and encouraging students to demonstrate their own ideas throughout the writing process. The following interview excerpts illustrate the obstacles experienced by participants in fulfilling their monitoring role.

P1: My obstacle as a monitor is maintaining honesty when giving writing exercises in class, as I usually differentiate between exercises and homework. Exercises must be completed in class on the same day. Unfortunately, my problem arises when I see them typing, when in fact they are copying the AI's answers.

Occasionally, I provide feedback on their work, and they revise it with their own ideas, but at the next meeting they do the same thing. I'm really tired of dealing with it.

P2: The large number of students in my writing class is a major obstacle for me as a monitor, ensuring they're using AI within my desired timeframe. This takes a lot of time because I'm not just monitoring one student.

P3: Identifying whether students are using AI tools appropriately during writing activities is very time-consuming, especially if they have to be monitored one by one.

Teachers Obstacles as Organizer

Other conversation findings illustrate how the three participants faced several obstacles when attempting to take on the role of organizer. Based on the results of direct interviews, the three participants revealed that the level of student understanding varied greatly due to their limited previous educational backgrounds. Some students came from remote villages and lacked access to the internet or even gadgets. Therefore, when they obtained gadgets and were able to access the network to complete assignments with AI assistance, they often lost control because they felt too dependent. These findings suggest that the three participants need to continuously adapt their teaching strategies to ensure that classroom organization supports the responsible use of AI and can be tailored to the needs of each student in the class. The following excerpts illustrate these obstacles.

P1: Providing and determining task plans in writing class requires extra effort because I sometimes have to deal with students' mood swings. At times like this, I need to be able to restore the students' moods so that the classroom atmosphere becomes conducive again. Only then can I continue my teaching, whether by giving exercises or assignments and the like.

P2: The diversity of students' abilities overwhelmed me in designing assignments for the next meeting, as some students understood easily while others did not. Consequently, I had to provide additional explanations. This situation required me to abruptly modify my explanations by adding concrete examples to make them easier to understand. However, the subsequent obstacle was the limited time for re-explanations, as some students needed additional explanations with real-life examples.

P3: The diversity of student abilities overwhelmed me in designing assignments for the next meeting, as some students understood easily while others did not. As a result, I had to provide additional explanations. When giving assignment instructions, such as next week's assignment, don't forget to check the grammar. Some of them asked how to use grammar and how to identify grammatical errors, and there were many. This situation required me to suddenly modify my explanations by adding real-life practice or showing tutorials to make them easier to understand. However, another obstacle was the limited time for re-explanations, as some students needed additional explanations with real-life examples.

Teachers Obstacles as Resources

In their writing class, the three participants often faced situations where they were overwhelmed by students who still frequently used 100% AI. Interview data showed that students often asked teachers

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directly to get direct answers rather than asking teachers to provide at least an example of how to complete an assignment. Furthermore, significant differences in literacy between students made it difficult for teachers to encourage responsible use of AI. These findings indicate that acting as a resource is not only limited to providing information, but also requires teachers to continuously guide students in developing critical thinking and responsible learning habits. The following interview excerpts illustrate the obstacles experienced by the participants.

P1: One of the obstacles I face as a resource is when I deliver material on argumentative writing, where they focus on three structures: claim, reason, and example. But at the same time, some students ask, Sir, ChatGPT said that if writing an argument requires a counterargument, do I put all of that, sir, or should I just write everything? "In fact, it's not yet time for them to learn the advanced structures.

P2: A common obstacle I encounter is that after class, I'm bombarded with questions, and I don't have enough time to explain them all.

Teacher C: The limited guidance in each book students read is one of my challenges as a resource. I'm tired of repeatedly explaining the guidance and direction to avoid copying and pasting AI-generated text.

Teachers Obstacles as Assessors

The interview with P1 and P2 revealed that teachers also face several obstacles in carrying out their roles as assessors. However, this differed from P3, who did not encounter any obstacles while acting as an assessor. In short, P1 and P2 frequently encountered students who acted dishonestly, even though the teachers wanted to maintain their own creative ideas. Based on the interview data, both participants explained that assessing students' true writing skills has become more difficult because AI can produce well-written texts, but they do not necessarily reflect the students' own competencies. As a result, teachers have to double-check, sometimes requesting students' Google search histories. The following interview excerpts illustrate the participants' experiences with these obstacles.

P1: Acting as an assessor is sometimes complicated, sometimes not. The most difficult part is when I find students not making progress. This shows my failure as a teacher in providing ineffective explanations and guidance. Sometimes I wonder if I don't know my students well enough or if it's because they don't want to progress.

P2: As an assessor in a writing class, the most obvious obstacle I experience is maintaining their own creative ideas. I often find that 50 to 80 percent of their writing is copy-pasted.

CONCLUSION

This study synthesizes that teachers play a central role in guiding students toward the responsible and ethical use of AI in academic writing, based on the role of teachers as classified by the main theory, where teachers act as controllers, prompters, monitors, organizers, and resources. These roles were clearly found based on the results of interviews with three informants as the main research subjects in this study. Furthermore, the study identified an additional role, that of the assessor, and revealed that, among the various roles, the role of controller is the dominant one.

Furthermore, this study presents a novelty by identifying the role of teachers in academic writing that goes beyond the five roles defined by Harmer's theory as the main theory. This study identifies the evolving role of teachers as assessors, which also plays a crucial role in AI-based writing instruction. This role focuses not only on assessing the final product but also on the process of using AI transparently and ethically. The implication is that the integration of AI into writing instruction requires teachers to act as primary regulators and evaluators to maintain academic quality, authenticity, and integrity in the education sector.

Thus, this study reveals the existence

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of literacy capable of adapting new references for readers such as students or teachers themselves regarding the role of teachers, who have a crucial role in AI-assisted writing, which highlights the importance of the teacher's role in guiding students by acting as a controller, prompter, monitor, organizer, resource, and assessor. This finding has several practical implications for teachers, more specifically lecturers in higher education, with the pressure that teachers need to be firm in guiding and controlling all forms of teaching and learning activities in writing classes.

However, this study is still far from perfect. With the limitation of conducting interviews with three participants in one educational context, this may affect the limitations of its form. On the other hand, this study mainly relies on interview data and classroom observations of each research object, with a duration of one hour for each participant, without including student perspectives.

Therefore, future researchers are needed and encouraged to conduct research involving several participants, at least not three participants, with different institutional backgrounds and educational levels, by applying a new title regarding the role of teachers in the integration of AI in various educational contexts, as well as involving student perspectives in collecting data on the role of teachers in guiding students in each classroom activity. This approach is expected to identify differences in the roles of teachers from various educational level contexts.

AI ACKNOWLEDGEMENT

The authors declare that artificial intelligence (AI) was utilized during the preparation of this manuscript. The writing process incorporated both online and offline approaches; online methods were employed to broaden the scope of references. Specifically, AI tools notably ChatGPT were used to assist with language editing, refining the text, and developing ideas. All content generated by AI has been further developed or paraphrased, reviewed, revised, and carefully validated by the authors. The authors assume full responsibility for the content, accuracy, and integrity of this manuscript.

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