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AUTHORIAL VOICE AND IDENTITY OF INDONESIAN EFL WRITERS IN AI-ASSISTED ACADEMIC TEXTS

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Abstract: Authorial voice, the writer's recognizable presence in a text through stance, evaluation, and self-representation, is central to academic writing and to the identity of the academic writer. Generative artificial intelligence (AI) now participates in the production of academic texts, raising the concern that AI assistance may weaken, homogenize, or displace the voices of writers, particularly those writing in English as a foreign language (EFL). This systematic literature review (SLR), reported following PRISMA 2020, examined research on AI-assisted academic writing to determine what is known about the authorial voice and identity of EFL writers, with a focus on Indonesian writers. Drawing on a pool of 99 records and a supplementary set of 24 Indonesian records, 117 unique records were screened. No study met the core criterion of examining authorial voice or writer identity in AI-assisted academic texts, and none did so for Indonesian EFL writers. Forty-one studies were retained as adjacent evidence across four domains: authorship, authenticity, and agency (6 studies); the human–AI writing process (5); L2 and EFL writers and language (6); and the Indonesian context (24). The evidence is concentrated in the social dimension of voice (27 studies), followed by the authorial (15) and textual (9) dimensions. Synthesis suggests five themes: authorship is being redefined around accountability rather than production; human agency is treated as the guardian of voice; collaboration patterns determine how much of the writer remains in the text; L2 writers' critical AI literacy shapes whether they retain or surrender their voice; and Indonesian research frames AI use through ethics, policy, and practice rather than identity. The review proposes a layered model of authorial voice under AI and outlines a corpus-and-interview study design for Indonesian EFL writers.

Keywords: *authorial voice; writer identity; generative AI; EFL academic writing; authorship; systematic literature review; Indonesia*

INTRODUCTION

Academic writing is not only a matter of reporting knowledge. It is also a way of claiming a place in a scholarly community. Through choices of stance, hedging, evaluation, citation, and self-mention, writers construct an authorial voice that signals who they are as researchers and how they position themselves in relation to others (Hyland, 2005). Writing scholars have long argued that academic writing involves the construction of a writer identity with several layers: the self the writer brings to the text, the self the writer represents in the text, and the writer's sense of authority as an author (Ivanič, 1998). Studies of experienced academic writers likewise show that successful writing depends on deliberate strategies through which writers develop their own ways of thinking and expressing ideas (Fadhly et al., 2023), beginning as early as the choice of a research topic (Fadhly et al., 2018).

Generative artificial intelligence (AI) has complicated this picture. Large language models can produce fluent, well-organized academic prose on almost any topic (Abd-Elsalam & Abdel-Momen, 2023; Borger et al., 2023). When writers use AI to draft, paraphrase, or polish their texts, the resulting prose may carry the statistical regularities of the model as much as the choices of the writer. Scholars have accordingly warned that generative AI must be reconciled with human agency in academic writing education rather than allowed to replace it (Han, 2025), and that the authenticity of

student assignments requires new criteria in the age of AI (Ilie, 2025). Questions of authorship, originality, and ownership have become central to ethical debates about AI-generated text (Zhang et al., 2026; Zohouri et al., 2024).

For writers of English as a foreign language (EFL), these questions are particularly acute. EFL writers often struggle to project a confident voice in English, and AI offers an attractive shortcut to fluent, native-like prose. Studies report that AI can enhance EFL students' writing skills and motivation (Song & Song, 2023) and that L2 writers increasingly rely on AI tools in academic writing (Pakdel et al., 2025; Tran et al., 2025). Yet if the price of fluency is the loss of the writer's own voice, AI may help EFL writers sound more like everyone else rather than more like themselves. The tension between linguistic enhancement and authorial ownership is at the heart of this review (Baltezarević et al., 2026).

Indonesian EFL writers face this tension within a specific context. Indonesian students and lecturers face growing expectations to publish in English [add supporting policy or literature citation], and AI use in academic writing is spreading quickly. Indonesian research on AI and writing has grown rapidly since 2025. It has examined doctoral students' tension between shortcuts and ethics (H. Pratiwi et al., 2025), the challenges and opportunities of AI in academic writing (Hapsari & Sudarman, 2025; Hidayatullah et al., 2025), students' perceptions of benefits, risks, ethics, and fairness (Meiristiani & Nindya, 2025; Utomo et al., 2025), critical digital and AI literacy (Ali et al., 2026; Egar et al., 2026; Sunengko et al., 2025), essay quality development with ChatGPT (Puteri et al., 2025), and student reliance on AI (Adiyono et al., 2025). Studies of educators have explored lecturers' and teachers' responses, ethical concerns, and strategies (Ahmad, 2025; Astrid et al., 2025; P. Pratiwi & Jaya, 2025; Suciwati et al., 2026; Wungow et al., 2025; Yunita et al., 2025; Zahra & Fithriani, 2025), while other work has addressed assessment, institutional policy, bias, and the broader place of AI in Indonesian education (Asrifan, 2025; Bachtiar, 2025; Choiriyah et al., 2025; Hasanah et al., 2025; Rohmah, 2025; Tarani et al., 2025). Pedagogical frameworks for academic writing in the AI age have also been developed in the Indonesian context (Fadhly et al., 2026). Whether any of this work addresses writers' voice and identity, however, remains unclear.

Internationally, research on AI-assisted academic writing has grown rapidly (Lendvai, 2025; Li & Wu, 2025), and some studies examine processes that bear on voice, such as patterns of human–AI collaboration (Nguyen et al., 2024) and L2 writers' critical AI literacy (Wang & Wang, 2025). What is lacking is a systematic account of what this research reveals, and fails to reveal, about authorial voice and identity, especially for EFL writers outside Anglophone contexts. This article provides that account through a systematic literature review (SLR) guided by three research questions: RQ1. What does research on AI-assisted academic writing report about the authorial voice and identity of EFL writers, particularly Indonesian EFL writers?RQ2. What adjacent evidence can inform understanding of how AI assistance affects authorial voice and identity? RQ3. What conceptual model and research agenda can guide future research on voice and identity in AI-assisted EFL academic writing?

The review contributes in three ways. It establishes the state of evidence on a question that is widely discussed but rarely investigated directly. It synthesizes a large and fast-growing body of adjacent evidence, including 24 Indonesian studies, to identify what can reasonably be inferred. And it proposes a layered model of authorial voice under AI, together with a concrete study design for Indonesian EFL writers. Following the structure of a systematic review, the article moves directly from method to results, discussion, and conclusion; concepts are introduced where they are needed rather than in a separate literature review.

METHOD

This study is a systematic literature review reported in line with the PRISMA 2020 statement (Page et al., 2021). The review protocol anticipated two possible outcomes. If studies directly examining authorial voice or identity in AI-assisted academic writing were found, they would be synthesized. If not, the review would report the absence of direct evidence and synthesize adjacent evidence to clarify what can and cannot be inferred. Reporting an empty or near-empty evidence base is an informative outcome, because it guards against overconfident claims and directs future research (Yaffe et al., 2012).

The review drew on two sources. The first was a pool of 99 records on AI-assisted academic writing, ethics, and pedagogy published between 2018 and 2026, assembled by the author [specify databases, search strings, and search dates]. Because this pool contained few Indonesian studies, a supplementary targeted search of

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Indonesian literature on AI in writing and education was then conducted [specify databases and search dates], yielding 24 further records. For the final review, the search strategy shown in Figure 1 is recommended. It combines three concept blocks, voice and identity, generative AI, and academic writing, with AND, and it is applied to international databases in English and to Indonesian national databases using equivalent Indonesian terms [report results of each search].

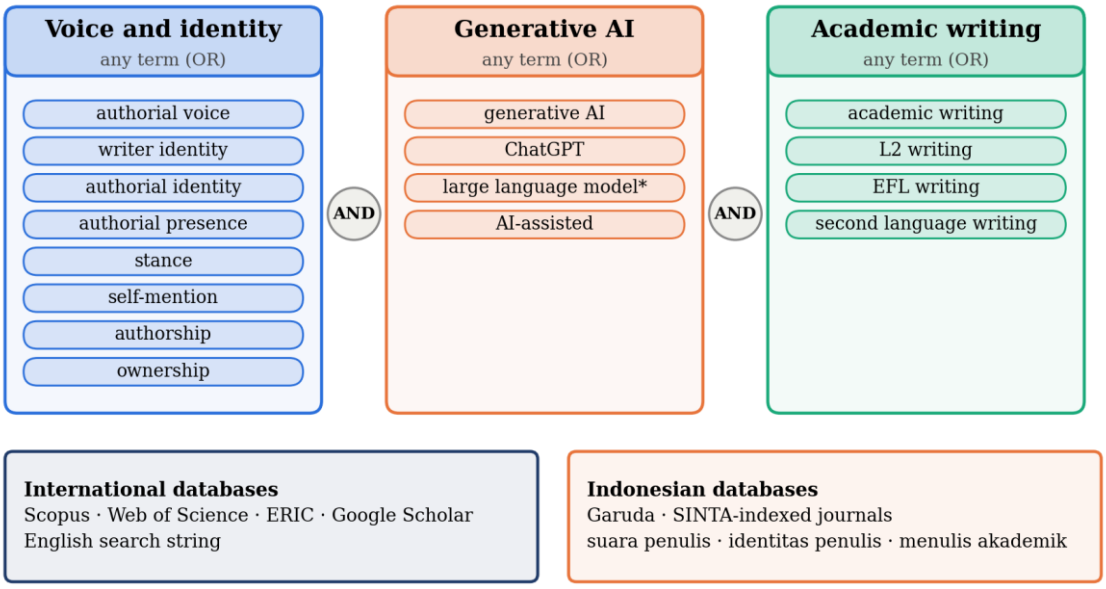


Figure 1. *Search strategy: concept blocks and databases*
A record is retrieved only if it contains at least one term from each block

Two levels of eligibility were defined (Table 1). Core eligibility required that a study examine authorial voice, writer identity, stance, or ownership of text in AI-assisted academic writing by EFL or L2 writers. Adjacent eligibility applied to studies that did not meet the core criterion but addressed one of four domains relevant to the review question: (A) authorship, authenticity, and agency in AI-assisted writing; (B) the human–AI writing process; (C) L2 and EFL writers and language in AI-assisted writing; and (D) AI in writing and education in the Indonesian context.

Table 1. *Eligibility criteria*

Element	Core eligibility	Adjacent eligibility	Exclusion
Population	EFL/L2 academic writers in higher education	Academic writers, especially L2/EFL or Indonesian writers	School learners; journal reviewers only
Phenomenon	Authorial voice, writer identity, stance, or text ownership with AI	Authorship, agency, authenticity, writing process, language, or the Indonesian context of AI-assisted writing and education	Detection tools, adoption, or publishing policy with no link to the writer or text
Context	Any; priority to Indonesia	Any	—
Study type	Empirical, review, or conceptual	Empirical, review, conceptual, or analytical	Editorials and brief commentaries
Period and language	2018–2026; English or Indonesian	2018–2026; English or Indonesian	Outside this period or language

Conceptual papers were admitted at the adjacent level because questions of authorship and agency are often developed conceptually before they are studied empirically.

Records from the two sources were screened separately (Figure 2). In the main pool, three duplicate entries were removed, leaving 96 unique records; titles were screened against the core criterion and then, where it was not met, against the

adjacent criteria, which retained 20 studies. In the supplementary Indonesian set, three entries were duplicated, leaving 21 unique records, all of which met the adjacent criterion for Domain D. Screening will be extended to abstracts and full texts with two independent screeners and reported agreement [to be completed].

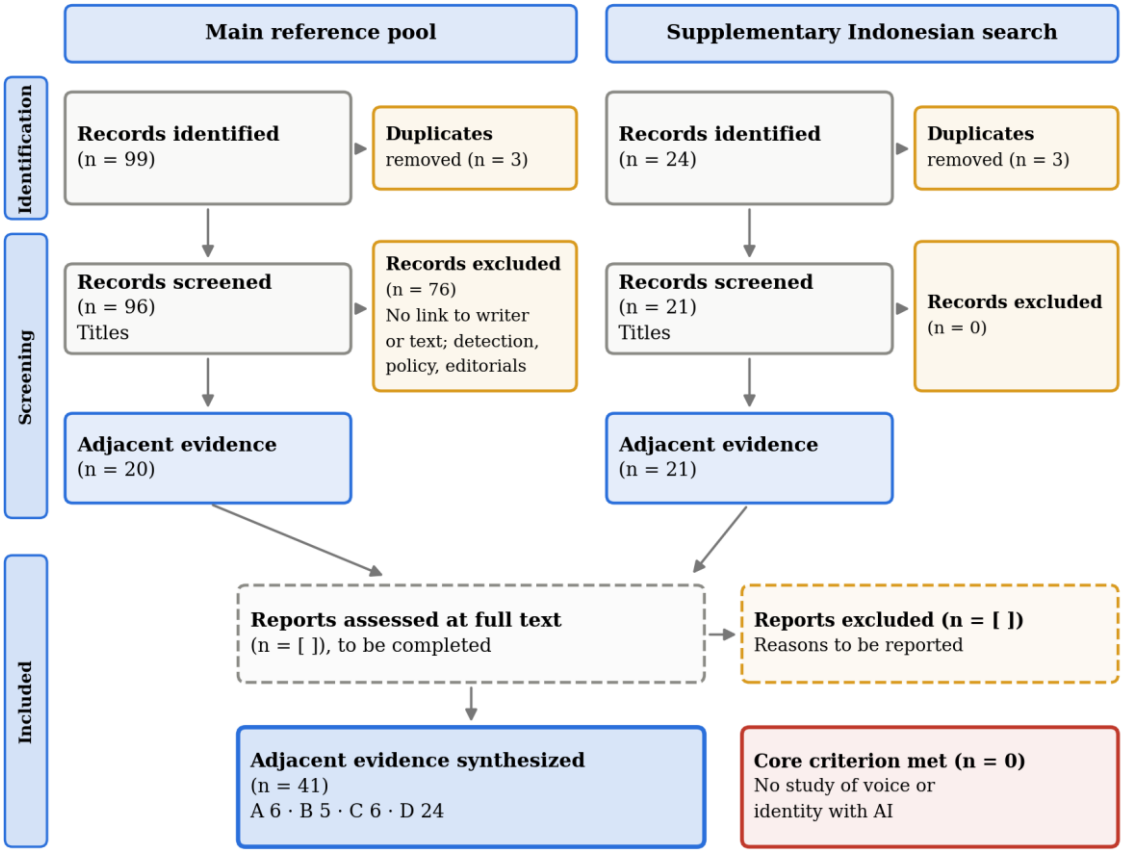


Figure 2. *PRISMA 2020 flow of record identification, screening, and inclusion*
Domains of adjacent evidence: A, authorship, authenticity, and agency; B, the human–AI writing process; C, L2/EFL writers and language; D, the Indonesian context.

For each retained study, the following data were extracted: author and year, domain, context or participants, design [verify at full text], and the dimension of voice or identity to which the study is relevant. Three dimensions were used, drawing on established models of writer identity (Hyland, 2005; Ivanič, 1998): the textual dimension (linguistic features of voice in the text, such as stance, hedging, and lexical choice), the authorial dimension (the writer's agency, ownership, and sense of authorship), and the social dimension (the norms, judgments, and institutional expectations that shape how writers present themselves). Retained studies will be appraised with the Mixed Methods Appraisal Tool for empirical work (Hong et al., 2018) and appropriate checklists for reviews and conceptual papers.

Because no study met the core criterion, the synthesis was thematic and applied to adjacent evidence. Findings and arguments relevant to voice and identity were coded, grouped into themes, and mapped onto the three dimensions. For each theme, the review states what the evidence suggests and what it does not establish.

RESULTS AND DISCUSSION

Overview of the evidence (RQ1)

The answer to RQ1 is clear at this stage: no study in either source directly examines authorial voice, writer identity, stance, or text ownership in AI-assisted academic writing, and none does so for Indonesian EFL writers. Voice and identity are frequently implied, in debates about authorship, authenticity, and agency, but they are not studied as such. No study, for example, analyzes stance markers or self-mention in AI-assisted texts, or asks EFL writers how AI affects their sense of being the author of their work. Even the Indonesian study whose title refers to "students' voices" (Egar et al., 2026) uses the term to mean students' perspectives on AI literacy rather than authorial voice in their texts [verify at full text].

Forty-one studies were retained as adjacent evidence, published between 2023 and 2026, with 35 of them appearing in 2025 or 2026. Domain A (authorship, authenticity, and agency) and Domain C (L2 and EFL writers and language) each contain six studies, Domain B (the human–AI writing process) contains five, and Domain D (the Indonesian context) contains 24. Table 2 lists the studies and the dimensions of voice to which each is relevant.

Table 2. *Matrix of adjacent studies retained in the review (title-level coding; verify at full text)*

No.	Study	Domain	Type or context	Textual	Authorial	Social
1	Han (2025)	A	Conceptual, writing education		✓	
2	Ilie (2025)	A	Assignment evaluation		✓	✓
3	Zohouri et al. (2024)	A	Ethics of AI-assisted article writing		✓	✓
4	Zhang et al. (2026)	A	Systematic review, AI-generated texts	✓		✓
5	Mezzadri (2025)	A	Conceptual, research ethics			✓
6	Giray (2024)	A	Academic writers and researchers		✓	✓
7	Nguyen et al. (2024)	B	Higher education writers		✓	
8	Johnson & Paulus (2024)	B	Reflexive workflow		✓	
9	Wang (2025)	B	Native and non-native speakers		✓	
10	Kim et al. (2026)	B	Students' prompt patterns	✓		
11	Pividori & Greene (2024)	B	Publishing infrastructure			✓
12	Wang & Wang (2025)	C	L2 writers, critical AI literacy		✓	
13	Hossain et al. (2025)	C	EFL students, AI literacy			✓
14	Song & Song (2023)	C	EFL students	✓		
15	Tran et al. (2025)	C	MA English students, Vietnam	✓		
16	Pakdel et al. (2025)	C	L2 writers, medical education	✓		✓
17	Baltezarević et al. (2026)	C	Linguistic enhancement	✓		✓
18	H. Pratiwi et al. (2025)	D	Indonesian doctoral students			✓
19	Hidayatullah et al. (2025)	D	Indonesian systematic review			✓
20	Fadhly et al. (2026)	D	Delphi study, writing pedagogy		✓	✓
21	Suciwati et al. (2026)	D	Teacher educators' self-assessment		✓	
22	P. Pratiwi & Jaya (2025)	D	EFL lecturers, regional Indonesia			✓
23	Astrid et al. (2025)	D	Lecturers' ethical perceptions			✓
24	Yunita et al. (2025)	D	Educators' perspectives on ethics			✓
25	Ahmad (2025)	D	Educators' reflections, metacognition		✓	
26	Wungow et al. (2025)	D	ELT teachers' strategies, dilemmas			✓
27	Zahra & Fithriani (2025)	D	Adverse effects on EFL writing	✓		✓
28	Choiriyah et al. (2025)	D	AI-driven assessment			✓
29	Puteri et al. (2025)	D	Essay quality with ChatGPT	✓		
30	Ali et al. (2026)	D	Reflective regulation, AI literacy		✓	
31	Sunengko et al. (2025)	D	Critical digital literacy		✓	
32	Meiristiani & Nindya (2025)	D	Students' views: risks, fairness			✓
33	Utomo et al. (2025)	D	Students' ethical dilemmas			✓
34	Egar et al. (2026)	D	AI literacy, Indonesia and Timor-Leste		✓	✓
35	Adiyono et al. (2025)	D	Reliance on AI in examinations		✓	
36	Hasanah et al. (2025)	D	Bias and inclusion			✓
37	Rohmah (2025)	D	Syllabi and LMS policies			✓
38	Bachtiar (2025)	D	Digital and AI literacy for teachers			✓
39	Tarani et al. (2025)	D	Review, AI in Indonesian education			✓
40	Hapsari & Sudarman (2025)	D	Future of EFL academic writing	✓		✓
41	Asrifan (2025)	D	Edited volume, AI in language learning			✓

Figure 3 condenses Table 2 into an evidence matrix of domains and dimensions. The social dimension is by far the most frequently represented (27 studies), reflecting the field's concern with ethics, integrity, perceptions, and institutional norms. The authorial dimension follows (15 studies), mostly through discussions of agency, authenticity, collaboration, and critical AI literacy. The textual dimension is the least represented (9 studies), and even here the studies concern writing quality, linguistic enhancement, or adverse effects rather than the linguistic markers of voice. The Indonesian domain illustrates the pattern most sharply: of its 24 studies, 18 address the social dimension and only three the textual one. In short, the field discusses who owns AI-assisted texts and what is permitted, but has scarcely examined how voice actually appears, or disappears, in those texts.

	Textual	Authorial	Social	Studies
A Authorship, authenticity, agency	1	4	5	6
B Human–AI writing process	1	3	1	5
C L2/EFL writers and language	4	1	3	6
D Indonesian context	3	7	18	24
Studies per dimension	**9**	**15**	**27**	**41**

Figure 3. *Evidence matrix: number of studies by domain and dimension of voice*
A study can contribute to more than one dimension, so row cells may sum to more than the number of studies.

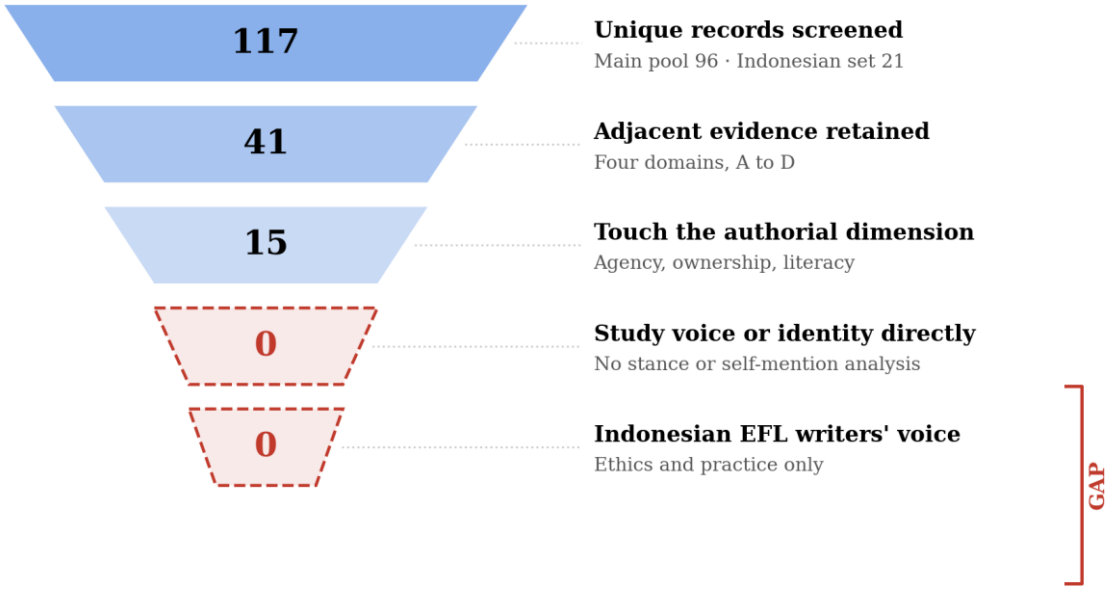


Figure 4. *Narrowing of the evidence base toward the review question*
Voice is discussed around the edges of the field, through authorship, agency, and ethics, but its centre, the writer's voice in the text itself, has not yet been studied.

Figure 4 shows how the evidence narrows from 117 unique records to zero studies of voice or identity.

Synthesized findings from adjacent evidence (RQ2)
Thematic synthesis of the 41 adjacent studies produced five themes. For each, the review states what the evidence suggests about voice and identity and what it leaves unresolved. The themes are provisional pending full-text verification.

Theme 1: Authorship is being redefined around accountability rather than production
Across Domain A, scholars are rethinking what it means to be the author of an AI-assisted text. Ethical analyses of ChatGPT-assisted article writing question how authorship should be

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attributed when AI contributes to the text (Zohouri et al., 2024). A systematic review of ethical issues in AI-generated texts identifies authorship and originality among the central concerns (Zhang et al., 2026), and conceptual work highlights the paradox that AI used to support ethical research can itself create new ethical problems (Mezzadri, 2025). Infrastructural proposals for AI-assisted authoring aim to make the contributions of humans and AI traceable in published work (Pividori & Greene, 2024). Indonesian students frame the same issue as an ethical dilemma for academic integrity in scholarly writing (Utomo et al., 2025). The common direction is to locate authorship in accountability, meaning the writer's responsibility for claims, sources, and final wording, rather than in the act of producing every sentence. For voice, this shift is double-edged. It preserves the writer's formal status as author, but it allows authorship to be separated from the textual expression of the writer's self. A writer may be fully accountable for a text whose voice is largely the model's.

Theme 2: Human agency is treated as the guardian of voice

Several studies place human agency at the centre of AI-assisted writing. Scholars of writing education argue that generative AI must be reconciled with human agency rather than allowed to replace it (Han, 2025). Reflexive AI-assisted workflows ask writers to document how and why they use AI at each stage, keeping their decisions visible (Johnson & Paulus, 2024). Criteria for evaluating the authenticity of student assignments similarly focus on the writer's genuine contribution (Ilie, 2025). Indonesian research adds three strands. Longitudinal work shows that students' reflective regulation of AI use, a form of agency, develops over time alongside critical AI literacy (Ali et al., 2026); educators see the value of AI feedback in strengthening students' metacognition rather than replacing their judgment (Ahmad, 2025); and teacher educators' self-assessment of their own AI-assisted writing suggests that lecturers, too, negotiate how much of the text is theirs (Suciwati et al., 2026). The Delphi-based framework for academic writing pedagogy in the AI age likewise emphasizes integrating AI while preserving students' own thinking (Fadhly et al., 2026). These studies imply that voice survives AI assistance to the extent that writers exercise agency over it. None, however, measures voice directly, so the link between agency and voice remains an assumption rather than a finding.

Theme 3: Collaboration patterns shape how much of the writer remains in the text

Research on the human–AI writing process suggests that writers collaborate with AI in different ways, from limited consultation to extensive co-construction of text (Nguyen et al., 2024). Students' prompt patterns vary with their AI literacy and affect what they produce (Kim et al., 2026), and native and non-native English speakers differ in their AI-assisted writing processes and experiences (Wang, 2025). Indonesian evidence points to the extremes of this spectrum: some students rely on AI for examination answers (Adiyono et al., 2025), a pattern in which the writer's contribution may shrink to selection and submission, while others use ChatGPT as a writing assistant across successive drafts (Puteri et al., 2025). It follows that the degree to which a writer's voice is preserved is likely to depend on the pattern of collaboration: a writer who uses AI for feedback on a self-written draft retains more control over voice than one who asks AI to draft and then edits lightly. This inference is plausible but untested, because process studies have examined who does what, not whose voice emerges.

Theme 4: For L2 writers, fluency and ownership pull in different directions

Domain C reveals a tension specific to EFL and L2 writers. On one side, AI is associated with gains in writing skills and motivation (Song & Song, 2023), with benefits for postgraduate writers of academic English (Tran et al., 2025), and, in Indonesia, with the development of essay quality (Puteri et al., 2025) and new possibilities for EFL academic writing (Hapsari & Sudarman, 2025). A SWOT analysis of AI writing tools from L2 perspectives sets these strengths against threats (Pakdel et al., 2025), and Indonesian teachers and students report adverse effects of AI writing tools on EFL writing (Zahra & Fithriani, 2025) as well as learning risks alongside benefits (Meiristiani & Nindya, 2025). Analytical work frames AI-assisted writing as linguistic enhancement that requires legal and ethical oversight (Baltezarević et al., 2026), implying that enhancement can go too far. Between these poles, critical AI literacy, as modelled for L2 writers (Wang & Wang, 2025) and studied among Indonesian students of English literature (Sunengko et al., 2025), plausibly determines whether writers evaluate and adapt AI suggestions or simply adopt them, while EFL students' AI literacy and ethical perceptions vary widely (Egar et al., 2026; Hossain et al., 2025). For L2 writers, then, AI may offer fluency at the cost of ownership

unless writers have the literacy to negotiate the exchange.

Theme 5: Social pressures shape how writers present their AI-assisted selves

The final theme concerns the social dimension. Academic writers and researchers may experience a silent stigma, described as AI shaming, that leads them to conceal their AI use (Giray, 2024). Concealment is itself an act of identity management: writers present themselves as unassisted authors to protect their standing. In Indonesia, the social dimension dominates the evidence. Doctoral students navigate a tension between shortcuts and ethics (H. Pratiwi et al., 2025); lecturers perceive ethical issues in integrating AI into writing activities (Astrid et al., 2025) and respond to AI integration unevenly across regions (P. Pratiwi & Jaya, 2025); educators frame AI integration in ethical terms (Yunita et al., 2025); and teachers develop everyday strategies and confront dilemmas in classroom use (Wungow et al., 2025). Institutional studies examine how syllabi and learning management systems address ChatGPT (Rohmah, 2025) and how AI is used in assessment in faculties of education (Choiriyah et al., 2025), while broader work addresses bias and inclusion (Hasanah et al., 2025), teachers' digital and AI literacy (Bachtiar, 2025), and the overall impact of AI on Indonesian education (Asrifan, 2025; Hidayatullah et al., 2025; Tarani et al., 2025). Indonesian research has therefore approached AI through ethics, policy, and practice rather than through identity, leaving unexamined how Indonesian EFL writers see themselves as authors when AI is involved.

Voice features and their evidence status

Table 3 brings the themes together as a matrix of voice features across the three dimensions, the ways AI might plausibly affect them, and their evidence status in the reviewed literature.

Table 3. *Matrix of voice features, plausible AI effects, and evidence status*

Dimension	Voice feature	Plausible effect of AI assistance	Evidence status
Textual	Stance and evaluation	Generic or neutralized evaluative positions	None
Textual	Hedging and boosting	Standardization toward model defaults	None
Textual	Self-mention (*I*, *we*)	Removal or impersonal rephrasing	None
Textual	Lexical and phrasal choices	Homogenization toward formulaic academic English	Indirect (Baltezarević et al., 2026; Puteri et al., 2025; Zahra & Fithriani, 2025; Zhang et al., 2026)
Authorial	Sense of ownership	Weakened when AI drafts substantial text	Indirect (Han, 2025; Ilie, 2025; Suciwati et al., 2026; Zohouri et al., 2024)
Authorial	Agency in decisions	Depends on the collaboration pattern	Indirect (Adiyono et al., 2025; Ahmad, 2025; Johnson & Paulus, 2024; Kim et al., 2026; Nguyen et al., 2024)
Authorial	Critical selection of AI output	Protects voice when exercised	Indirect (Ali et al., 2026; Hossain et al., 2025; Sunengko et al., 2025; Wang & Wang, 2025)
Social	Disclosure or concealment	Stigma encourages hidden use	Indirect (Giray, 2024; Utomo et al., 2025)
Social	Judgments of authenticity	Assessors' criteria shape presented identity	Indirect (Astrid et al., 2025; Choiriyah et al., 2025; Ilie, 2025)
Social	Indonesian norms of self-representation	Interaction of local norms with AI defaults	None

Of the ten features, four have no evidence and six have only indirect support. The gap is sharpest in the textual dimension, where three of the four features, those most directly observable in texts, have never been examined in AI-assisted writing within the reviewed literature.

Why voice has been overlooked

The absence of direct research on voice and identity is notable, because concern about AI eroding the writer's self is one of the most frequently expressed worries about AI-assisted writing (Han, 2025). Three reasons may explain the gap. First, early research has prioritized measurable outcomes, such as writing quality, skill gains, and motivation (Puteri et al., 2025; Song & Song, 2023), together with perceptions of benefits and challenges (Meiristiani & Nindya, 2025; Tran et al., 2025). Voice is harder to operationalize than accuracy or organization. Second, the ethical debate has dominated discussion of AI and authorship (Balalle & Pannilage, 2025; Zhang et

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al., 2026; Zohouri et al., 2024), framing the question as what writers may do rather than what happens to their voice; in Indonesia, this framing is especially strong (Astrid et al., 2025; Utomo et al., 2025; Yunita et al., 2025). Third, much research relies on surveys and interviews about AI use, which capture writers' attitudes but not the linguistic traces of voice in their texts. Corpus-based analysis of stance and self-mention, a well-established method for studying voice (Hyland, 2005), has not yet been applied to AI-assisted academic texts in the reviewed literature.

The risk of the accountable but voiceless author

Theme 1 suggests that authorship is being reconceived around accountability. This is a reasonable response to AI, and it is consistent with emerging disclosure guidance (Cleland et al., 2026) and ethical frameworks (Amini et al., 2026). Yet it creates a new possibility: the accountable but voiceless author, a writer who takes responsibility for a text that no longer expresses his or her own stance, judgment, or way of arguing. Such a writer satisfies integrity requirements but loses part of what academic writing is for, namely the development and expression of a scholarly self (Ivanič, 1998). Integrity frameworks that address only disclosure and responsibility may therefore be necessary but insufficient. A complete account of AI-assisted authorship would also ask whether the writer's voice is present in the text.

EFL writers and the development of voice

For EFL writers, the stakes are developmental. Voice in a second language is not simply expressed; it is built over time through practice, feedback, and revision. Studies of experienced academic writers show how writing strategies are developed gradually through sustained engagement (Fadhly et al., 2023). If AI supplies fluent academic prose before EFL writers have developed their own repertoire of stance and evaluation, it may short-circuit the very process through which voice develops. This concern aligns with evidence that AI-assisted learning can pose risks to critical thinking (Çela et al., 2024) and with Indonesian findings on reliance and adverse effects (Adiyono et al., 2025; Zahra & Fithriani, 2025). Theme 4 suggests, however, that the outcome is not fixed. Critical AI literacy may allow EFL writers to use AI as a model and a mirror for their own voice, comparing AI suggestions with their intended meaning and keeping what fits (Wang & Wang, 2025), and Indonesian longitudinal evidence suggests that such reflective regulation can be developed (Ali et al., 2026). The question for pedagogy is how to make that critical stance the norm rather than the exception.

A layered model of authorial voice under AI

In response to RQ3, this review proposes a layered model of authorial voice in AI-assisted writing (Figure 5). The model distinguishes three layers. The textual voice layer consists of the linguistic features through which voice appears: stance, hedging and boosting, self-mention, and lexical choice. The authorial self layer consists of the writer's sense of ownership, agency in decisions, and critical selection of AI output. The social context layer consists of disclosure norms, judgments of authenticity, the dominance of English in publication (Zangana et al., 2025), and, for Indonesian writers, local academic norms of self-representation and institutional policies (Rohmah, 2025). For each layer, the model identifies an AI pressure point: homogenization at the textual layer, displacement of agency at the authorial layer, and stigma and concealment at the social layer (Giray, 2024). It also identifies the protective factor most relevant to each: deliberate revision for voice, critical AI literacy, and transparent, non-punitive policy.

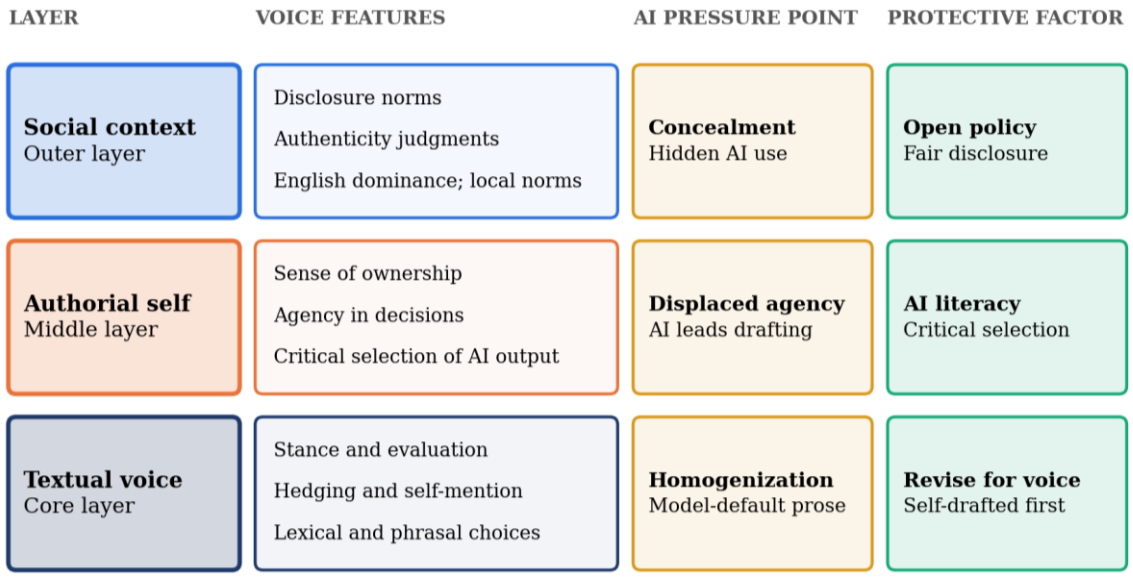


Figure 5. *A layered model of authorial voice in AI-assisted academic writing*
The textual layer is the core where voice becomes visible; the authorial and social layers shape whether it survives AI assistance. All relationships are hypotheses for testing.

Like any model derived from adjacent evidence, this one is a set of hypotheses. Its value lies in specifying which features to observe and which relationships to test.

The Indonesian context

The model has particular relevance for Indonesia. Indonesian EFL writers often write within academic cultures whose norms of self-representation may differ from those of Anglophone academic English [cite relevant Indonesian or contrastive rhetoric studies]. AI tools trained largely on English-language texts may push these writers toward a single, standardized academic voice, a concern that echoes wider debates about bias and inclusion in AI-powered Indonesian classrooms (Hasanah et al., 2025). Whether this is experienced as liberation, as loss, or as both is an empirical question that no study has yet asked. The Indonesian evidence base is now large, but it is organized around ethics, perceptions, and policy (Astrid et al., 2025; H. Pratiwi et al., 2025; Rohmah, 2025; Utomo et al., 2025). Indonesian writers are clearly negotiating their identities in relation to AI, but research has so far captured that negotiation only through the lens of integrity and practice.

Pedagogical implications

For lecturers, the findings suggest several practices. Writing courses can teach voice explicitly, including stance and self-mention, so that students know what to protect when they use AI. Students can be asked to write first drafts without AI and then use AI only for feedback, which keeps the original voice as the starting point. Revision logs can record which AI suggestions were accepted and why, extending the reflexive workflow approach (Johnson & Paulus, 2024) and the reflective regulation documented in Indonesian classrooms (Ali et al., 2026) to the question of voice. Assessment can value the writer's visible reasoning and contribution, consistent with authenticity criteria (Ilie, 2025) and with approaches that move beyond policing AI use (Giray et al., 2025). Building lecturers' and teachers' own AI literacy is a precondition for these practices (Bachtiar, 2025; Suciwati et al., 2026). These practices align with the pedagogical framework for academic writing in the AI age developed in the Indonesian context (Fadhly et al., 2026).

CONCLUSION

This systematic literature review asked what is known about the authorial voice and identity of EFL writers, particularly Indonesian EFL writers, in AI-assisted academic texts. Within the reviewed sources, no study addressed the question directly (RQ1). Forty-one adjacent studies, 24 of them Indonesian, suggest that authorship is being redefined around accountability, that human agency is treated as the guardian of voice, that collaboration patterns shape how much of the writer remains in the text, that L2 writers face a trade-off between fluency and ownership mediated by critical AI literacy, and that social pressures, including stigma and policy, shape how writers present their AI-assisted selves (RQ2). The evidence is concentrated in the social and authorial

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dimensions of voice, while the textual dimension, where voice is most directly observable, is the least studied. In response to RQ3, the review proposed a layered model of authorial voice under AI and the research agenda below.

For researchers, the review shows that voice must be studied in texts as well as in attitudes. Corpus-based analysis of stance, hedging, and self-mention in AI-assisted and unassisted writing would provide the textual evidence the field lacks. For lecturers, it suggests teaching voice explicitly and designing AI use so that students' own drafts remain the starting point. For institutions, it implies that integrity policies should address not only disclosure and accountability but also the development of students' scholarly voices, and that non-punitive disclosure is more likely to support honest identity than policies that encourage concealment.

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