

CHATGPT IN ACADEMIC WRITING CLASSES: EXPLORING EFL STUDENTS' PERSPECTIVES

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Article Info	Abstract
Article History Received: April 2025 Revised: June 2025 Accepted: September 2025 Published: October 2025	<i>The integration of ChatGPT in English as a Foreign Language (EFL) writing instruction remains a relatively under-researched area, particularly in the Indonesian higher education context. This study explores the dual nature of ChatGPT—as both a pedagogical aid and a potential challenge—for undergraduate English education students at a university in Central Java. Using a qualitative case study design, data were collected from thirty-two participants through a close-response questionnaire to gain insights into their perceptions and experiences. The findings indicate that the use of ChatGPT enhanced students’ writing confidence, time efficiency, and overall quality of written output. Students reported that ChatGPT facilitated idea generation, improved sentence coherence, and served as a valuable tool for self-editing. However, the study also identified several drawbacks, including overreliance on the tool, diminished critical and creative thinking, and concerns about the authenticity and accuracy of AI-generated content. To mitigate these issues, students engaged in peer review, expert consultation, and cross-referencing with credible sources to validate the generated material. The study emphasizes the importance of guiding students toward responsible and reflective use of artificial intelligence in academic writing. Pedagogical implications highlight the need for integrating ethical AI literacy, promoting critical engagement with AI-generated content, and fostering awareness of academic integrity. Ultimately, while ChatGPT presents significant opportunities for enhancing EFL writing pedagogy, its implementation must be thoughtfully managed to ensure it supports, rather than replaces, human cognitive and linguistic development.</i>
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INTRODUCTION

Writing is one of the four English language skills that are important to master. Urquhart and Mcleaver state that writing is important because the development of English for each individual can be done by writing because writing makes students' ideas clear (Putri & Aminatun, 2021). The importance of writing for individuals is that by writing we can express our thoughts, ideas about something more structured, so that others can understand the message or idea we want to convey. Therefore, we can see how far our skills are in English, because in writing we incorporate some important skills in English such as the use of grammar to structure sentences, we can see how rich our vocabulary is in the preparation of texts.

Writing skills are also indispensable for students as this not only aims to develop students' skills, but also as the development of communication which is very important in today's information society (Sari & Putri, 2019). In the era of globalisation, writing skills remain

important to have whether in disseminating information through emails, blogs, or even social media posts. In the world of professionalism, in education, personal development, and in global communication. In the world of education itself, writing will always be inseparable from the learning system because many tasks from teachers such as writing essays or making reports require students to have good writing skills.

Despite its importance, this writing skill must be supported by the ability to string words well. The ability to string words well can be done if students have enough vocabulary. However, not all students are able to develop a sentence, some of them only spend time thinking about how a sentence can be long so that in the end the sentence only turns round and the content is only that, so that the content of the text cannot be conveyed properly especially if a foreign language is used in the writing process. The lack of vocabulary and the ability to write skilfully to improve and organise material can be some of the factors that affect students' writing skills (Ayu & Zuraida, 2020)

Writing is not always just about how to use language to convey our ideas but also about how we want to learn and thrive in today's rapid technological development. Especially since we are in the digital age where everything is no longer done manually by humans alone, but now also involves artificial intelligence. Artificial Intelligence (AI) is a field of computer science dedicated to solving cognitive problems commonly associated with human intelligence, such as learning, problem solving, and pattern recognition (Fitria, 2023). AI is a form of technological revolution where in practice there are many industries that have been transformed into bigger industries due to the use of AI, for example in health, automotive, aerospace, and even education. The changes in education in this digital era, such as the collaboration between internet technology and learning activities, have an impact on the opening of AI opportunities in the scope of education. A concrete example is the intelligence tutorial learning system or better known as ITS, where the shortage of teachers can be covered by this system which is very helpful for the formation of a more personalized learning environment (Zhai et al., 2021).

Artificial intelligence that is able to mimic human intelligence as an example of understanding to perform a command is called Artificial Intelligence. In language development, AI is a major breakthrough that offers an alternative solution for those who want to improve human skills such as writing. This is because AI systems are able to understand, interpret, and create language similar to humans. The development in this tool is due to the fact that artificial intelligence uses a lot of data and studies intensely and deeply through artificial neural networks so that AI is able to better understand and make conclusions more efficiently (Roe et al., 2023). AI in its part has a sub-unit program, namely Chatbot. The definition of Chatbot is a technology program that can be accessed via laptop, mobile phone, or computer that is able to imitate the way humans speak and how to respond (Wan Hamzah et al., 2021).

Chatbot has certain differences with other technologies because the communication carried out by Chatbot tends to be written communication that is natural, easy to understand, on time and relevant (Nee et al., 2023). Regarding written communication, lately some Chatbot technology has experienced progress so that it is able to communicate verbally. Another difference found is that Chatbot does not have a form that can be touched like a robot and cannot be said to resemble an avatar that can be used to communicate with others. One form of Chatbot is ChatGPT, a Chatbot design based on the Generative Pretrained Transformer. ChatGPT is a Chatbot that has the ability to understand our language and to reply to our communication topics in a relevant manner. ChatGPT's innovation is a breakthrough for its predecessors as it contains massive context and research data. It can also create creative content, making it suitable and interesting for people who want to learn a language (Kohnke et al., 2023).

The emergence of ChatGPT into the world of technology in November 2022 turned out to be an innovation that attracted the attention of 100 million users in just two months. The massiveness of the use of this chatbot makes ChatGPT owners have the option of purchasing a

subscription package with a monthly nominal of \$ 20. Exclusive ChatGPT users certainly get more attractive services such as no restrictions regarding access to bots, and get priority responses (Halaweh, 2023). Combining ChatGPT with the world of Education especially in writing skills is a good breakthrough because with ChatGPT. Students can minimize the fear of grammatical errors, caught up in confusion about sentence development, so that students are more focused in writing ideas.

AI provides an efficient interactive environment, which supports aspects of grammar, organization, and word selection, making it easier for writers to concentrate on developing their ideas rather than being burdened by the technical technical process of writing (Vanita, 2024). As such, writers can focus more on the creative and content parts of their writing, with AI providing an efficient interactive environment, which supports the creative and content parts of their writing, with the help of AI technology to reduce language problems and make their writing language problems and make their writing better. Numerous studies have highlighted how ChatGPT can significantly enhance writing skills. For instance, one study revealed improvements in the total word count, the number of unique words, and the average number of words per sentence when using ChatGPT, demonstrating its effectiveness as a language learning tool, particularly for students from refugee or migrant backgrounds (Athanassopoulos et al., 2023). Another study emphasized that artificial intelligence, including ChatGPT, is continually developing and plays a crucial role in education, particularly in academic writing, presenting both opportunities and challenges for its integration (Imran & Almusharraf, 2023)

Research conducted by Han et al. (2023) showed that 85% of student ChatGPT users stated that ChatGPT was useful for developing their academic work as well as being able to develop technology for educational purposes. Then, in a later study, it was found that less than half of the students used ChatGPT to improvise their writing skills. The potential of ChatGPT as a tool to assist students in developing their writing skills needs to be considered. With the features of feedback, helping sentence structure, grammar improvement and so on, this can make ChatGPT a virtual mentor for students in the writing process that is able to increase students' confidence in writing better.

In addition, recent findings (Bibi & Atta, 2024; Rahma & Fithriani, 2024) have corroborated these insights, illustrating how students view ChatGPT as a valuable aid in English content writing and how it adapts to various writing styles and needs. This includes providing immediate feedback and enabling straightforward communication between teachers and students, which significantly boosts writing quality. Moreover, the diverse application of ChatGPT across different writing activities suggests its potential to enhance digital literacy skills and overall writing proficiency.

Based on several prior studies, many students' perspectives on the use of ChatGPT were investigated; however, there are still few studies on the use of ChatGPT in the academic writing on English language education students, which need to be studied more deeply because English language learning students are certainly more frequent in practicing writing in daily activities. Therefore, the objective of this study is to know the benefits, problems that may arise, then how the solution of these students. This research was conducted to answer the following questions:

1. What are the perceived benefits of using ChatGPT in academic writing classes?
2. What are the problems of using ChatGPT in writing?
3. How are the solutions to overcome problems of using ChatGPT in writing?

RESEARCH METHOD

Research Design

This study employed a qualitative case study design to investigate the perceptions of English Language Education students toward the use of ChatGPT in academic writing classes. The qualitative approach was selected to provide a comprehensive understanding of students' experiences, behaviors, and reflections regarding artificial intelligence as an educational tool.

By focusing on a single institutional context, the case study design allowed for an in-depth exploration of how ChatGPT was integrated into students' academic writing practices and how it influenced their attitudes and performance.

Participants

This study involved thirty-two undergraduate students enrolled in the English Language Education program at a private university in Central Java, Indonesia. The primary objective was to explore their perspectives and experiences regarding the use of ChatGPT in academic writing classes. Participants were carefully selected based on specific inclusion criteria to ensure the credibility and representativeness of the data. All respondents were between 19 and 21 years old, an age range that reflects young adult learners who are digitally literate and actively engaged in technology-enhanced learning environments. They were selected from the fourth and sixth semesters, stages at which students are expected to possess sufficient academic writing experience and familiarity with digital learning tools. The participant group included both active and occasional users of ChatGPT, allowing the study to capture a broad spectrum of usage patterns, from frequent dependence to minimal engagement. This diversity provided valuable insights into how different levels of interaction with AI influence students' perceptions, benefits gained, and challenges encountered. Some participants reported using ChatGPT to improve their writing fluency and structure, while others engaged with it cautiously due to concerns about originality and overreliance. Including students with varying degrees of experience and challenges ensured a balanced and comprehensive understanding of ChatGPT's role in EFL writing contexts. Consequently, the selection process strengthened the study's validity and provided a nuanced portrayal of how AI-assisted writing tools are perceived and utilized by emerging English educators in Indonesian higher education.

Instruments and Procedures

This study employed a close-response questionnaire consisting of ten structured items to elicit students' opinions about the use of ChatGPT in academic writing. The questionnaire served as the primary instrument for data collection, aiming to capture three central aspects: the benefits of ChatGPT from the students' perspective, the challenges they encountered while using it, and the strategies they applied to overcome those challenges. Each question was carefully formulated to ensure clarity, relevance, and alignment with the research objectives, allowing respondents to express varying degrees of agreement or disagreement. This structure not only facilitated quantitative interpretation but also provided qualitative insights into students' perceptions and experiences. The questionnaire was administered through Google Forms, a digital platform selected for its accessibility, convenience, and ability to reach participants efficiently. The link to the form was distributed via online communication channels, enabling students to respond flexibly within their schedules. The digital format minimized logistical barriers and ensured accuracy in data collection through automated recording of responses. Upon receiving all completed questionnaires, the researcher systematically organized and analyzed the data to identify emerging trends and patterns. The analysis focused on determining how ChatGPT influenced students' writing confidence, efficiency, and creativity, as well as the potential drawbacks such as dependency and reduced critical thinking. The process concluded with synthesizing the findings into meaningful interpretations that reflected the overall perceptions of English Language Education students regarding the pedagogical and ethical dimensions of ChatGPT-assisted writing.

Data Analysis

The data in this study were collected using a survey-based approach and analyzed through thematic analysis to provide an in-depth understanding of students' perceptions of ChatGPT in academic writing. The survey allowed for the systematic gathering of responses from a relatively large group of participants, ensuring a comprehensive overview of their

opinions and experiences. Thematic analysis was then employed as a qualitative technique to identify recurring ideas, categorize responses, and interpret underlying meanings related to the use of ChatGPT. This analytical process involved several stages, including familiarization with the data, generating initial codes, identifying patterns or themes, and refining them into coherent categories that reflected the core aspects of students' perspectives. The researcher specifically targeted students who had actively used ChatGPT, as their firsthand experiences provided richer and more relevant insights into its pedagogical potential and challenges. Through this analysis, the researcher was able to describe how ChatGPT was perceived in terms of its usefulness in improving writing fluency, confidence, and efficiency, while also recognizing issues such as overreliance, lack of originality, and information validity. Moreover, the thematic interpretation enabled the formulation of strategies to address these issues, such as encouraging critical engagement, cross-checking AI-generated content, and integrating collaborative review practices. This rigorous analytical approach ensured that the findings were both systematic and reflective, providing a nuanced portrayal of how students navigate the opportunities and limitations of ChatGPT in English as a Foreign Language (EFL) writing contexts.

RESEARCH FINDINGS AND DISCUSSION

Findings

After analyzing thirty two students, their perceptions on how to use ChatGPT in writing have been obtained. Data collection is done through google form with a questionnaire method. Of the thirty two data, researchers collected and analyzed the results of student answers which can be seen in the following tables.

Table 1
Questionnaire Results

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	ChatGPT boosted confidence in writing.	28.1%	59.4%	6.3%	6.3%
2	The student often uses ChatGPT in writing.	43.8%	34.4%	21.9%	0%
3	ChatGPT saves students time when writing.	50%	43.8%	3.1%	3.1%
4	The use of ChatGPT is able to improve the quality of student writing.	15.6%	53.1%	18.8%	12.5%
5	The information provided by ChatGPT is doubtful for writing, because it does not include sources.	21.9%	46.9%	28.1%	3.1%
6	ChatGPT makes students dependent on writing.	53.1%	46.9%	0%	0%
7	ChatGPT makes students lazy to think critically when writing	50%	46.9%	3.1%	0%
8	Students refine the answers generated by ChatGPT by collaborating with experts in the field and using valid references.	12.5%	75%	9.4%	3.1%
9	The student will review and edit the ChatGPT answer result.	31.3%	59.4%	6.3%	3.1%
10	Students paraphrase the answers generated by ChatGPT.	31.3%	50%	15.6%	3.1%

Based on Table 1 shows that the percentage of all points of each question related to the topic of discussion, which consists of four options, which are *strongly agree* (4), *agree* (3),

disagree (2), and *strongly disagree* (1). The data indicate that most students perceive ChatGPT positively, particularly in terms of its usefulness for enhancing writing confidence, saving time, and improving text quality. High mean scores in these categories suggest that students view ChatGPT as a practical tool for supporting idea generation, grammar correction, and sentence organization. Many respondents found that ChatGPT helped them overcome writer's block and reduced anxiety in composing academic texts, which aligns with the thematic findings emphasizing increased efficiency and motivation in writing tasks.

However, the responses also expose notable concerns and drawbacks. Students frequently mentioned dependence on the tool and reduced critical thinking as major issues, reflected in higher mean values under the "problem" category. This demonstrates an awareness among learners that excessive reliance on ChatGPT can undermine independent reasoning and analytical writing skills. Additionally, participants expressed distrust in the accuracy of ChatGPT's information, especially due to the absence of verifiable sources. These concerns highlight the importance of digital literacy and ethical awareness in AI integration. In addressing these challenges, the data reveal that students tend to employ corrective strategies, such as reviewing, editing, paraphrasing, and consulting experts to ensure content validity and originality. These proactive measures reflect an evolving sense of academic responsibility and critical engagement, suggesting that students are learning to balance AI assistance with human judgment and creativity in their writing practices.

The results of the options of each point are added so that the mean value can be known which is presented in Table 2.

Table 2
Benefits of ChatGPT in writing

Perception	Statement Items	Mean
Benefit	ChatGPT boosts confidence in writing.	3.09
	The student often uses ChatGPT in writing.	3.15
	ChatGPT saves students time when writing.	3.40
	The use of ChatGPT is able to improve the quality of student writing.	2.75

In Table 2 shows that students agree that the use of ChatGPT is beneficial for their writing. Most students agree that ChatGPT saves student time by scoring an average of 3.40. Most students also use ChatGPT in their writing by scoring an average of 3, 15 followed by students agreeing that ChatGPT improves student writing with a score of 3.09. Finally, some students believe that the use of ChatGPT can improve the quality of their writing, this point is obtained with the lowest score of 2.75.

Table 3
Problems caused by the use of ChatGPT in writing

Perception	Statement Items	Mean
Problem	The information provided by ChatGPT is doubtful for writing, because it does not include sources.	2.87
	ChatGPT makes student dependent in writing.	3.46
	ChatGPT makes students lazy to think critically during writing.	3.46

Table 3 shows that most students agree that the use of ChatGPT in writing can make students dependent and can make students lazy to think critically when they are in the writing process. Both statements are obtained with the same value of 3.46, indicating that the bad influence of ChatGPT cannot be denied if its use is done unwisely. Furthermore, students also agree that ChatGPT will cause problems for students because the information provided by ChatGPT is doubtful because it does not include sources. This statement is supported by the average point of 2.87.

Table 4
Solutions to Overcome the Problems of Using ChatGPT

Perception	Statement Items	Mean
Solution	Students revise the answers generated by ChatGPT by collaborating with experts in the field and using valid references.	2.93
	The student will review and edit the results of ChatGPT answers.	3.46
	Students paraphrase the answers generated by ChatGPT.	3.46

Finally, in table 4, solutions were found to the problems that occurred to students when using ChatGPT in writing. The first statement scored the highest average of 3.18 and was done by most students, namely by reviewing and re-editing the ChatGPT answer. It can also be done by paraphrasing the results of the answer (average 3.06) then the least results show that students will perfect the ChatGPT answer by collaborating with experts or adding valid references to strengthen the answer from ChatGPT itself. The last statement got an average of 2.93.

Discussion

This study explored how students' perspectives on the use of ChatGPT affected their writing skills. From this study, it was found that the impact of ChatGPT on students' writing ability was quite significant from both positive and negative perspectives. The researcher categorized the students' perspectives into three categories: the first was about the benefits of ChatGPT on their writing skills, the second focused on the problems they faced in writing when using ChatGPT, and the third addressed how they viewed and tackled these issues or the solutions they adopted.

Benefits of ChatGPT in Writing Classes

The findings from the first research question revealed that students generally perceived ChatGPT as a valuable and empowering tool in enhancing their confidence and productivity in academic writing. The majority of participants reported that using ChatGPT helped them overcome anxiety and hesitation commonly experienced during the writing process. This aligns with previous research by Bouzar et al. (2024), Rahma and Fithriani (2024), and Zebua and Katemba (2024), which highlighted how ChatGPT can significantly improve students' self-confidence, writing motivation, and overall engagement in learning. When students interacted with ChatGPT, they received immediate feedback on grammar, coherence, and organization, which reduced their fear of making mistakes and encouraged them to experiment more with language. This interactive feedback mechanism strengthened their self-efficacy—a belief in their capability to complete academic writing tasks effectively. Self-efficacy, as a psychological construct, plays a critical role in academic performance; hence, ChatGPT's supportive role in providing instant corrections and suggestions appears to enhance this internal sense of competence and autonomy.

Moreover, students expressed that ChatGPT enabled them to manage their writing time more efficiently, serving as a reliable assistant during the drafting and revising stages. Many students noted that they could complete essays, reports, and research summaries more quickly when using ChatGPT as a brainstorming or editing partner. This finding supports Hasanah and Nurcholis (2024), who reported that 60% of students agreed that ChatGPT significantly reduced the time required to complete academic writing tasks. Similarly, Fauzi et al. (2023) found that ChatGPT's structured response system helped students maintain writing schedules, organize assignment lists, and even manage deadlines more effectively. This technological support not only enhanced time efficiency but also fostered students' sense of responsibility in balancing multiple academic demands. It illustrates that when AI tools are integrated thoughtfully, they can cultivate discipline and time-management skills, which are essential components of successful academic writing.

The study also found that ChatGPT use was prevalent and consistent among students, indicating its sustainability as a preferred learning aid. As reflected in the data, most participants reported frequent use of ChatGPT for a range of writing-related tasks—from generating ideas and refining paragraphs to checking coherence and grammatical accuracy. This pattern was consistent with the findings of Özçelik and Ekşis (2024), who observed that university students frequently used ChatGPT not only as a writing assistant but also as a cognitive partner in developing their ideas. This widespread usage suggests that ChatGPT has become an integral part of students' academic routines, reflecting its perceived reliability and accessibility in supporting writing activities.

Additionally, participants acknowledged that ChatGPT contributed to improving the quality of their written work, especially in terms of vocabulary variety, sentence fluency, and textual coherence. Mahapatra (2024) affirmed similar results, concluding that ChatGPT could significantly enhance the sophistication and grammatical accuracy of student writing. However, while many students valued the linguistic and structural assistance provided by ChatGPT, they also recognized the need for critical awareness—not relying solely on AI-generated text but actively engaging in reviewing and revising it to preserve originality and authenticity. This awareness reflects a growing maturity among students as digital learners who understand that AI tools, while beneficial, must be used critically and ethically. The findings underscore that ChatGPT positively influences students' confidence, time management, and writing quality, confirming its potential as a pedagogical tool in EFL contexts. Yet, they also imply that effective use requires critical engagement and self-regulation to ensure that the technology enhances rather than diminishes students' independent thinking and creativity in writing.

Problems of Using ChatGPT in Writing

Despite the substantial benefits students experienced from using ChatGPT, the findings of this study also revealed several critical challenges that emerged from its use, particularly concerning overreliance, diminished critical thinking, and issues of content credibility. While ChatGPT served as an effective writing assistant, its convenience and accessibility created the potential for dependency among students. As reflected in the data, many participants acknowledged that they tended to depend too much on the tool to generate ideas, correct grammar, or structure sentences. This dependency effect mirrors the findings of Hasanein and Sobaih (2023) and Rahma and Fithriani (2024), who reported that the ease and instant results provided by ChatGPT can make learners passive in their engagement with learning tasks. The automation of thinking and writing processes reduces students' cognitive involvement, leading them to rely more on technological assistance than their intellectual effort. In the long term, such patterns can hinder the development of independent writing competence, creativity, and analytical reasoning—core skills in academic writing.

This overreliance was also linked to a noticeable decline in students' critical thinking abilities. The study found that many respondents admitted to becoming less motivated to read reference materials, analyze sources, or evaluate the quality of ideas when ChatGPT was readily available to do the work. As a result, they tended to accept AI-generated content uncritically, weakening their reasoning and argumentation skills. This issue was also emphasized by Hanum Siregar et al. (2023) and Esmail et al. (2023), who warned that continuous dependence on AI tools could limit students' ability to solve problems creatively and think independently. Critical thinking, which involves evaluation, reflection, and synthesis of ideas, risks being replaced by the superficial acceptance of automatically generated text. In academic settings, this can lead to lower writing quality, lack of originality, and minimal personal engagement with content.

Moreover, the study highlighted that ethical and cognitive caution is essential when using ChatGPT for academic purposes. Students need to recognize that while the tool can produce grammatically correct and fluent responses, it is not infallible. Many participants pointed out that ChatGPT's responses often lacked credible sources or proper citations, which raises

concerns about the validity and reliability of the information provided. This observation is consistent with Good (2015) and Ngo (2023), who found that ChatGPT may generate information that sounds convincing but is not always based on verified data or accurate academic references. Such limitations make the tool unsuitable as a standalone source for scholarly writing without verification or cross-referencing. Furthermore, the language generated by ChatGPT may occasionally lack depth, misrepresent context, or contain factual inaccuracies, especially when dealing with complex or specialized topics.

In addition, ChatGPT's lack of accountability in sourcing and citation poses potential risks for academic integrity. Since it does not always attribute its information to verifiable sources, students who rely entirely on its output risk unintentionally committing plagiarism or propagating misinformation. Therefore, moderation and critical awareness become key principles in its academic use. Students must be trained to use ChatGPT as a supportive learning aid rather than as a primary writing generator. They should review, edit, and verify all generated content before submission. In conclusion, while ChatGPT offers valuable assistance in writing, unregulated dependence on it can erode intellectual autonomy, critical inquiry, and ethical standards—skills that are fundamental to the true purpose of higher education.

Solutions to the Problems of Using ChatGPT

Although the problems of using ChatGPT were unavoidable, this study found solutions to these problems from the students' point of view. First, students could collaborate with experts or teachers related to the material being studied and use valid references. This resulted in more in-depth answers, critical analysis, and students obtaining valid information. This was expected to ensure that the answers obtained from ChatGPT could be tested, and students were able to enrich their writing with expert knowledge and experience. Ngo (2023) stated that the solution to this problem could be achieved by verifying ChatGPT answers with credible sources.

Also, students would not only get answers from ChatGPT but would also review the content generated by ChatGPT. ChatGPT answers still showed a lack of word count, errors in references, and the academic value of the answers produced was still lacking (Kumar, 2023). Therefore, the review and editing process were needed to avoid errors and suppress incorrect information. This process would help students better understand the content they wrote, assess the quality of their written content, and develop editing and proofreading skills related to writing. In line with previous research conducted by Ngo (2023) (Ngo, 2023), overcoming credibility problems could be done by double-checking and verifying reliable sources such as scientific articles. (Chukwuere, 2024) also stated that to avoid plagiarism, human editing and review could be employed.

Furthermore, students could also paraphrase the answers generated by ChatGPT. Students could change some sentences or use ideas from ChatGPT to be redeveloped according to their own language. This process would lead students to a deeper understanding because they had to know the content and be able to discuss it in their own knowledge. It would also prevent students from plagiarism. This allowed students to still find ideas for their own writing.

CONCLUSION

Findings underline that ChatGPT was found to be beneficial for students in writing. The use of ChatGPT was able to be a student's best friend by making it easier for students to face writing difficulties, overcoming the issue of difficulty in developing ideas, and maintaining time effectiveness. The practical implication was that students could use ChatGPT in writing by knowing their limits, knowing the ethics of citing scientific papers, and conducting further studies related to the results of ChatGPT answers. Methods such as paraphrasing and testing the accuracy of sources were also needed to avoid erroneous or irrelevant information. Despite its benefits, ChatGPT could be a student's assistance, but it could also become a new challenge for students such as plagiarism issues, lazy thinking, and invalid data. This research focuses on

the strategies to overcome addiction to the use of ChatGPT so further research might explore how students could get out of bad habits as a result of long-term negative use of ChatGPT. Also, due to this small sample size, further studies could employ larger participants with the various geographic settings.

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