

Does ChatGPT Support Student's English Writing? Perception Study in Islamic Education Management

 <https://doi.org/10.31004/jele.v10i6.1663>

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ABSTRACT

The growing use of artificial intelligence (AI) tools has reshaped language learning, offering new opportunities for students to enhance their writing skills. This qualitative study explores the experiences of 27 first-semester students from the Islamic Education Management Department at Institut Jam'iyah Mahmudiyah, Tanjung Pura, in learning English writing through ChatGPT. The study aims to understand how students use ChatGPT as a problem-solving tool when facing difficulties in grammar, vocabulary, and sentence construction. Data were collected through questionnaires and written reflections. The findings reveal that students use ChatGPT to find examples, clarify grammatical rules, and practice sentence formation in various contexts. Many students reported feelings of curiosity, engagement, and self-reflection during the process. The study implies that ChatGPT can serve as an effective learning companion, fostering learner autonomy and motivation in developing writing skills among beginner students in Islamic higher education settings.

Keywords: *ChatGPT, Students' Experiences, English Writing, Problem-Solving Approach, Islamic Higher Education*

Article History:

Received 03rd November 2025

Accepted 28th November 2025

Published 30th November 2025



INTRODUCTION

Writing in English is often considered one of the most demanding skills for learners in English as a Foreign Language (EFL) context. Many students struggle with organizing ideas, applying appropriate grammar, and using varied vocabulary effectively. These challenges are even more pronounced among beginner learners, who often lack confidence and sufficient exposure to authentic writing practice. As a result, EFL students frequently experience anxiety and uncertainty when constructing sentences or expressing thoughts in written English.

Recent technological developments, particularly in artificial intelligence (AI), have introduced new possibilities for supporting language learning. Among various AI tools, ChatGPT has gained attention for its ability to generate human-like text, provide grammar feedback, and assist users in exploring diverse writing styles. Such features make it a promising tool for improving writing performance in EFL classrooms.

However, despite the growing interest in AI-assisted learning, little is known about how beginner students actually experience and interact with ChatGPT during the early stages of learning to write in English. Therefore, this study aims to explore the experiences of first-semester students from the Islamic Education Management Department at Institut Jam'iyah Mahmudiyah, Tanjung Pura, in learning English writing through ChatGPT. The research seeks to understand how students use this tool to overcome writing difficulties and how it shapes their engagement and motivation in developing writing skills.

Producing a complex written text at an advanced stage requires far more than mastery of linguistic structures. It also places substantial demands on cognitive capacities, particularly those related to memory and reasoning (Kellogg, 2008). Writers utilize a wide range of knowledge accumulated in their long-term memory, yet this knowledge is only useful when it can be efficiently accessed—either through quick retrieval or active maintenance within

working memory. In proficient adult writers, the processes of thinking and writing are deeply intertwined, often functioning almost as inseparable counterparts (Durga, S. & Rao, 2018). Skilled writers are generally perceived as strong thinkers because composing extended texts inherently involves problem-solving. They must address both the issue of *content*—what ideas to express—and the issue of *rhetoric*—how to articulate those ideas—requiring significant cognitive effort and decision-making. Moreover, argumentative writing, in particular, engages the writer's reasoning abilities (Marzuki et al., 2023). Ultimately, the written text functions as an external memory system, enabling others to read, interpret, and build upon it, thus contributing to the intellectual and cultural evolution of literate societies.

The progression of writing skills is understood to occur in three developmental phases, as shown achieving mastery typically requires around twenty years of growth, formal education, and practice. According to (Mahapatra, 2024) state these phases move from (1) an initial stage, where learners use writing merely to express what they already know, to (2) a middle stage, where writing serves to reshape their understanding for their own learning, and finally to (3) an advanced stage, where writing is deliberately structured to communicate knowledge effectively to readers. The first two stages have been thoroughly examined in developmental studies.

Writing in English remains a central but challenging skill for many first-semester university students, particularly for those enrolled in Islamic Education Management programs where prior exposure to intensive English instruction may be limited. Beginner writers commonly struggle with lexical gaps, sentence construction, and grammatical accuracy; these difficulties often reduce confidence and limit productive practice.

At the same time, the rapid diffusion of generative artificial intelligence tools, notably ChatGPT, has introduced novel, readily accessible resources that students can consult during drafting and revision (Song & Song, 2023). As students turn to AI for examples, explanations, and corrections, educators face urgent questions about how these tools are actually experienced by novice learners and how they shape everyday problem-solving practices in writing.

Preliminary observations among 3 first-semester students of the Islamic Education Management Department at Institut Jam'iyah Mahmudiyah, Tanjung Pura, reveal a nascent but meaningful engagement with ChatGPT in their early writing activities. Through informal classroom observations, a short pilot questionnaire, and brief follow-up conversations, several consistent patterns emerged. Most students reported having tried ChatGPT at least once when confronted by a specific writing difficulty (for example, forming complex sentences or finding an appropriate word). Common usages included: requesting model sentences, asking for grammar explanations, and seeking paraphrases or vocabulary alternatives.

A number of students described emotional responses such as curiosity and increased engagement when experimenting with AI-generated suggestions (Rahma & Fithriani, 2024), while others reported confusion when ChatGPT's feedback appeared inconsistent with classroom instruction or when multiple possible corrections were offered. Informants also noted pragmatic behaviors: they tended to cross-check AI suggestions with peers or instructors, to request simplified explanations, or to iteratively prompt ChatGPT until they obtained an acceptable response (Dawa et al., 2023). These pilot impressions point to a dynamic, exploratory use of ChatGPT as a problem-solving aid rather than a straightforward replacement for teacher feedback.

Against this empirical backdrop, the research centers on two interrelated concerns: (1) describing how beginner MPI students experience ChatGPT during the process of composing and revising English texts, and (2) identifying the concrete problem-solving strategies they adopt when interacting with the tool. Put differently, the central research problem is to understand the lived, situated practices through which students incorporate AI assistance into their early writing attempts — including the affordances they exploit, the difficulties they encounter, and the interpretive moves they make to resolve ambiguities introduced by AI feedback (Terwiesch, 2023).

To address this problem, (Biswas, 2023) the study pursues the following integrated aims: (a) to document and describe the varied experiences of first-semester Islamic Education Management students when using ChatGPT for English writing tasks; (b) to uncover the specific strategies students employ to solve writing problems with the help of ChatGPT (e.g., iterative prompting, cross-checking, simplification requests); and (c) to map the types of confusion or mismatch that arise between AI suggestions and students' existing linguistic knowledge or classroom instruction. By foregrounding experience and problem-solving practice, the research aims to produce textured descriptions that can inform pedagogical guidance for integrating AI tools into early writing instruction in Islamic higher education contexts.

Writing

Writing functions both as a process and a product, representing a complex and demanding skill. It is a creative act through which ideas are transformed into written symbols (Winarni et al., 2021). Moreover, writing plays a productive role in shaping knowledge and thought across various disciplines. The ability to write effectively benefits learners not only in mastering the Indonesian language but also in enhancing their performance in other areas of study.

Writing is recognized as one of the fundamental language skills, essential not only for academic achievement but also for communication in daily life (Kitila et al., 2023). Students who fail to employ appropriate language in their written responses, assignments, and projects may struggle academically, which in turn can influence their success beyond the classroom. Supporting this view, Seow (2002) in (McKee & Porter, 2020) emphasizes that mastery of writing is vital for students to achieve success both in education and in life. Consequently, writing occupies a central role in English language curricula (Cer, 2019). However, many scholars acknowledge that writing is a highly demanding skill, as producing coherent and fluent paragraphs presents significant challenges. Raimes (1983) in (Anton, 2023) further explains that teaching writing is inherently complex because it requires learners to generate relevant ideas, employ varied sentence structures, construct grammatically accurate sentences, apply correct writing mechanics, address specific audiences and purposes, and organize information effectively.

Chat GPT

Artificial intelligence (AI) chatbots, particularly those based on GPT models, are transforming the field of education by enhancing the ways students learn, educators teach, and institutions operate (Rahma & Fithriani, 2024). These chatbots have proven particularly valuable in language learning, as they can simulate authentic conversations, correct grammatical and pronunciation errors, and create a variety of language-based exercises. The interactive and adaptive features of GPT-driven chatbots provide learners with a more engaging and immersive language learning experience (Lockie & Choi, 2024). Furthermore, AI contributes to the democratization of quality education, supports lifelong learning, and helps cultivate a more competent and knowledgeable generation of learners.

METHOD

Research Design

This study adopted a qualitative descriptive survey design aimed at exploring how first-semester students of the Islamic Education Management Department experience learning English writing through ChatGPT. The qualitative survey approach was chosen to capture students' subjective perceptions, reflections, and experiences in a structured yet open-ended format (Jansen, 2010) in (Gayatri et al., 2024). Instead of quantifying responses, the emphasis was placed on descriptive interpretations of the data gathered through survey narratives.

Participants and Context

The participants consisted of 27 first-semester students from the Islamic Education Management Department at Institut Jam'iyah Mahmudiyah, Tanjung Pura, during the 2025 academic year. All participants had basic English writing skills and had been introduced to

ChatGPT as a supplementary tool for writing practice. Participation was voluntary, and informed consent was obtained before the data collection began.

Data Collection Instrument and Procedure

Data were collected through a qualitative online survey distributed via Google Form. The survey included 20 open- and close-ended items developed to investigate students' experiences, perceptions, emotions, and challenges while using ChatGPT for English writing. The items were divided into four thematic sections:

Initial interaction with ChatGPT (frequency, purpose, and motivation).

Learning experiences (feelings, engagement, and perceived usefulness).

Problem-solving strategies (how students used ChatGPT to overcome writing difficulties).

Reflections and attitudes (awareness, limitations, and expectations).

While some questions used a Likert scale (1–5) to express agreement levels, others invited short narrative responses to gain deeper insights into students' experiences (Cresswell, J. W., Plano-Clark, V. L., Gutmann, M. L., & Hanson, 2003).

Data Analysis

Survey responses were analyzed using descriptive thematic analysis. Quantitative frequencies from Likert-scale items were used only to support the qualitative findings, providing context to the thematic patterns (Azhari et al., 2023). Narrative responses were read repeatedly, coded inductively, and grouped into emerging categories such as curiosity, reliance, confusion, reflective learning, and strategic adaptation. Themes were refined and interpreted in relation to the study's central question: "How do first-semester students experience learning English writing through ChatGPT?"

This study employed a qualitative research design to explore how first-semester students experience learning English writing through ChatGPT. Twenty-seven participants from the Islamic Education Management Department at Institut Jam'iyah Mahmudiyah, Tanjung Pura, were purposively selected for this research. Data were collected through a combination of open-ended questionnaires and written reflections, which allowed students to share their experiences, perceptions, and learning strategies in using ChatGPT to overcome writing difficulties.

Ethical Considerations

All participants gave informed consent, and their anonymity was guaranteed. Data were stored securely and used solely for academic purposes. The study followed the ethical research guidelines of Institut Jam'iyah Mahmudiyah, emphasizing voluntary participation, confidentiality, and respect for participants' experiences.

FINDINGS AND DISCUSSION

Result

The findings of the survey reveal students' perceptions toward the use of ChatGPT in English writing. The questionnaire consisted of 20 Likert-scale items grouped into four main indicators: ChatGPT as a Grammar Assistant, . The survey involving 25 first-semester students from the Islamic Education Management program explored their perceptions of ChatGPT as a support tool in English writing. The questionnaire consisted of 20 Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree) that examined students' experiences, benefits, and challenges when using ChatGPT in writing activities.

Table 1. Mean Scores of Students' Perceptions on ChatGPT in English Writing

Indicator	Items	Mean Score	Interpretation
ChatGPT as a Grammar Assistant	1–7	4.02	Agree
Ease of Use	8–13	3.88	Agree
Motivation	14–20	3.95	Strongly Agree

The survey results indicate that students generally perceive ChatGPT positively in supporting their English writing skills. The highest mean score (4.02) was found in the Writing Improvement indicator, showing that students believe ChatGPT significantly helps them

enhance grammar, vocabulary, and sentence structure. This implies that ChatGPT is viewed as a valuable digital assistant for enhancing English writing skills among university students.

ChatGPT as a Grammar Assistant

Many students perceived ChatGPT as a helpful tool for improving their grammar accuracy. They reported that the AI provided instant feedback on sentence structure, verb agreement, and word order, which helped them recognize and correct their mistakes independently. This finding aligns with the study by Alharbi (2023), who noted that AI chatbots can serve as effective grammar tutors that encourage autonomous learning. Students also appreciated the real-time corrections that ChatGPT offered, making their writing process more efficient and confidence-building.

R3: *"I use ChatGPT to check my grammar before submitting assignments. It explains my mistakes clearly, so I can learn from them."*

Overall, the results revealed a positive tendency toward the use of ChatGPT in developing students' writing skills. The majority of participants selected responses between Agree (4) and Strongly Agree (5) for statements such as

R11: *"ChatGPT helps me understand sentence structure"* and

R.10: *"ChatGPT provides clear explanations of grammar errors."*

These responses indicate that students viewed ChatGPT as a supportive and interactive learning companion that enhances their understanding of grammar and sentence construction. This finding supports Pasternak's (2020) notion that AI-driven language tools can effectively scaffold learners' language awareness and promote autonomous learning through personalized feedback and real-time correction.

In addition to grammatical support, ChatGPT was also perceived as a valuable aid for vocabulary enrichment. The high mean score for item R4: *"ChatGPT helps me expand vocabulary in writing"* demonstrates that students benefited from the exposure to new lexical items and alternative word choices suggested by the AI. This aligns with George's (2015) perspective (as cited in Megawati et al., 2023), which highlights that digital feedback tools can foster contextual vocabulary development through iterative interaction and adaptive correction.

These results suggest that ChatGPT not only functions as a grammar assistant but also as a comprehensive language learning facilitator that simultaneously supports grammatical accuracy and lexical growth. Students' positive perceptions imply that the integration of ChatGPT in writing instruction can strengthen both their linguistic competence and confidence in using English effectively.

ChatGPT for Vocabulary Enrichment

Participants mentioned that ChatGPT expanded their vocabulary range by introducing alternative word choices and synonyms during writing or speaking practice. Some students used it to generate context-based examples, helping them understand how new words function in sentences. This reflects findings by Rahman and Yunus (2024), suggesting that ChatGPT supports incidental vocabulary acquisition through interactive feedback and repetition.

R1: *"When I ask ChatGPT to help me write essays, it gives new words I have never used before. I can learn new expressions easily."*

However, a few students expressed caution about over-relying on ChatGPT, fearing it might reduce their motivation to learn vocabulary through traditional reading or listening activities.

Despite the overall positive perceptions, several items highlighted critical reflections and challenges. Statements such as

R11: *"ChatGPT does not always provide contextually appropriate corrections"* and *"I sometimes feel confused by ChatGPT's answers"*

Showed moderate agreement levels (around 3 on average). This suggests that while ChatGPT offers useful assistance, students still face difficulties interpreting or trusting its feedback.

Additionally, a number of respondents expressed concerns about overreliance. The item

R20: *"I am worried that depending too much on ChatGPT may reduce my own writing skill"* gained relatively high agreement (mean ≈ 4), revealing students' awareness of the need for balanced use. Moreover, nearly all respondents agreed that

R18: *"I still need lecturers' guidance to understand ChatGPT's corrections"*, emphasizing that AI tools should complement, not replace, human instruction in academic writing contexts. However, a few students expressed caution about over-relying on ChatGPT, fearing it might reduce their motivation to learn vocabulary through traditional reading or listening activities.

Emotional Responses to AI-Assisted Learning

Students' emotional reactions to using ChatGPT varied. Many described feelings of excitement, curiosity, and relief because the AI made writing and speaking tasks less stressful. Others, however, reported mixed emotions such as uncertainty or guilt, worrying that using AI might limit their creativity or constitute "cheating." These emotional dynamics mirror those observed by Lee (2023), who emphasized that students' affective engagement determines the sustainability of AI adoption in language learning.

R15: *"I feel motivated because ChatGPT helps me express ideas faster, but sometimes I'm unsure if my work is still my own."*

Overall, these findings indicate that ChatGPT not only assists in linguistic improvement (grammar and vocabulary) but also shapes students' emotional and motivational experiences in learning English.

Another strong theme emerging from the data is the increase in motivation and writing confidence. Many respondents agreed that ChatGPT made writing activities more interesting and less intimidating.

"Using ChatGPT makes me more confident in writing English" received consistently high ratings, reflecting the motivational aspect of technology integration discussed by Swenson (2006). Students reported feeling encouraged to practice writing more frequently since ChatGPT offers instant feedback and constructive suggestions, reducing writing anxiety.

The findings suggest that ChatGPT serves as a supportive learning partner rather than a complete solution. It effectively aids beginner students in grammar correction, idea generation, and vocabulary development while also enhancing engagement and self-confidence. However, critical guidance from instructors remains essential to prevent misuse and ensure pedagogical alignment.

From a qualitative perspective, these patterns indicate that students experience ChatGPT as both a motivational and cognitive scaffold, aligning with the constructivist principles of CALL. As an exploratory study, these insights highlight the importance of integrating AI tools thoughtfully within writing pedagogy—encouraging learners to reflect, evaluate, and co-construct meaning rather than relying solely on automated feedback. In summary, the results demonstrate that ChatGPT positively supports beginner students' English writing development but also introduces pedagogical challenges that educators should address through guided integration.

The overall mean score of 4.36 indicates that students generally have a positive perception of ChatGPT as a writing support tool. The highest mean (4.72) was found in Item 18 (*"ChatGPT can be used anytime and anywhere"*), showing that accessibility and flexibility are the main strengths appreciated by beginner students. This suggests that ChatGPT's 24-hour availability and responsiveness are major factors that help students overcome time and location barriers in writing practice.

Item 12 (*"ChatGPT is suitable for beginner students"*) and Item 20 (*"I am satisfied using ChatGPT for English writing"*) also scored very high ($M = 4.60$ and 4.64), emphasizing that the platform is user-friendly and supportive for novice writers. The lowest mean, although still positive, was in Item 17 (*"ChatGPT provides reliable information for writing"*), with $M = 4.04$. This implies that some students remain cautious about the accuracy or reliability of ChatGPT-generated content, aligning with previous studies (Pasternak, 2020; George, 2015) highlighting the need for critical evaluation of AI-generated texts.

Discussion

Interpretation and Discussion

The overall results reveal a predominantly positive perception of ChatGPT as a writing support tool among beginner students. Items 1–8, which measure writing assistance and language support, showed strong agreement. Students recognized that ChatGPT significantly aids their understanding of grammar and sentence structure. These findings align with Pasternak's (2020) in (Gervacio, 2023) framework on *scaffolded autonomy*, where AI tools guide learners to notice and correct linguistic forms.

Items 9–13 highlight motivational and affective impacts. The high scores for statements like *"ChatGPT makes writing learning more interesting"* and *"I feel more independent in learning writing"* demonstrate that the tool enhances students' engagement and intrinsic motivation. This corresponds with Swenson (2006), who emphasized that technology integration can reduce writing anxiety and promote learner agency through immediate, non-judgmental feedback.

However, items 16–19 point to critical awareness and limitations. Students acknowledged occasional confusion with ChatGPT's suggestions and potential overdependence. The strong agreement with item 18 (*"I still need lecturers' guidance"*) underscores that human facilitation remains essential. These concerns resonate with George's (2015) caution that automated writing feedback should complement, not replace, teacher-mediated learning.

The findings reveal that ChatGPT plays a significant role in reducing writing difficulties among beginner students in Islamic Education Management. The high ratings on items related to idea generation, grammar support, and motivation (Items 1, 3, and 7) show that ChatGPT serves as both a cognitive and affective scaffold in the learning process. Students report feeling more confident and less anxious when using ChatGPT to draft or revise their work, consistent with the theoretical perspective of Swenson (2006) who argued that technology-assisted learning promotes learner autonomy and reduces writing apprehension. Furthermore, the results suggest that ChatGPT functions not merely as a linguistic tool but also as a motivational and self-directed learning aid. Students' agreement that ChatGPT enhances independence (Item 19, $M = 4.48$) reinforces its role in fostering learner agency—a crucial aspect in technology-assisted language learning environments.

However, despite overall positive responses, the moderate score in reliability (Item 17) indicates that students still require digital literacy guidance to evaluate AI-generated outputs critically. This aligns with Creswell's (2016) mixed-method emphasis that quantitative perceptions should be further explored qualitatively through interviews to understand how students navigate accuracy concerns.

Finally, the consistently high response for item 20 (*"I need to learn to use ChatGPT more effectively"*) suggests a constructive and reflective stance: students value ChatGPT as a learning partner but recognize the importance of digital literacy and critical use. Students' perceptions of ChatGPT in improving writing skills have become a central topic in recent discussions on technology-enhanced language learning. Many students perceive ChatGPT as a helpful and accessible digital tool that assists them in generating ideas, organizing content, and revising their writing more effectively. From the perspective of the Technology Acceptance Model (Davis, 1985), these perceptions are shaped by the perceived usefulness and ease of use of ChatGPT in supporting the writing process.

When learners find the tool beneficial in enhancing grammar accuracy, vocabulary range, and text coherence, their intention to continue using it increases. Moreover, according to the Cognitive Process Theory of Writing proposed by Flower and Hayes (1981), writing involves recursive processes of planning, translating, and revising. ChatGPT serves as a supportive environment that provides immediate feedback and alternative expressions, enabling students to refine their drafts more efficiently. Empirical studies further reinforce these theoretical assumptions; for instance, (Mahapatra, 2024) reported that students generally view ChatGPT as a valuable assistant for generating ideas and improving linguistic accuracy. However, some students also express concerns about overreliance on AI-generated suggestions and the potential loss of personal voice in writing. Overall, students' perceptions

indicate that ChatGPT can enhance both the process and the quality of academic writing when used critically and responsibly.

The *ease of use* concept originates from the Technology Acceptance Model (TAM) developed by Davis (1995) in (Doyal et al., 2023). In TAM, *Perceived Ease of Use (PEOU)* is defined as “the degree to which a person believes that using a particular system would be free of effort.” In the context of writing, if students find ChatGPT easy to operate – such as giving prompts, receiving responses, and revising drafts – they are more likely to perceive it as useful and continue using it to support their writing activities (Venkatesh & Davis, 2000). The model suggests that when learners experience low cognitive or technical barriers, their motivation and intention to use ChatGPT for writing increase, which in turn improves writing performance.

CONCLUSION

ChatGPT has proven to be a supportive, motivating, and pedagogically valuable tool for beginner writers. It provides cognitive and affective benefits while highlighting the ongoing need for instructor guidance and balanced integration. The study implies that ChatGPT can serve as an effective learning companion, fostering learner autonomy and motivation in developing writing skills among beginner students in Islamic higher education settings.

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