Enhancing College Learners' Writing Skills through The Integration of ChatGPT: Strategies, Benefits, And Concerns

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Abstract. Writing instructions pose challenges for educators, as students often struggle to express their ideas in writing effectively. First language influence further complicates the writing process. With the emergence of ChatGPT, this paper aims to explore its potential application in the writing classroom. This study investigates the strategies employed by students in integrating ChatGPT, an AI language model, into their writing process. Seven outstanding undergraduate students of the Applied English program preparing themselves for Indonesian International Student Mobility Awards (IISMA) were asked to write some simple essays. They are encouraged to utilize ChatGPT to help them improve their writing. Their portfolio of essays was used to explore how students utilize this technology to enhance their writing skills and evaluate the effectiveness of such integration. Some in-depth interviews were also conducted with these students who actively engaged with ChatGPT to understand how they enhance their writing skills through the help of ChatGPT: students' experiences and approaches to incorporating ChatGPT into their writing workflow, including idea generation, improving sentence structure and grammar, enhancing coherence and flow, and expanding vocabulary. Perceived benefits and challenges associated with integrating ChatGPT are examined, including: effects on confidence, efficiency, and writing quality. Concerns regarding overreliance, plagiarism, and authenticity of the written work are also addressed. This study's findings highlight the efficacy of integrating AI language models in writing classes through ChatGPT's writing suggestions, enhancing students' expression, structure, and style. Further the study shows that while ChatGPT improves students' writing skills, it raises concerns about overreliance and plagiarism. Ethical guidelines and long-term studies are needed to address dependency issues and maintain authenticity. Assessing ChatGPT's adaptability across writing contexts is crucial for responsible integration in education, advancing AI-assisted writing understanding.

Keywords: college writing, ChatGPT, learning strategies

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INTRODUCTION

Teaching college students effective writing skills has been a persistent challenge in the dynamic field of education, one that has evolved with the changing landscape of technology and communication. Students have historically struggled with the complex task of translating their thoughts into well-structured and coherent written expressions. These difficulties extend beyond linguistic nuances and are frequently exacerbated by the influence of their native languages. Students continue to struggle with various aspects of writing, such as organizing their ideas and adhering to grammatical standards (Liunokas, 2020; Toba et al., 2019). The consequences of these challenges manifest in the suboptimal conveyance of ideas, distinguished by the selection of inappropriate vocabulary and the commission of grammatical errors. There also exist a pervasive lack of self-confidence as a further impediment, highlighting that the implications extend beyond academic performance and influence the intellectual and personal development of students as a whole (Heriyudananta, 2021). As a result of the complexity of the current educational environment, it becomes increasingly apparent that innovative strategies are required to assist students in becoming proficient writers.

Concurrently, education is undergoing a profound transformation due to the rapid incorporation of digital technology (Barr, 2019; Permatasari, 2022; Salikhova et al., 2020). This change results from the increasing significance of digital literacy in an increasingly interconnected world. Effective written communication is no longer limited to traditional paper and pen; students must now transfer their writing skills to a variety of digital platforms, including emails, social media, academic research, and content creation (Barr, 2019). Employers place a premium on employees who can communicate ideas clearly and persuasively in writing outside of the classroom (Astuti et al., 2021; Saykili, 2019).

While the incorporation of AI technologies such as ChatGPT into the educational landscape holds great promise, it is essential to recognize and address the potential drawbacks and concerns associated with student reliance on such tools. A significant concern is the potential for students' writing processes to become less autonomous and self-reliant due to an overreliance on AI-driven assistance (Cotton et al., 2023). It is difficult to establish a balance between utilizing the benefits of AI guidance and ensuring that students develop their own critical thinking and writing skills. In addition, ethical concerns regarding plagiarism and intellectual property may arise when students use AI-generated content in their work (Mohammadzadeh et al., 2023). These concerns highlight the need for careful monitoring and guidance to ensure that ChatGPT serves as a supplementary tool for writing development as opposed to a crutch that stifles creative expression and authentic learning.

The study by in Croatian university provides insights into the widespread use of ChatGPT among their students and highlights ethical considerations surrounding its application (Crček & Patekar, 2023). It emphasizes the urgent need for guidance from universities and instructors, particularly in a cultural context prone to academic dishonesty. While the introduction of ChatGPT has led to experimentation, it is unsustainable as a long-term solution. The authors advocate for proactive engagement from educational institutions, urging them to embrace ChatGPT while
providing clear guidelines to students. Further they argue that with proper guidance, AI-powered tools can be used ethically and creatively, potentially reducing academic dishonesty. By addressing challenges through comprehensive guidelines and ongoing support, universities can leverage AI to enhance education while upholding academic integrity, fostering a culture of responsible technology use among students and instructors.

In response to these evolving challenges and opportunities, this study conducts a thorough investigation at the intersection of traditional pedagogical methods and AI-powered tools. We investigated the strategies, effects, and insights resulting from the incorporation of AI, specifically ChatGPT, in an effort to improve the writing skills of college students through a series of actions and approaches in the classroom, to provide guidance for students to make the best use of AI. By doing so, we aim to provide a nuanced understanding of the benefits and challenges associated with this innovative approach, ultimately contributing to the ongoing discourse about how best to prepare college learners for effective writing in the digital age. This study is unique in that it explores the synergy between conventional teaching practices and cutting-edge AI technology, addressing not only the potential benefits but also the ethical considerations and potential hazards inherent to this innovative educational paradigm.

RESEARCH METHOD

The present study employed a one-cycle action research methodology (Lufungulo et al., 2021) within the context of a week-long writing course. The participants in this study consisted of seven second-year students (S1, S2, S3, S4, S5, S6, S7), consisting of Juniors and Seniors, who were interested in applying for the IISMA program. Throughout the writing process, the instructor guided the students in utilizing ChatGPT to enhance their writing skills. The primary aim of this action research was to facilitate and observe how students utilized AI ChatGPT to enhance their writing proficiency.

During the writing sessions, students were assigned to document their thoughts and experiences when engaging with ChatGPT. These reflections were supplemented with interviews to ensure clarity and validation. The prepared series of questions presented by the instructor including their familiarity with ChatGPT, prior usage, strategies employed while utilizing ChatGPT, insights gained from ChatGPT's suggestions, acquisition of new vocabulary, lessons learned from comparing their original work with ChatGPT's suggestions, and overall improvement in their writing. Additionally, students were queried about their current writing skills, utilization of newly acquired vocabulary, and self-perceived improvement in their writing abilities. Students were encouraged to articulate their reasoning behind their responses. The primary objective of the writing course was to facilitate the enhancement of students’ capacity to articulate their thoughts and ideas with clarity and efficacy with the help of ChatGPT. It also aimed to see their ability to express their thoughts and ideas with the utmost clarity and efficacy through the processes when assisted by ChatGPT for the writing style-clarity, cohesiveness, coherence, diction, and collocations.
The class format was specifically designed to align with the aims of this action study, enabling students to integrate ChatGPT into their writing process. At the outset, students were asked to independently answer a set of questions without any instruction on response strategies or authorization to utilize ChatGPT. The topics that the students need to write in each meeting, from meeting 1 to 5, were follows: Introduction of Self, Self-Strengths, Self-Weakness, Role Model, Future Plans. Following completion of this first assignment, the teacher gave the students an opportunity to go over their responses while also presenting class materials that included advice on how to handle questions similar to this ones. On the following day, the students were assigned the task of providing answers to the identical set of questions, while also utilizing a useful guidance they had been provided with on the preceding day. A significant distinction observed on the second day of the study was the permission given to students to employ ChatGPT as a tool for enhancing and polishing their written responses. This methodology enabled students to obtain valuable perspectives on the impact of ChatGPT on their writing in unique manners, as well as to discover new strategies for efficiently addressing these inquiries.

During each session, students were furthermore required to compose reflections on their experiences with the use of ChatGPT in the class and its impact on their writing process. The implementation of reflective practice proven to be a valuable mechanism for capturing the students' perspectives and opinions regarding to the utilization of ChatGPT. The utilization of ChatGPT aided the instructor in discerning suitable methodologies for the efficient integration of ChatGPT within the writing course. Consequently, instructors and students gained significant knowledge on the ethical as well as effective application of ChatGPT in an educational setting. The students' perceptions served as the only source of data, and a qualitative data analysis approach was used solely. To investigate the effects of including ChatGPT into the writing course, these reflections served as the main source of data.

The focus of the qualitative data analysis revolved around the examination and interpretation of these reflective essays. The goal was to have a thorough grasp of how students viewed the integration of ChatGPT and how it affected their writing process and talents through thematic analysis utilizing the constructionist paradigm (Braun & Clarke, 2006), which steps include: (1) data familiarization; (2) initial codes generating; (3) theme searching; (4) theme review; (5) theme defining and naming; and (6) report production. The main method used to evaluate how ChatGPT intervention was seen through these reflections, with an emphasis on enhancements in the effectiveness and clarity of students' written expressions.

The study sought to offer a comprehensive and intricate examination of the students' viewpoints and experiences by solely relying on this qualitative data source. By examining the reflections, it was possible to gain a deep understanding of the possible advantages and difficulties of using ChatGPT in writing education from the perspectives of the students who used the AI tool in the writing classes.
RESULT

Meeting 1

The special English writing class is employed to prepare the students better for internalization. There were only 7 students registered and were willing to participate in this preparation course. They took the course as they wished to be eligible for applying for the Indonesian International Student Mobility Award (IISMA). Considering their academic performance from their previous semesters, these Applied English students had generally an upper intermediate English language competence compared to those in the degree programs. This first meeting was devoted to some introduction about what the research was about, the consent from the participants, what the strategy and approach used in this class during the research, what the students were expected, and the general purpose of the usage of ChatGPT in the writing process.

The classroom procedure outlined in the general plan was clarified to the students. The instructor ensured their understanding of the procedure for class participation, which involved writing on provided topics without initially consulting ChatGPT. Following this, students studied a model essay. Using this model essay as a guide, they revised their initial drafts. Ultimately, they were tasked with utilizing ChatGPT for guidance on coherence, cohesiveness, appropriate phrases and collocations, and stylistic considerations.

On the first day, the students were requested to self-evaluate their current writing skill and what they thought about ChatGPT. In their log, the students write their answers to these questions:
1. What do you know about ChatGPT?
2. Do you use it, too? If yes, how do you use ChatGPT? If no, why not?
3. How would you score your writing ability?
4. What is your main difficulty?

Then, students began to write the essays with topics such as their personal self, their weaknesses, their strengths, their dreams, their role model, and their future plans. It was observed that when other students already began to think and write their outlines and essays, S5 seemed to pause too long, thinking about how to start to write it.

The result showed that students thought that they merely had to organize their ideas and put it into a piece of writing. Students did not think that sufficient vocabulary and good diction were equally important for expressing themselves and for a good piece of writing. Thus, what appeared in their writing was sentences put together without using appropriate collocations. The ideas in a paragraph also came up not in a good coherence and lacking cohesiveness.
Table 1. Students’ perception on their writing

<table>
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<tr>
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<th>Perception</th>
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<tbody>
<tr>
<td>S1</td>
<td>I think my writing is alright. I think I write OK.</td>
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<tr>
<td>S2</td>
<td>I feel like I have a problem with writing in a good order.</td>
</tr>
<tr>
<td>S3</td>
<td>I have a problem with how to start writing.</td>
</tr>
<tr>
<td>S4</td>
<td>I am confused about how to organize my ideas, but overall, I think it’s ok.</td>
</tr>
<tr>
<td>S5</td>
<td>I find it difficult to organize my sentences: what to write first and which one next.</td>
</tr>
<tr>
<td>S6</td>
<td>I guess my writing is confusing. I am not sure what words to best describe what I mean.</td>
</tr>
<tr>
<td>S7</td>
<td>I do not know how to write in a chronological order.</td>
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Overall, the responses showed that students are not used to writing systematically. In addition, they appeared confused about how to start writing and what to put in the ideas they wished to write. What the student participants did was, pausing for some time, talking to their friends, and then hesitated for a while, and in the end, they just began writing.

The first day was wrapped up by assigning the students to revise their pieces of work, with the objective of refining their writing based on the constructive feedback provided by their instructor. Furthermore, as part of their assignments, the students were instructed to employ ChatGPT to assist in refining their compositions, with the intention of discussing their revised work during subsequent sessions.

Meeting 2

To raise the students’ awareness of how to use ChatGPT, that they cannot rely on heavily, but rather explored and reread the suggestion given, and then came up with further prompts, the students were required to read a model essay, compared to the original and the revision suggested by ChatGPT. The instructor made sure that they understood the importance of understanding the essay themselves and made some adjustments. Next, students were required to rewrite the essay, based on the explanation given through the model essay, and based on the suggestions given by ChatGPT. Then, they had to compare their own essays with the original one and made a self-assessment of their own essays.

Being aware of their own proficiency, they reported that based on their personal reflection, written in their log as instructed, the instructor began to ask them to improve their writing skill. Students wrote their outline, as suggested by the topic, and began to write their draft, without the help of ChatGPT, but rather following the model given. The instructor collected their work. The students were assigned to consult ChatGPT for a revision. Then they were assigned to compare their original work and the revised one by ChatGPT. While they were doing this comparison, they were supposed to collect interesting phrases they learned from ChatGPT. They
memorized those new phrases and/or words, and eventually used them in their essays.

<table>
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<tr>
<th>Students’ Original Writing</th>
<th>Revised Versions</th>
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<tbody>
<tr>
<td>... because I saw an issue that women somehow still struggling to get better position as men.</td>
<td>... because I observed the ongoing struggle of women in Indonesia to attain equal positions as men.</td>
</tr>
<tr>
<td>I am a person that easily become curious to a new things that leads me to learn about that and explore the things I have never known before.</td>
<td>I possess a natural curiosity that drives me to explore unfamiliar territories and acquire new insights.</td>
</tr>
<tr>
<td>I am a person who likes to manage. Be it my day, a project, an event, or people.</td>
<td>I actively engage in planning events, leading projects, and coaching students.</td>
</tr>
<tr>
<td>I am an undergraduate Applied English student who are interested in the Public Relations field, especially related to marketing and content creating. I have been working as a social media manager for several accounts and has participated in creating brand images for several parties.</td>
<td>As an Applied English undergraduate with a focus on Public Relations, I have excelled as a social media manager, shaping brand images for multiple accounts.</td>
</tr>
<tr>
<td>I'm someone who's really passionate about communication. I want to become a marketing communication specialist in business especially in big company like Shopee or Franchise like KFC.</td>
<td>I'm really enthusiastic about communication and I have a strong desire to be a marketing communication specialist in a big company like Shopee or a popular franchise like KFC.</td>
</tr>
<tr>
<td>I'm someone who's really like to learn many things.</td>
<td>I'm a passionate learner.</td>
</tr>
<tr>
<td>I’d say that I’m someone with a lot of interest in communication. That’s why I’m currently majoring in the Applied English study program at UGM.</td>
<td>I am a dedicated student pursuing a major in Applied English at UGM, driven by a strong interest in effective communication.</td>
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The revisions made by the students with the assistance of ChatGPT reflect a clear improvement in clarity, precision, and formal expression compared to their original writing. In the original versions, there is a tendency towards imprecision,
informal language, and lack of specificity, which may diminish the impact and effectiveness of their communication. However, through a series of revisions by the students and through some suggestions given by ChatGPT, the revised versions exhibit a refined articulation of ideas, enhanced vocabulary usage, and a more polished tone.

In the first example, the original statement "women somehow still struggling to get better position as men" is transformed into a more precise and articulate observation about the ongoing struggle for gender equality in Indonesia. Similarly, the subsequent examples show a progression towards more sophisticated language and structure, with phrases such as "natural curiosity," "actively engaged," and "excelled as a social media manager" replacing more casual expressions.

Overall, the revisions indicate a willingness on the part of the students to refine their writing skills and communicate more effectively. By incorporating the suggestions provided by ChatGPT, they have succeeded in producing more coherent, cohesive, and formal statements that are better suited for publication or professional communication.

Meeting 3

All students reported that they already learnt the revision by ChatGPT given for their essays and mentioned some interesting and yet not surprising facts. Almost all stated that one prompt given to chatGPT was not enough, as ChatGPT may provide some version that they did not mean in the first place. This resulted in some further efforts to make other prompts to meet the students’ intended message, and eventually came the best version at their best. However, it was discovered that they still thought that some dictions used by ChatGPT somehow, sometimes sounded weird. The students checked the meanings of the words used by ChatGPT, and they decided to drop some of the dictions and used more common words instead. Some new vocabulary encountered by the students when consulting ChatGPT, however, are better than the students’ original words. Some expressions written by the students were reported to sound more like an English native speaker, so the students dropped theirs, and used the proposed sentences and phrases as suggested.

<table>
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<th>Table 3. Low Frequency Words Provided by ChatGPT</th>
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<td>delving</td>
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<tr>
<td>realm</td>
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<tr>
<td>lingers</td>
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<tr>
<td>confine</td>
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<tr>
<td>leveraging</td>
</tr>
<tr>
<td>rectify</td>
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<tr>
<td>inquisitive approach</td>
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</table>
Some words that students reported they never heard before are: ‘delving’, ‘realm’, ‘lingers’, ‘confine’, ‘leveraging’, ‘rectify’, and ‘inquisitive approach’ are categorized as low-frequency words. While they are not extremely rare, they are not commonly encountered in everyday conversation or writing. These words typically belong to a more formal or specialized register and may be more frequently encountered in academic, technical, or professional contexts rather than casual speech. Nonetheless, they are still part of standard English vocabulary and can be used effectively to convey specific meanings or concepts in appropriate contexts. Thus, the students may not be familiar with the words, some of them dropped them and changed with some more common terms; while some other students considered the words suitable for the context they were trying to describe. The instructor’s role here was to discuss this and help explain to help the students understand better.

In the third meeting in the classroom, the students were given the task to revise their essays without using ChatGPT, but again, like previous meetings, eventually the students were instructed to consult ChatGPT for some editing. All students were serious about working on their essays; they were working with ChatGPT and consulting some other resources online, the students were trying their best to come up with the best final work.

Meeting 4

In the fourth meeting of the class, the students were assigned to create their own piece of writing with the theme "My Role Model". This exercise aimed to encourage students to express their thoughts, opinions, and personal experiences without relying on external assistance, such as ChatGPT. Initially, the students worked independently, drafting their compositions without any aid from ChatGPT. This allowed them to explore their creativity and express their unique perspectives on the chosen topic.

After completing their initial drafts, the students were then given the opportunity to consult ChatGPT to refine and enhance their writing. Using ChatGPT, the students attempted multiple revisions of their compositions, seeking suggestions and improvements to their work. They carefully analyzed the feedback provided by ChatGPT and incorporated the suggested changes into their writing. Throughout this process, the students were encouraged to make comparisons between their original drafts and the revised versions generated with the assistance of ChatGPT. Following the revision process, the students were asked to reflect on their experience and document their observations in a log. They were prompted to consider how the use of ChatGPT had influenced their writing style, clarity, coherence, and overall quality of their compositions.

This exercise served as an exploration into the impact of using ChatGPT as a writing tool on students' writing abilities and habits. By comparing their initial drafts with the revised versions generated with ChatGPT's assistance, the students gained insight into the strengths and limitations of utilizing AI technology in the writing
process. Additionally, reflecting on their experiences allowed the students to develop a deeper understanding of their own writing processes and areas for improvement.

Meeting 5

In the last meeting, the final cycle of the action research, all students without exception were asked to verbalize their opinion about their progress, what they thought about using ChatGPT, whether it helped improve their writing skill and their vocabulary. They reported that they knew more about how to write and how to put their ideas into paragraphs. They mentioned that ChatGPT helped them improve their writing skill and enlarge their vocabulary. Before taking this course, they always used the same words they knew in their writing. They also found that memorizing words, expressions in English as provided by ChatGPT were somehow useful, but through a series of prompts gradually improving their writings, as they began to get used to it. By repetitively revising their work, consulting, and comparing the original works to the suggested versions, they could maximize their efforts to provide the best piece of writing. They also reported that they spent more time on their writing course and began to be more interested in employing ChatGPT in their writing. The last session was used for class discussion as a lesson learned, as a wrap up of the whole sessions in the action research.

That students were satisfied that they had more ideas to write was demonstrated by the length of their essays after 5 meetings. In general, every-one made great progress. However, students with greater seriousness were more successful than the others. During the meetings, it also became more obvious that one cycle process was not enough to improve students' writing skills. Students still produced long winding sentences. Sometimes students also used general words when more specific words were more appropriate, Thus, at the end of this course it was discovered that the instructional procedure developed in this study could improve students' writing skills.

DISCUSSION

At the outset of the course, before introducing ChatGPT to the students, the instructor/researcher emphasized the importance of writing skills and vocabulary acquisition. One approach involved presenting a model essay after the students' initial attempts, aiming to illustrate what constitutes effective writing. Initially, students were unaware of the structural elements of good writing, such as coherent and cohesive paragraphs with topic sentences followed by supporting details and examples. Many students struggled with including multiple ideas within a single paragraph, lacking adequate transition signals (Toba et al., 2019). Introducing them to a model essay, as proven in this study, helped them understand how to enhance their initial writing efforts, facilitating longer-term learning retention and gradual improvement in their writing skills (Salvagno et al., 2023).

Recognizing the necessity to refine their vocabulary, phrases, and collocations, the instructor prompted students to consult ChatGPT. This emphasis on employing appropriate language was reinforced through comparing the original writing with ChatGPT's suggestions. Students were encouraged to review and iterate
Continuous efforts were then also made to raise the students' awareness of deliberate vocabulary learning. Upon realizing their limited and imprecise vocabulary, students actively sought to learn and verify the meanings of unfamiliar words, ensuring their relevance to their writing. They could seek guidance from the instructor in this process. Utilizing ChatGPT for vocabulary expansion required patience due to the iterative nature of the activity, aiming for optimal writing quality (Dergaa et al., 2023; Salvagno et al., 2023). While some students initially hesitated to use ChatGPT, they found that checking, editing, and engaging in peer discussions were more beneficial and acceptable than blindly adopting ChatGPT’s suggestions.

Initially, students may have felt discouraged when faced with writer's block and limited vocabulary. However, with time, their vocabulary acquisition through ChatGPT significantly improved. Students acknowledged that this strategy helped them produce high-quality writing. Consciousness involves active awareness and intentional practice, which was evident in their approach to vocabulary enhancement (Črček & Patekar, 2023).

Integrating AI in writing is proven beneficial for students, shifting them from initial reluctance to enthusiastic engagement with ChatGPT. However, since they had no prior experience with this approach, they required some time to adapt their learning styles. They were more satisfied with the result of their learning with the help of ChatGPT. Using this model was to change their learning habit and learning strategy. Although only spanning five meetings, all students began to appreciate the writing strategy implemented.

The students' log entries document the impact of integrating ChatGPT on their writing skills and their overall attitude towards learning, particularly in English writing. However, they also express their concerns over the potential negative consequences of the AI if it is not handled responsibly.

Strategies and Benefits of Integrating ChatGPT in Writing

a. Idea Generation

Students have experienced a tangible positive impact on their writing process through the utilization of ChatGPT, particularly in the domain of ideation. The findings in this research align seamlessly with prior research suggesting that ChatGPT effectively serves as a tool for preliminary idea generation in the realm of academic scientific research (Rahman et al., 2021) and even broader through serving as a valuable aid in finance research (Dowling & Lucey, 2023).

S1. In generating ideas, I got helped a lot by ChatGPT. Although, I have watched some youtube videos about interview tips, I still feel ChatGPT assisted me in simplifying ideas yet still carrying more meaning of messages I want to deliver to the scholarship giver.

S1 discussed how ChatGPT is a useful tool for coming up with ideas that are impactful and both clear and concise. S1 added that ChatGPT's unique contribution is
highlighted by the fact that, even after watching instructional videos on interview strategies it remained beneficial. It implies that ChatGPT enhances conventional teaching strategies by offering an alternative viewpoint and encouraging the generation of ideas, even in cases where students have already completed some lessons (Dergaa et al., 2023).

S2. For me, personally, Chat GPT really helps me in developing the idea. On the other side, when my idea is too wide, Chat GPT helps me to make it niche but still containing the essential idea. Moreover, Chat GPT helps me in connecting the messy idea that randomly jumped out in my head and make it more structural.

Student S2’s insights provide insightful viewpoints on how ChatGPT supports the process of generating and refining writing ideas. This student found that that ChatGPT was a useful resource for brainstorming, particularly when their original concepts were too general or jumbled. This student brought attention to ChatGPT’s capacity to simplify broad concepts while preserving essential ones, which is one notable advantage. This demonstrates how ChatGPT might help students write more effectively by helping them to focus and simplify their ideas. The student also highlights ChatGPT’s function in concept organization and structuring. ChatGPT offered a way to add order and coherence to ideas that had arisen in a somewhat disorganized way (Črček & Patekar, 2023). This feature helps to organize and rationalize an unstructured set of ideas into a coherent written work.

S7. In the process of generating ideas, ChatGPT is definitely helpful. Even though the main idea of the answers comes from me, ChatGPT helps me a lot in connecting and expanding the idea that I’m trying to express.

Student S7’s perception highlights how ChatGPT contributes to the idea generation process by serving as a valuable tool for expanding and connecting thoughts. S7 emphasizes the central importance of human creativity and thought by acknowledging that the key ideas come from their own thinking. Meanwhile, they also stress how important ChatGPT is in strengthening the concepts by relating and developing them. This suggests that ChatGPT functions as a creative process collaborator (Sok & Heng, 2023). It strengthens and validates the students’ ideas, assisting them in filling in gaps and delving deeper into their concepts. This collaborative element is especially helpful for students who want to create writing concepts that are more thorough and well-rounded.

Nonetheless, one student pointing out to the fact that while ChatGPT proves beneficial in aiding ideation, the generated ideas can occasionally appear rigid, lacking the sense of human-generated content. This underscores the ongoing necessity for human touch to refine and enhance the output provided by ChatGPT (Cotton et al., 2023).

S5. When it comes to ideas, ChatGPT always knows how to make my ideas better. But sometimes, the way it does it sounds too stiff or just not what we
expected. Also, ChatGPT gives a new idea based on their database which is helpful. In my experience, ChatGPT gives me suggestion to put a closing statement for my interview essay, but sometimes it's out from my context, so I think using GPT chat to find ideas still needs some human touch.

S5 offers a fair opinion on ChatGPT’s contribution to writing idea generation. S5 recognizes that utilizing ChatGPT in this situation has both advantages and disadvantages. S5 acknowledges ChatGPT’s capacity to sharpen and improve their writing and values its capacity to amplify their views. This illustrates how ChatGPT can be a useful instrument for improving the caliber of concepts and written content. S5 does, however, also bring up a few significant issues. It is pointed out that ChatGPT’s recommendations may come out as excessively formal or unrealistic. This draws attention to a typical problem with employing AI tools: the produced content might not have the subtle quality that comes from human-generated content (Dergaa et al., 2023). This highlights how important human judgment and original ideas are to the writing process.

b. Sentence Structure and Grammar

ChatGPT has had a significant impact on the students’ sentence structure and grammar. Their writing has evolved from predominantly simple sentences, to encompassing a spectrum of sentence types, from simple to complex (Sok & Heng, 2023).

S3. ChatGPT changes almost everything for the better. It is hard to spot if my original versions have grammatical errors or not. One thing I know for sure is how ChatGPT repairs my sentence structure. It varies my structures into more complex not only simple sentences.

S4. I’ve always had some difficulties in noticing grammatical mistakes, and ChatGPT has helped me in assessing my grammar.

S3 and S4 admit that ChatGPT not only refines sentence structure and corrects grammar, including typos and disconnected ideas, but it also provides insightful explanations for the errors. This guidance has been invaluable, making their sentences more effectively written and allowing them to comprehend the intricacies of language construction. The transformation is noticeable—ChatGPT has not only repaired their sentence structure but has also diversified it, introducing complexity that was previously elusive. As students often struggled to detect grammatical mistakes, ChatGPT has become an essential tool in improving my grammar assessment (Sok & Heng, 2023). In essence, ChatGPT, with its professional prowess in fixing errors and breaking down every aspect of their writing, has become the students’ best help for enhancing sentence structure and grammar.

c. Coherence and Flow

Notably, ChatGPT has demonstrated proficiency in streamlining and enhancing idea articulation, resulting in succinct and coherent sentences. Its ability
to reword and rearrange phrases improves readability and makes ideas flow naturally, which helps to create a story that is both coherent and well-rounded (Sallam, 2023).

S6. For the coherence and flow, I think ChatGPT has already good in terms of it. The sentences and ideas are constructed in such a way so people will understand the idea better.

S3. I think this is what makes me the most grateful. ChatGPT undoubtedly helps my writings to flow smoothly. My original version was super messy and filled with scattered ideas. I put everything I want to say at once without paying attention of how to corelate one ideas into another. However, ChatGPT assist me in doing such a thing.

Remarks from S6 shows how the overall readability and impact of written content is improved with ChatGPT assistance. Further, S3's reflection highlights ChatGPT's significant contribution to improving coherence and flow in their writing. S3 acknowledges that their initial work was messy and had disjointed concepts, indicating that they had trouble structuring and tying their ideas together. The student especially highlights ChatGPT's help in structuring and organizing the concepts. The student admits that ChatGPT made it easier for them to write more fluidly and coherently when they switched from a disorganized method.

ChatGPT has proven to be remarkably effective at improving the coherence and flow of written communication. Its ability to simplify concepts, strengthen sentences, and guarantee a logical flow of ideas has been crucial in improving the readability and impact of written information as a whole (Sok & Heng, 2023). When used properly, ChatGPT can bring text to life by finding the ideal balance between accuracy and naturalness (Dergaa et al., 2023). Upon reflection on the collaboration with this AI tool, it is clear that ChatGPT has advanced coherence and flow, which is evidence of its ability to improve and elevate textual expression.

d. Vocabulary

The limited range of words available to students unavoidably impacts how they express ideas or messages in their writing tasks. One such tool suggests synonyms, aiding writers in expanding their vocabulary and enhancing their descriptive writing (Alkhaqani, 2023). As a result, integrating ChatGPT helps students develop a broader and more nuanced grasp of language, leading to improved quality in their written assignments. Within this class, they mentioned that with the help of ChatGPT, they managed to acquire new words and phrases.

S6. ChatGPT revised a lot of my simple vocabulary to be more detailed and precise.

S7. [...] Since my vocabulary is still very limited and basic, ChatGPT definitely helps a lot in making my word choice more sophisticated and finding a better word choice for future writing usage.
Remarks from S6 and S7 show that the incorporation of ChatGPT into the writing process has demonstrated a significant augmentation of vocabulary and lexical resources as seen in Table 4. This has resulted in a notable and observable increase in the frequency of encountering an abundance of terms, even those that were previously infrequently utilized.

<table>
<thead>
<tr>
<th>Students</th>
<th>Number of words in the first topic, the first and original writing, without ChatGPT</th>
<th>Number of words in the first topic, the last draft after consulting ChatPGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>82</td>
<td>160</td>
</tr>
<tr>
<td>S2</td>
<td>102</td>
<td>97</td>
</tr>
<tr>
<td>S3</td>
<td>24</td>
<td>104</td>
</tr>
<tr>
<td>S4</td>
<td>78</td>
<td>63</td>
</tr>
<tr>
<td>S5</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>S6</td>
<td>21</td>
<td>92</td>
</tr>
<tr>
<td>S7</td>
<td>123</td>
<td>88</td>
</tr>
</tbody>
</table>

Several students, S1, S3, S5, and S4, experienced a clear enhancement in the vocabulary richness of their written compositions after their interactions with ChatGPT. Upon being interviewed, these students acknowledged that the suggestions provided by ChatGPT facilitated a more thorough elucidation of their ideas, complemented by additional explanations and illustrative examples. In contrast, students S2, S4, and S7 seemed to derive primary benefits from the efficiency and effectiveness of the feedback provided by ChatGPT.

The importance of ChatGPT as a catalyst for vocabulary expansion is clearly apparent, since it regularly introduces new words while refining phrases as seen on Table 5.

<table>
<thead>
<tr>
<th>Students Original Writing</th>
<th>Revised Versions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am type of person who open to any new experience. I believe that attitude will lead me to new discoveries, ...</td>
<td>I am an individual who embraces new experiences, believing that they lead to personal growth, ...</td>
</tr>
</tbody>
</table>
And, would like to have some in-person thought sharing moments with professors and students there. I am excited about the opportunity to engage in in-person discussions with professors and fellow students, allowing us to exchange thoughts and insights.

I used to be a person who does not really believe in myself, very shy. I used to have little faith in myself and was quite shy.

I have so much in my head, but it was only there, I never really believe enough that I was able to make it real. I had many ideas in my mind, but I never truly believed in my ability to turn them into reality.

I notice that this build a limit for me to improve myself to become the one that I dreamed of, I lose many great opportunities just because of my low self-esteem, and that was my biggest mistake. This lack of self-belief became a barrier to my personal growth and prevented me from becoming the person I aspired to be.

This scholarship giving me a chance to learn and interact with someone from other nation with different languages and culture. This scholarship gives me the opportunity to learn and engage with individuals from different countries, each with their own languages and cultures.

I feel like I drawn to this campus, it has a wider range of good relation with their alumni. I feel a deep connection to this campus as it offers a wide network of alumni with whom I can establish meaningful relationships.

I love to connect to people, so this campus is best for me. Being someone who loves connecting with others, this campus is the ideal choice for me.

This AI tool functions in a manner akin to a dynamic dictionary, providing a wide range of terminology that enhances and educates. By means of meticulous modifications, ChatGPT has successfully enhanced its lexical repertoire. From example ‘who does not really believe in myself’ seen in Table 5 row three, become ‘used to have little faith in myself’, it is proven the AI provides its word selection with greater precision and intricacy to the students. ChatGPT serves as an invaluable tool, greatly aiding in the cultivation of a more refined and varied word choice for subsequent writing piece (Črček & Patekar, 2023).
Students’ Perceived Benefits

a. Effects on Confidence

Many students find it difficult to write confidently about what they are thinking. This may result from a little vocabulary, from using basic sentences repeatedly without breaking them up with complicated or compound sentences, or from finding it difficult to comprehend how to answer the questions in an efficient manner. Using ChatGPT can gradually enhance all of these factors (Črček & Patekar, 2023). Through the implementation of a structured process that involves students in the meticulous construction of prompts and the evaluation of their outcomes, with the guidance of a tutor providing formative feedback, ChatGPT can serve as a valuable tool to assist students, enhance their self-assurance, and facilitate the production of content that they feel more assured about (Crawford et al., 2023).

S1. When I try to write myself, I feel more confident in structuring the idea. To add, there is an external factor I feel contributed to my improved confidence. It's the studying environment.

S3. My rate of confidence gets a little bit higher after witnessing how great my answers are after being consulted to ChatGPT.

S1 and S3 provide insights into how ChatGPT boosts their confidence in the context of writing. S1 claims that when they write alone, they feel more competent in arranging their ideas. This means that the prior process of using ChatGPT as a writing tool may help them gain confidence. ChatGPT's structured coaching may assist students in efficiently developing their ideas, ultimately enhancing their confidence in their writing process (Črček & Patekar, 2023). Furthermore, Student S1 acknowledges the relevance of the learning environment, demonstrating that the general learning context might also play a part in enhanced confidence. S3, on the other hand, particularly attributes their increased confidence to their consultation with ChatGPT. They note that seeing the quality of their responses after engaging with ChatGPT boosts their confidence. This implies that the AI tool's ability to provide valuable recommendations and aid in developing written material has a direct impact on the student's confidence (Yilmaz & Karaoglan Yilmaz, 2023).

b. Efficiency

Students admit that after using ChatGPT in the writing process, they are able to write more quickly than usual as they have read suggestions from ChatGPT. Apart from the increased efficiency in time, they also acknowledge that their results in conveying messages or ideas has improved. What used to be overly long can now be written more concisely, encompassing the core message (Deng & Lin, 2022; Sallam, 2023).

S4. ChatGPT definitely makes my writing more efficient. Their suggestions make my writings more distinctive and comprehensive without having to do our own research.
S5. In my opinion using ChatGPT it very helpful. It cuts a lot of time to make a writings, like brainstorming idea, fixing minor mistakes such as structure and typos, and giving out a suggestion to make a better writings. All the minor thing could be handle by ChatGPT makes my writing is more efficient.

S4 and S5 describe how ChatGPT improves the efficiency of their writing processes, emphasizing the tool's ability to streamline many stages of writing. ChatGPT, according to S4, greatly improves writing productivity by providing ideas that make their work more distinctive and complete. This implies that ChatGPT's capacity to provide focused guidance not only aids in the refinement of material but also saves time by avoiding the need for extra research (Crawford et al., 2023). ChatGPT supports students in producing more sophisticated written work without the need for lengthy own research by recommending modifications and providing insights. S5 takes an in-depth look at how ChatGPT improves writing efficiency. The student adds that using ChatGPT aids in a variety of ways, including brainstorming ideas, correcting small structural and typographical issues, and providing writing suggestions. This multimodal help streamlines the writing process, allowing one to spend less time on these stages, resulting in a more efficient writing experience overall.

c. Writing Quality

ChatGPT significantly contributes to enhancing the quality of students' writing, as evidenced by their notable improvements, such as the diversified use of vocabulary and sentence structures. This is attributed to the AI's capacity to propose corrections related to grammar, syntax, and style when prompted by students (Salvagno et al., 2023). ChatGPT also exhibits the capability to identify errors in grammar, punctuation, and spelling, along with identifying content inconsistencies (Lecler et al., 2023). Moreover, ChatGPT possessed the ability to detect error in grammar, punctuation, and spelling, as well as inconsistencies in the content (Lecler et al., 2023).

S1. [...] I could feel the improvement in the sentence structure and words I use. [...] I feel that my writing quality is getting better.

S7. [...] By refining my work using ChatGPT, the overall quality of the word choice and sentence structure are definitely uplifted.

S1 and S7 offer evidence of how ChatGPT improved their overall writing quality by improving sentence structure and word choice. S1 indicates that ChatGPT had an impact on sentence structure and word choice. This means that ChatGPT's aid goes beyond simply generating text; it actively contributes to improving the writing's quality (Deng & Lin, 2022). The student also expresses that they believe their writing quality is improving, demonstrating that using ChatGPT has a good and measurable impact on their writing. S7 highlights this point by emphasizing how improving their work with ChatGPT leads to better word choice and sentence structure. This suggests
that following ChatGPT's advice on rewriting and refining the text leads in higher-quality written content.

Nonetheless, it's worth noting that one student highlighted the fact that despite ChatGPT's efficacy in elevating writing quality, it still lacks the human emotional touch.

*S4. In my opinion, ChatGPT can increase my writing quality, but still fairly sounds robotic and lacks human emotion.*

ChatGPT effectively boosts the caliber of students' written work by encouraging advancements in the diversity of vocabulary and the structure of sentences. The program demonstrates a high level of efficacy in rectifying grammatical errors, syntactical inconsistencies, and stylistic deficiencies, hence resulting in polished and meticulously organized written writings (Deng & Lin, 2022). Moreover, it detects and corrects grammatical, punctuation, and spelling problems, as well as inconsistencies in content (Sok & Heng, 2023). The gains mentioned in the testimonials are supported by students, who provide evidence of enhanced sentence structure, vocabulary usage, and general writing quality as a direct outcome of regular interaction with ChatGPT. Nevertheless, it has been observed that the tool lacks the capacity to include human emotions into its generated work. This highlights the potential for improvement in future artificial intelligence writing tools.

Concerns

a. Overreliance

After discussing the benefits experienced by students, it is undeniable that behind all of these, there are concerns regarding the use of ChatGPT in both the writing process and education. The first concern is overreliance.

*S3. [...] there is a tendency to rely too much on this AI.*

*S4. I do have some concerns in terms of overreliance to ChatGPT. The tool presents the feeling of ease and practicality in our writing experience, which us as human being naturally prefer.*

*S7. I'm definitely certain that ChatGPT has a big potential of causing overreliance if the usage of ChatGPT is proceed without proper management.*

*S3, S4, and S7 show their concern regarding overreliance as a result in using AI in producing writing work. Engaging in discussions with ChatGPT indeed saves a significant amount of time, but it could potentially lead to dependency among students, as they might become accustomed to receiving immediate answers (Sok & Heng, 2023), resulting in overreliance (Zhu et al., 2023).*
b. Plagiarism

ChatGPT, developed by OpenAI, stands as a remarkable exemplar of machine learning technology, which has now garnered significant attention for its implications in the realm of high-tech plagiarism (Mohammadzadeh et al., 2023). The recognition is widespread that ChatGPT’s extensive database enables swift responses. However, it lacks proper source attribution when offering answers.

S4. Plagiarism can definitely be an issue with ChatGPT, it's an AI tool who collects writing from the internet after all.

S7. [...] The concern would be if I entirely used ChatGPT in my writing, the chance of my writing being deemed plagiarism is pretty high.

S4 is concerned that ChatGPT, an AI tool that gathers information from the internet, may inadvertently lead to plagiarism. This is a legitimate concern since ChatGPT’s responses may be based on publicly available content, and students may unintentionally incorporate unoriginal material into their work. This prevalence of ethical considerations encompassing copyright, attribution, plagiarism, and authorship in the context of AI-generated academic text (Liebrenz et al., 2023). Student S7 has similar concerns, stating that if they primarily rely on ChatGPT for their writing, there is a significant possibility of their work being labelled as plagiarism. This emphasizes the importance of students exercising caution and not relying unduly on AI-generated content without proper attribution and citation. The extensive use of ChatGPT is indeed culminating in the proliferation of plagiarism and fostering dependency among researchers and students, thereby compromising self-reliance and encouraging laziness (Qasem, 2023).

c. Authenticity of Written Work

The final concern revolves around the loss of genuineness in students' writing. Although ChatGPT holds potential to enhance academic writing and research efficiency, its usage also raises worries about its impact on the authenticity and trustworthiness of academic work (Dergaa et al., 2023). This concern arises from the challenge of distinguishing between a student's own writing and the responses generated by a chatbot application (Cotton et al., 2023).

S4. ...After being refined by ChatGPT, I see that my writing and other writings' tone suddenly becomes identical to each other.

S6. Writing using ChatGPT for me sometimes removes the authenticity of the writer's meanings, it changes the style and tone of the writer.

S4 observes a shift in the tone of their writing after polishing it with ChatGPT, which can become similar to that of other writers. This shows that ChatGPT’s effect can lead to a standardization of writing styles, potentially reducing the writer's individual voice. It raises the risk that over-reliance on ChatGPT may result in a lack of
uniqueness in writing (Deng & Lin, 2022). S6 adds to this concern by stating that employing ChatGPT occasionally affects the authenticity of the writer's message and alters the writer's style and tone. This demonstrates how ChatGPT can influence not only the tone but also the core meaning and style of the writer's work, potentially diluting the writer's own voice and goal.

CONCLUSION

The use of ChatGPT to improve students’ writing skills has clearly produced positive outcomes, as evidenced by student feedback. Its usefulness in generating ideas, increasing text coherence, sentence patterns, and grammatical accuracy has been noted. ChatGPT has also increased their vocabulary and confidence, giving them confidence in their writing pursuits. However, along with the advantages come problems. Participants have voiced concern about the potential overuse of ChatGPT and its implications for academic integrity. Because ChatGPT does not attribute responses, plagiarism is a major concern. Furthermore, there is a risk of losing the originality and individuality of their writing styles and personal identities.

This study focuses on a single cycle disruption while introducing ChatGPT into a writing course. A longer-term longitudinal study is recommended to investigate the long-term consequences of ChatGPT use, particularly in terms of dependency difficulties. To promote responsible AI use in educational contexts, ethical usage norms should be investigated. More research into how to keep student writing authentic while employing AI techniques could provide useful results. Extending the research to include different writing contexts might aid in determining ChatGPT's adaptability to varied genres. In conclusion, while ChatGPT has the potential to improve writing skills, more research is needed to address problems, prolong study duration, and investigate its applications in various writing situations, thereby adding to a more comprehensive understanding of AI-assisted writing in education.

The use of ChatGPT to refine students’ writing skills shows clear benefits, such as improved idea generation, coherence, and grammar. However, concerns about overreliance and plagiarism risk highlight the need for ethical guidelines and long-term studies to understand dependency issues. Maintaining the authenticity of student writing while using AI tools requires further exploration, along with assessing ChatGPT's adaptability across different writing contexts. Overall, while ChatGPT holds promise for enhancing writing abilities, addressing these challenges through ongoing research will ensure its responsible integration in education, encouraging a comprehensive understanding of AI-assisted writing.

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