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Students' Perceptions Of Chatgpt AI As A Writing Tool For Senior High School Of English Learning

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Abstract

This study examines secondary school students' attitudes toward using ChatGPT as an educational tool for English writing. Since the development of artificial intelligence (AI), ChatGPT has increasingly been used to support writing skill development, particularly in idea generation, proofreading, vocabulary enrichment, and improving writing structure. In the context of English language learning, writing is often considered a challenging skill because students must organize ideas, apply grammar rules, choose appropriate vocabulary, and maintain coherence in their texts. Therefore, the presence of ChatGPT offers potential assistance for students who need immediate feedback and writing guidance. This research employed a qualitative method using semi-structured interviews as the main data collection technique. A total of 25 students were purposively selected based on their English proficiency level and computer skills. The data were analyzed through thematic analysis to identify students' perceptions, experiences, and concerns regarding the use of ChatGPT in English writing activities. The findings revealed that ChatGPT provided several benefits for students. It helped them improve their writing skills by giving instant feedback on grammar, punctuation, sentence structure, and organization. Students also reported that ChatGPT supported vocabulary acquisition by introducing new words, expressions, and alternative sentence forms. In addition, the tool stimulated idea generation, especially when students experienced difficulty starting or developing their writing. However, the study also found several limitations. Some students expressed concern about becoming overly dependent on AI, while others noted that ChatGPT's suggestions were not always accurate or suitable.

Kata kunci: ChatGPT, Artificial Intelligence, Writing To Learn, Student Attitude, Educational Technology

1. Introduction

Artificial Intelligence (AI) has changed the world, and education is no exception. There are applications of AI that are required today to assist learners in language acquisition writing improvement. One of the tools that has been used to assist students in writing ideas, proofreading, and general content improvement is the ChatGPT AI. As there was an increasing demand for the use of English language proficiency for business and learning, students would also be interested in learning new pedagogy on writing. With the advent of artificial intelligence (AI) writing technologies, new challenges and benefits were given to the students, and how effective they turned out to be worth and useful efficient to be used by the students. AIWTs include their application as grammar correctors, plagiarisms checkers, and even to automatically generate scientific articles. Artificial intelligence also has come a long way and now is being used for all the other educational fields as well, even language learning. Among such most utilized AI-based tools for such endeavor is ChatGPT, a one hot natural language model for text.

ChatGPT has, to English language learners, served as a preference tool to learn as a writing tutor to offer guidance on how to enhance their output in writing, broaden their lexical scope, and create usage of language. Presence of AI writing assistants in school can be considered from various theoretical lenses. It starts with Constructivist Learning Theory (Piaget, Vygotsky) being based on the assumption that students actively construct knowledge from their experiences with their surroundings, real world or simulated ones like ChatGPT. This in turn presumes in favor of using AI as a tool for scaffolding to allow the learners to establish independent writing capacity and not just get pre-digested replies. Second, AI Education Theory explains how machine learning and natural language processing enable pedagogical practice of language learning and process of individualized learning. Furthermore, Process Writing Theory is also interested in writing stages—planning, drafting, revising, and publishing.

Writing stages are enabled by adopting AI applications like ChatGPT, which can be used at such stages through real-time comments, grammatical editing, and structuring content to allow the student to enhance the work. However, Technology Dependence Theory issues are raised in that some of the students overly rely on AI, thereby depriving them of the potential to think independently and write independently. Lastly, Ethical Issues in Educational Technology invoke the call to confront concerns around plagiarism and originality when using AI for writing. AIWT research is still a favorite by researchers to scholars since in the 5.0 Era, AIWT goes on providing innovations of quality which are of relevant utility to writing. Research effort is also in progress with an objective of measuring the extent at which AIWT affects this 5.0 era. The study therefore goes with mixed perceptions. Other research asserted that AI writing software can assist in enhancing the writing ability of students (Kurniati & Fithriani, 2022; Syahnaz & Fithriani, 2023; Wang, 2022; Zhao, 2023), while other research identified side effects on the writing software (Liu et al., 2022; Lund & Wang, 2023; Qadir, 2023).

There remains contention regarding whether or not ChatGPT as an English learning platform can or will have an impact. It might be the facilitative device of ideation and language polishing for some students, but other students would feel strange or too dependent on such a device. Disposition of the students towards use of ChatGPT during composition in learning English language should be understood in this way. This study will identify how students respond to ChatGPT as a writing tool, how they perceive it helps them, and what challenges they face in using it. The goals of this study were to explore secondary school students' attitudes in using ChatGPT as an English language acquisition writing assistant. The aim of this research is to determine the benefits and drawbacks of using AI writing tools and students' attitudes towards using it for education. In addition, this research also aims to determine if use of ChatGPT develops independent writing skill or fosters dependency on AI assistance.

In addition to its growing popularity, the use of artificial intelligence in language learning has been widely discussed in recent academic studies, particularly in relation to students' writing development. AI-powered tools such as ChatGPT offer features that support learners in generating ideas, correcting grammar, and improving overall writing quality. These tools utilize natural language processing (NLP) and machine learning algorithms to provide adaptive and personalized feedback, which aligns with modern educational approaches that emphasize learner-centered instruction. As a result, students are not only passive recipients of knowledge but also active participants in constructing their own understanding through interaction with technology.

Furthermore, recent research highlights that AI writing tools contribute significantly to improving students' engagement and motivation in learning English. When students interact with AI systems, they tend to experience a less intimidating environment compared to traditional classroom settings. This reduced anxiety allows learners to experiment more freely with language use, particularly in writing tasks. According to several studies, students who use AI-assisted writing tools demonstrate increased confidence, better organization of ideas, and improved grammatical accuracy. These findings suggest that AI can serve as an effective supplementary tool in enhancing writing performance, especially for EFL learners who often struggle with linguistic complexity.

However, despite these advantages, the integration of AI in education also raises critical concerns. One major issue is the potential overdependence on technology, where students may rely too heavily on AI-generated suggestions rather than developing their own critical thinking and writing skills. This dependence can hinder the development of autonomous learning, which is a crucial goal in language education. Additionally, ethical concerns such as plagiarism, authorship authenticity, and misuse of AI-generated content have become increasingly prominent. Students may unintentionally submit AI-generated work as their own, which challenges traditional academic integrity standards.

Moreover, the effectiveness of AI tools like ChatGPT is highly influenced by students' perceptions and attitudes. Positive perceptions often lead to higher usage and better learning outcomes, while negative perceptions may limit the effectiveness of such technologies. Therefore, understanding how students perceive ChatGPT as a writing tool is essential for educators to design appropriate instructional strategies. By examining students' experiences, educators can identify both the benefits and limitations of AI integration and develop guidelines for its responsible use in educational settings.

In the context of secondary education, where students are still developing foundational writing skills, the role of AI becomes even more critical. Teachers must strike a balance between utilizing technology and fostering independent writing abilities. AI should be positioned not as a replacement for learning, but as a supportive tool that enhances the writing process. Consequently, further investigation into students' perceptions of ChatGPT is necessary to determine its pedagogical value and long-term impact on writing development. Recent studies highlight that ChatGPT has both transformative potential and critical limitations in educational contexts. While it can provide high-level responses and support students' learning processes, concerns regarding overreliance,

academic integrity, and ethical use remain significant Kung et al.; Dwivedi et al., (2023) Furthermore, the ability of ChatGPT to generate accurate and complex responses indicates its potential as a powerful educational support tool, although its reliability still requires careful evaluation Kung et al., (2023)

2. Research Method

This study utilized qualitative narrative approaches through conducting in-depth interviews in the data collection stage on students' attitudes toward ChatGPT. 25 students from various secondary schools were purposively sampled and invited to undertake the interviews. The respondents were chosen according to their English skill, technology competence, or otherwise as relevantly noted by their English teachers. The interview was semi-structured so that there could be room for open-ended responses and keeping the conversations short by asking proper questions based on the experience with ChatGPT. The thematic analysis uncovered thematic patterns and key themes in the student's response.

Details of Thematic Analysis Process:

1. Transcription of the Interview: The recordings of the interview were transcribed verbatim without losing any information.
2. Reading and Familiarization: The researcher read the transcripts several times to get familiar with the respondents' answers and their tone and content.
3. Initial Coding: Initial codes were assigned to those parts of the text that related to the research problem. For example, codes such as "Grammar Improvement," "AI Dependency," or "Ethical Issues" were assigned to respective sections.
4. Coding the codes into categories: Equal codes of similar significance were assigned to general categories. For instance, codes such as "Grammar Improvement," "Improvement in Sentence Structure," and "Improvement in Writing Style" were all assigned the code "Improvement in Writing Ability."
5. Overall Main Theme Identification: The categories were also searched to determine whether they could identify the overall main themes that have been distilled out of the data. Those themes were overall trends in students' views about using ChatGPT.

The following interview questions will be forwarded:

1. ChatGPT Use Experience: "How did you first use ChatGPT in helping with English writing tasks? What led you to use it?"
2. Pre- and Post-ChatGPT Changes: "Were there any significant differences in your writing process or product before and after ChatGPT? Would you like to explain?"
3. ChatGPT Challenge: "What was the greatest challenge you had in using ChatGPT to write? How did you get over them?"
4. Confidence Effect: "Has working with ChatGPT impacted your confidence in writing English? If so, how?"
5. Future ChatGPT: "What will be the future of ChatGPT use and AI, overall, in education and in the discipline of teaching English writing, specifically?"

3. Result and Discussion

The findings of this study provide fertile ground of learner attitude towards the use of ChatGPT as an English language writing aid. Thematic coding of semi-structured interviews among 15 high school seniors produced several prevailing themes that summarize the benefits and limitations of utilizing this AI program.

Benefits of Using ChatGPT :

Enhanced Writing Ability

The findings of this study provide fertile ground for understanding learners' attitudes toward the use of ChatGPT as an English language writing aid. Based on thematic coding of semi-structured interviews among 15 high school seniors, one of the strongest themes that emerged was the improvement of students' writing ability. Most students informed us that ChatGPT assisted them in enhancing their writing ability, especially in relation to grammar, punctuation, sentence structure, and writing style. For students who are still developing their English proficiency, writing in English can be a challenging process because they need to think about ideas, vocabulary, grammar rules, and organization at the same time. Therefore, the presence of ChatGPT was considered helpful because it provided immediate support when students experienced difficulties in composing or revising their texts.

Many participants stated that they liked the way ChatGPT provided instant feedback. Unlike traditional writing feedback, which often requires students to wait for teachers to check their assignments, ChatGPT allowed them to receive corrections quickly. This instant response made the writing process more efficient and less stressful. For example, one student said, "ChatGPT reminds me of my mistakes and corrects them. I am more confident in writing now." This statement shows that ChatGPT helped students become more aware of their errors and encouraged them to write with greater confidence. Instead of feeling afraid of making mistakes, students felt that they had a tool that could guide them during the writing process.

The participants also explained that the suggestions given by ChatGPT helped them proofread their work more effectively. Some students admitted that before using ChatGPT, they often submitted writing assignments without realizing that there were mistakes in their grammar, punctuation, or word choice. However, after using ChatGPT, they became more careful in reviewing their writing. The tool helped them notice errors that they might have missed by themselves. In this way, ChatGPT functioned as a digital writing assistant that supported students in producing clearer and more accurate texts.

In addition, many students said that ChatGPT did not only correct their mistakes, but also helped them understand English writing rules better. When students saw the corrections suggested by ChatGPT, they could compare their original sentences with the improved versions. This comparison allowed them to learn how to construct better sentences, use punctuation correctly, and choose more appropriate words. As a result, ChatGPT contributed to both revision and learning. It helped students improve their current writing while also increasing their knowledge for future writing tasks.

Overall, the findings suggest that ChatGPT has a positive role in enhancing students' writing ability. It supports students by providing instant feedback, helping them proofread their work, and increasing their confidence in writing. However, the improvement of writing ability depends on how students use the tool. If they use ChatGPT as a guide and learning support, it can help them become better writers. Therefore, ChatGPT can be seen as a useful writing aid when it is used responsibly and combined with students' own effort.

Idea Generation and Creativity

Another important benefit found in this study is the role of ChatGPT in supporting idea generation and creativity. Thematic coding of the semi-structured interviews showed that several students used ChatGPT when they had difficulty starting their writing. For many high school seniors, writing in English is not only difficult because of grammar and vocabulary, but also because they often do not know what to write. Some students explained that they sometimes experienced writer's block, especially when they were asked to write essays, paragraphs, or creative texts. In such situations, ChatGPT became a helpful tool because it provided ideas, examples, and directions that helped them begin their writing.

The role of ChatGPT as a creative stimulant was clearly stressed by the students. Some participants said that when they felt stuck, they asked ChatGPT to give them topic ideas or possible outlines. One student commented, "When I have no clue what I am writing about, I go to ChatGPT for ideas, and it really gets me started." This statement shows that ChatGPT helped students overcome the initial difficulty of writing. The beginning stage of writing is often the hardest part because students need to decide what topic to discuss, what points to include, and how to organize their ideas. By providing suggestions, ChatGPT helped students move from confusion to action.

Students also explained that ChatGPT helped them brainstorm ideas more quickly. In traditional writing activities, students usually have to think alone or wait for teacher guidance when they cannot develop a topic. However, with ChatGPT, they could immediately receive several possible ideas related to their writing task. This made the writing process feel easier and more flexible. For example, if students were asked to write about environmental issues, ChatGPT could help them list possible subtopics such as pollution, climate change, waste management, or conservation. From these suggestions, students could choose the idea that best suited their interest and understanding.

In addition to generating ideas, ChatGPT also helped students organize their thoughts. Some participants mentioned that they used ChatGPT to create outlines before writing. This was considered useful because an outline helped them arrange their ideas in a logical order. Students could see how an introduction, body paragraphs, and conclusion might be developed. This support was especially important for students who struggled with paragraph organization. By using ChatGPT, they could learn how to connect ideas and develop a topic more systematically.

Furthermore, ChatGPT encouraged creativity by offering different perspectives. Students said that the tool sometimes suggested ideas they had not thought of before. These suggestions helped them expand their imagination and consider new angles in their writing. However, the students did not always copy the ideas directly. Many of them used ChatGPT's suggestions as inspiration and then developed the ideas using their own words and opinions. This shows that ChatGPT can support creativity when students remain active in the writing process.

Overall, the findings indicate that ChatGPT plays an important role in idea generation and creativity. It helps students overcome writer's block, develop topics, organize ideas, and explore new perspectives. This brainstorming and outlining ability was considered one of the strongest aspects of ChatGPT in supporting the writing process. When used properly, ChatGPT can motivate students to write more confidently and creatively.

Vocabulary Learning

Vocabulary learning was another significant benefit found in this study. Based on the responses of the 15 high school seniors, many students indicated that they acquired new words and expressions through their interaction with ChatGPT. In English writing, vocabulary is an essential component because students need suitable words to express their ideas clearly and accurately. However, limited vocabulary often becomes a major obstacle for learners. Some students know what they want to say, but they do not know how to express it in English. In this context, ChatGPT was perceived as a helpful tool because it introduced students to new vocabulary and showed them how to use words in meaningful sentences.

The students themselves indicated that they learned new words and expressions with the help of ChatGPT. One of the respondents said, "I learn new words every time I use it, and I try to use them in my essays." This statement reflects the way students used ChatGPT not only as a correction tool, but also as a vocabulary learning resource. When ChatGPT suggested alternative words or improved sentence structures, students were exposed to vocabulary that they might not have used before. This exposure helped them enrich their writing and expand their language knowledge.

One important aspect of vocabulary learning through ChatGPT is that students encounter new words in context. Instead of memorizing isolated word lists, students saw how certain words were used in sentences and paragraphs. This made it easier for them to understand the meaning, function, and appropriate use of the words. For example, when students wrote simple sentences, ChatGPT might suggest more precise or academic expressions. Through this process, students learned that certain words are more suitable for formal writing, while others are more appropriate for casual communication. This contextual learning made vocabulary development more practical and meaningful.

In addition, ChatGPT helped students improve word choice. Some participants explained that they often repeated the same words in their essays because they did not know alternative expressions. ChatGPT helped them find synonyms and more varied phrases. This made their writing sound less repetitive and more polished. For instance, instead of using the word "good" many times, students could learn alternatives such as "beneficial," "effective," "valuable," or "useful," depending on the context. This ability to choose more appropriate vocabulary contributed to the improvement of their writing quality.

ChatGPT also supported students in learning phrases and expressions, not only individual words. In English writing, using correct phrases is important because some meanings cannot be expressed naturally through direct translation from the students' first language. By reading ChatGPT's suggestions, students could learn common expressions, collocations, and sentence patterns. This helped them write more naturally and avoid awkward phrasing.

However, vocabulary learning through ChatGPT still requires students to be selective. Not all suggested words may be suitable for their writing level or intended meaning. Some advanced words may sound impressive but can make the writing unclear if students do not fully understand them. Therefore, students need to check the meaning and usage of new vocabulary before applying it in their essays.

Overall, the findings show that ChatGPT provides meaningful support for vocabulary learning. It helps students acquire new words, understand vocabulary in context, improve word choice, and learn useful expressions. When used carefully, ChatGPT can become an effective tool for expanding students' vocabulary and strengthening their English writing ability.

Too Dependent on AI

Despite the benefits of using ChatGPT as an English language writing aid, the findings of this study also reveal several drawbacks. One of the most important concerns expressed by the students was the possibility of becoming too dependent on AI. Although many participants admitted that ChatGPT helped them improve their writing, generate ideas, and learn vocabulary, some students also realized that excessive use of the tool could negatively affect their independence. This concern appeared clearly in the thematic coding of the semi-structured interviews with 15 high school seniors.

Some students confessed that they occasionally overdepended on ChatGPT for suggestions and editing. They used the tool not only to correct grammar or punctuation, but also to generate ideas, rewrite sentences, and improve entire paragraphs. At first, this made writing tasks easier and faster. However, several participants started to worry that relying too much on ChatGPT might prevent them from developing their own writing skills. One respondent admitted, "Sometimes I feel like I can't write without asking ChatGPT first. I worry that I'm not improving on my own." This statement shows that students were aware of the risk of depending too much on AI assistance.

Writing is a skill that requires practice, effort, and reflection. Students need to learn how to think, plan, draft, revise, and edit their own work. If they always ask ChatGPT for help before trying by themselves, they may lose the opportunity to develop these important skills. Overdependence can make students passive because they may wait for the AI to provide answers instead of solving writing problems independently. As a result, their confidence may depend more on the tool than on their own ability.

Another problem related to dependence is that students may become less willing to take risks in writing. Making mistakes is actually part of the learning process. Through mistakes, students can understand their weaknesses and improve gradually. However, if they always rely on ChatGPT to avoid mistakes, they may not fully experience the process of learning through trial and error. This can limit their development as independent writers.

The students' concern also suggests that ChatGPT may create a habit of instant assistance. Because the tool provides quick responses, students may prefer immediate answers rather than spending time thinking deeply. This habit can affect their patience and problem-solving ability. In academic writing, students need to develop ideas carefully and revise their work critically. If they depend too much on ChatGPT, they may become less motivated to engage in these processes.

However, this drawback does not mean that ChatGPT should not be used. Instead, it shows that students need guidance on how to use the tool properly. ChatGPT should be used as a learning aid, not as a replacement for students' own thinking. Teachers can encourage students to write first, revise independently, and then use ChatGPT only for checking or improving specific parts of their writing.

Overall, the findings indicate that dependence on AI is a serious issue that must be addressed. While ChatGPT can support students' writing development, excessive use may weaken their independence, confidence, and writing practice. Therefore, students need to use ChatGPT responsibly so that it supports their learning rather than replacing their own effort.

Quality of Suggestions

Another drawback found in this study is related to the quality of suggestions provided by ChatGPT. While the majority of students enjoyed using ChatGPT and found its feedback helpful, a few participants expressed concern that the suggestions given by the tool were not always reliable. This issue is important because students often use ChatGPT to improve their grammar, vocabulary, sentence structure, and ideas. If the suggestions are inaccurate or irrelevant, students may become confused or may even apply incorrect revisions to their writing.

Several participants gave examples of situations where ChatGPT suggested something that did not match the meaning they wanted to express. In some cases, the AI changed the original message of a sentence while trying to improve grammar or style. This made students unsure whether the suggestion was actually better or whether it distorted their intended meaning. According to one student, "Sometimes it gives me advice that doesn't make sense, and I have to double-check everything it says." This statement shows that students could not fully trust every response from ChatGPT. They needed to review and evaluate the suggestions before using them.

The problem of suggestion quality is closely related to the fact that ChatGPT does not always understand the full context of students' writing. Although it can generate grammatically correct sentences, it may not always recognize the writer's purpose, tone, or personal style. For example, a student may want to write a simple and

direct sentence, but ChatGPT might suggest a more complex version that sounds too formal or unnatural for a high school student. In this situation, the revised sentence may be grammatically correct, but it may not reflect the student's actual voice or writing level.

Some students also mentioned that ChatGPT sometimes gave suggestions that were too advanced. While advanced vocabulary and sentence structures can improve writing quality, they can also create problems if students do not fully understand them. If students use difficult words without knowing their exact meaning, their writing may become unclear or inappropriate. This can be especially problematic for English language learners who are still building their vocabulary and grammar knowledge.

Another issue is that students may not always have the ability to judge whether ChatGPT's suggestions are correct. Stronger students may be able to compare the original sentence with the suggested revision and decide which one is better. However, students with lower English proficiency may simply accept the AI's response because they assume that it is always correct. This can lead to misunderstanding and reduce the quality of their learning.

Therefore, the findings suggest that students need to develop critical thinking when using ChatGPT. They should not accept every suggestion automatically. Instead, they need to check whether the suggestion fits the topic, meaning, and purpose of their writing. Teacher guidance is also important in this process. Teachers can help students understand how to evaluate AI-generated feedback and decide which suggestions are useful.

Overall, although ChatGPT can provide helpful writing suggestions, its feedback is not always perfect. The quality of suggestions may vary depending on the context, prompt, and writing task. For this reason, students must use ChatGPT carefully and critically. The tool should be treated as a support system, not as an unquestionable authority in English writing.

Ethical Concerns

The final drawback identified in this study concerns the ethical use of ChatGPT in English writing. The ethicality of using AI in writing was contested by several students, especially in relation to plagiarism, authenticity, and academic honesty. Although ChatGPT can help students generate ideas, correct errors, and improve vocabulary, its use also raises important questions about whether the final writing truly belongs to the student. This issue appeared clearly in the interview data, where some participants expressed concern about using ChatGPT too much.

One of the participants mentioned, "I am afraid that if I use ChatGPT too much, my work won't be mine anymore." This statement reflects a major ethical concern in the use of AI-assisted writing. In educational settings, writing assignments are usually designed to assess students' understanding, creativity, and language ability. If students rely heavily on ChatGPT to produce their essays, the final work may not fully represent their own skills. This can make it difficult for teachers to evaluate students' real progress.

Plagiarism was one of the issues raised by the students. Although ChatGPT does not always copy from a specific source, it can generate complete sentences, paragraphs, or essays for users. If students submit AI-generated text without making their own contribution, this may be considered academically dishonest. The problem becomes more serious when students present the work as if it were entirely their own. In this case, the issue is not only about copying, but also about misrepresenting authorship.

Authenticity was another important concern. Some students worried that using ChatGPT too much could make their writing lose its personal voice. Writing is not only about producing correct grammar and good vocabulary; it is also about expressing personal ideas, opinions, and experiences. If ChatGPT produces most of the content, the writing may sound polished but may not reflect the student's actual thinking. This can reduce the value of writing as a learning activity.

The ethical concern also shows the need for clear guidance from teachers and educational institutions. Students need to understand what kinds of AI use are acceptable and what kinds are not. For example, using ChatGPT to brainstorm ideas, check grammar, or learn vocabulary may be acceptable if students still develop the writing themselves. However, asking ChatGPT to write an entire essay and submitting it without revision or acknowledgment can be considered unethical.

Teachers also need to discuss responsible AI use in the classroom. Instead of simply banning ChatGPT, teachers can teach students how to use it properly. Students should be encouraged to treat ChatGPT as a writing assistant, not as a substitute writer. They need to understand that the main responsibility for the content, meaning, and originality of the writing remains with them.

In addition, schools may need to create policies regarding AI use in academic assignments. These policies should explain when students are allowed to use AI, how they should acknowledge its use, and what consequences may occur if they misuse it. Such guidelines can help reduce confusion and promote academic honesty.

Overall, the findings show that ethical concerns are an important limitation of using ChatGPT as an English writing aid. While the tool can support learning, it can also create problems related to plagiarism, authenticity, and ownership of work. Therefore, teachers must discuss the ethical use of AI tools in educational institutions so that students can benefit from ChatGPT without losing responsibility for their own learning and writing.

4. Conclusion

Finally, this research presents both sides of the students' opinions on ChatGPT as a writing aid in English learning. On the positive aspect, students view its potential in improving writing, generating ideas, and enriching vocabulary, but on the negative aspect, students see the risk of over-reliance and ethical issues. To benefit from AI software like ChatGPT, teachers need to come up with methods that facilitate independent writing but use technology as a process of learning. Researchers can also examine the long the long-term effect of using AI writing assistants on students' writing ability and writing attitude, in generale.

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