

The Effect of Using Chat Gpt on Writing Ability in EFL Classroom

Siti Mala Nurfaisha ^{1*}, Salsabila Fitriyani ², Siti Juliana Sari ³, Naf'an Tarihoran⁴

^{1, 2, 3, 4} UIN Sultan Maulana Hasanuddin Banten, Indonesia

* 231230068.sitimala@uinbanten.ac.id

Abstract

This study investigates the effect of using ChatGPT on students' writing ability in English as a Foreign Language (EFL) classrooms. The purpose of the research is to examine how ChatGPT supports learners in organizing ideas, improving grammar, and enhancing overall writing performance. A quantitative research design was employed, involving 100 university students as participants. Data were collected through writing tests and questionnaires, with the latter using a Likert-scale format to capture students' perceptions of ChatGPT in their writing process. The findings reveal that ChatGPT positively influenced students' writing skills, particularly in grammatical accuracy, vocabulary development, and text organization. Students reported increased confidence and reduced difficulties in completing writing assignments, supported by immediate feedback and idea generation provided by the tool. Statistical analysis showed significant improvement in writing scores, with post-test results indicating notable progress compared to pre-test results. In conclusion, ChatGPT serves as an effective supplementary tool in EFL writing instruction, fostering student engagement and efficiency. However, teacher guidance remains essential to ensure balanced learning and prevent overreliance on AI assistance. The implications suggest that integrating ChatGPT into writing pedagogy can enhance language learning outcomes while maintaining critical thinking development.

Keywords: *ChatGPT, EFL Classroom, Writing Skills*

Introduction

Writing is considered one of the most challenging skills for students learning English as a Foreign Language (EFL). Many students face challenges in organizing ideas, choosing appropriate vocabulary, and applying correct grammar rules when creating written texts. These challenges often lead to students feeling less confident in expressing their thoughts in writing (Holifah et al., 2025). Therefore, developing students' writing skills is crucial in EFL classrooms. In recent years, technological advances have significantly impacted the language learning process. Various digital tools have been introduced to support students in learning English, including tools that help them practice and improve their writing skills.

As technology advances, the way we learn languages is influenced by a number of digital tools that help students improve their language skills. Technology opens up new opportunities for students to practice writing, receive feedback, and explore ideas more comfortably (Amin, 2023; Firdaus et al., 2021). In recent years, the use of artificial intelligence has begun to be applied in education, including language teaching. These technological developments are providing innovative new methods to support students in overcoming writing challenges and making the learning process more engaging and efficient. One emerging artificial intelligence technology being utilized in language learning is ChatGPT, which can assist students in the writing process (nabila et al., 2025). ChatGPT has the ability to support learners in generating ideas, improving grammar, and structuring their writing more efficiently (Amin, 2023).

While several studies have addressed the role of technology in language learning, few have specifically explored the impact of ChatGPT on students' writing skills in EFL classrooms. Therefore, the purpose of this study is to investigate the impact of ChatGPT on students' writing skills in EFL classrooms and to explore how this tool can help students improve their writing skills. However, the success of implementing a particular technology tool in teaching writing skills depends heavily on students' perspectives. Students' perspectives on the use of digital tools play a crucial role as they can influence their motivation, participation, and overall learning experience. When students have positive perspectives on tools like ChatGPT, they are more likely to actively use them and utilize all of their features to improve their writing skills.

Conversely, negative perspectives can diminish students' interest and reduce the tool's effectiveness in supporting their learning (Anini, 2021). Therefore, examining students' perspectives on the use of ChatGPT in EFL writing classes is crucial to understanding how this technology helps students develop their writing skills (Puteri et al., 2025). This study aims to investigate the impact of ChatGPT on students' writing skills, particularly in the aspects of grammar, vocabulary, and text organization. Furthermore, it also seeks to explore students' perspectives on the effectiveness of ChatGPT as a writing aid, particularly in boosting their confidence and facilitating the completion of writing assignments. This study aims to answer the following research questions: (1) How does the use of ChatGPT affect EFL students' writing ability in terms of grammar, vocabulary, and text organization? (2) What are EFL students' perceptions of ChatGPT's effectiveness as a writing aid, particularly regarding confidence and ease in completing writing assignments?

ChatGPT is often used as a writing aid, assisting students at various stages of the writing process. These stages include idea generation, sentence structure, grammar correction, and text clarity. An artificial intelligence-based writing assistant can provide feedback on both language and content aspects of writing (Dong & Wang, 2024). For example, ChatGPT can help students identify grammatical errors, provide suggestions for vocabulary improvement, and suggest better sentence structure. A study involving EFL students in Indonesia showed that ChatGPT enhanced students' writing experience by providing immediate feedback and tailored recommendations throughout the essay writing process. Students also reported positive views of the tool in terms of usefulness, ease of use, and satisfaction (Puteri et al., 2025). Although the statistical results of the study showed no significant difference in essay quality between the treatment and non-treatment groups, students still considered ChatGPT a useful tool in the writing process. This indicates that ChatGPT may be more effective as a support tool than as a replacement for conventional teaching methods.

Writing is one of the most complex language skills for students learning English as a Foreign Language (EFL). This activity requires students to organize ideas well, apply appropriate vocabulary, and use grammatical structures correctly to create meaningful written texts. Because writing involves cognitive, linguistic, and organizational skills, many EFL learners often struggle to effectively express their thoughts in writing. EFL learners often experience difficulties in mastering grammar and using vocabulary when composing written texts (Cipta et al., 2025). These challenges often lead to unsatisfactory writing and lower student self-confidence. Therefore, writing instruction plays a crucial role in helping students improve their ability to express ideas accurately and coherently in English. Furthermore, writing skills are closely linked to academic success because written communication is commonplace in educational settings.

Students are expected to demonstrate their understanding of the material through essays, reports, and other written assignments. Therefore, developing writing skills is considered one

of the important goals in EFL classes (Cipta et al., 2025). The application of technology in English as a Foreign Language writing can be examined through the lens of learner identity and beliefs. Composing in a second language encompasses not just a language task but also a deeply personal and intricate process shaped by individual beliefs and identities (Nasrullah & Al Wahyu, 2024). Learners bring their own insights, levels of self-assurance, and past experiences into the writing process, influencing how they express ideas in English. Consequently, the incorporation of technology, such as ChatGPT, can support learners in developing a more positive writing identity by providing assistance, reducing stress, and increasing self-confidence during the writing process.

Additionally, enhancing writing capabilities requires continuous practice and structured support, as writing ability develops through guided practice, constructive feedback, and revision (Alsaedi, 2024). Technological tools enable students to engage in these activities more efficiently by providing immediate feedback and opportunities for revision. This supports the idea that writing is an iterative process involving planning, drafting, and editing, through which learners gradually improve their ability to produce coherent and meaningful texts. Furthermore, the integration of technology and artificial intelligence in writing instruction creates a more interactive and learner-centered environment. Online resources allow students to experiment with language, explore ideas, and receive immediate feedback, which contributes to language development and increased confidence.

However, since writing is closely related to learners' cognitive processes and identity, technology should function as a support tool rather than replace independent thinking. Educators continue to play an essential role in guiding students to use technology effectively and responsibly in developing their writing skills. Another important perspective in understanding the use of ChatGPT in EFL writing is the concept of scaffolding in language acquisition. Based on sociocultural theory, learners benefit from guided support that helps them accomplish tasks beyond their current ability level. In this context, ChatGPT functions as a form of digital scaffolding by providing suggestions, corrections, and examples during the writing process. This aligns with the idea that learners gradually develop independence through continuous interaction with learning tools (Syairofi et al., 2025).

Through immediate feedback and guidance, students can progressively improve their writing, contributing to the development of language skills and writing confidence. The use of ChatGPT in writing instruction is also related to the concept of self-regulated learning, which emphasizes students' ability to manage their own learning process, including planning, monitoring, and evaluating their work. With the support of ChatGPT, students can independently explore ideas, revise their writing, and experiment with different language structures without relying entirely on the teacher. Technology-supported learning environments can contribute to increased learner autonomy and active participation in language learning (Nguyen et al., 2024). However, it remains important for instructors to guide students in using such tools critically to ensure meaningful and responsible learning.

Method

This study employed a quantitative research method to investigate the effect of using ChatGPT on students' writing ability in the EFL classroom. The participants of this study were approximately fifty students. Data were collected through a writing test and a questionnaire. The writing test was used to measure students' writing ability before and after the implementation of ChatGPT in the learning process. Meanwhile, the questionnaire was distributed to identify

students' perceptions and experiences when using ChatGPT to support their writing activities. The questionnaire used a Likert-scale format to measure students' responses toward the use of ChatGPT in improving their writing ability. The statements included aspects related to students' learning experiences, engagement in writing activities, and confidence in developing their written texts. Respondents indicated their level of agreement using a five-point Likert scale ranging from strongly disagree to strongly agree (Shidiq, 2023).

The collected data were analyzed using SPSS software. Descriptive statistics such as mean, median, and percentage were used to summarize students' responses. In addition, inferential statistical analysis was conducted to determine whether the use of ChatGPT had a significant effect on students' writing ability. This study employs a quantitative descriptive method to describe the effect of using ChatGPT on writing ability in the EFL classroom. The quantitative method is used to describe phenomena based on numerical data obtained from respondents' answers to a questionnaire (Yang et al., 2024). Through this approach, the study aims to provide an overview of the effect of using ChatGPT on writing ability in EFL classroom. The participants in this study were students from various study programs and semesters who had used ChatGPT in learning to write English. Respondents in this study were selected based on their experience using ChatGPT.

The research instrument used was a questionnaire distributed online via Google Forms. The questionnaire was used to collect data on writing ability using ChatGPT for English writing instruction. The questionnaire in this study consisted of two main sections. The first section contained questions regarding the respondents' general information, such as email, gender, major, and semester. Additionally, this section includes questions regarding the respondents' level of familiarity with using ChatGPT. The second section contains five statements related to three main aspects of the study: organization of ideas, grammar improvement, and clarity in expressing ideas in English writing when using ChatGPT. These statements were measured using a Likert scale with five response categories: strongly disagree, disagree, neutral, agree, and strongly agree.

The questionnaire used in this study was developed by adapting and modifying several instruments from previous research. This section includes statements related to the impact and challenges of using ChatGPT. These statements were modified to align with the context of this study, specifically the use of ChatGPT in English writing. Data in this study were collected through the distribution of an online questionnaire to respondents. All responses obtained were then analyzed using descriptive statistical analysis to identify trends in respondents' answers to each statement. The results of this analysis were then presented in the form of percentages to provide an overview of the impact of using ChatGPT on English writing ability.

The study participants consisted of 100 EFL students studying English at the university. Data were collected through a questionnaire administered to the students to determine their experiences and perspectives on using ChatGPT to improve their writing skills. In addition to the questionnaire data, this study also used data from 50 participants reported in a previous study as supporting references. This previous study examined students' writing skills in EFL classes without the use of ChatGPT or similar AI technology. This data was used as a comparison to strengthen the analysis of the effect of ChatGPT on students' writing skills.

The instrument used in this study was a questionnaire developed to gather information about students' views and experiences regarding the use of ChatGPT to improve their writing skills in EFL (English as a Foreign Language) classes. The questionnaire consisted of 15 questions using a Likert scale ranging from strongly disagree to strongly agree. The questions

addressed various aspects, including students' motivation to write, the usefulness of ChatGPT in generating ideas, grammar improvement, vocabulary development, and overall improvement in writing skills (Cipta et al., 2025). In addition to the questionnaire, this study also utilized secondary data from a previous study involving 50 participants. The previous study employed a writing assessment rubric to assess students' writing skills based on several criteria, such as content, organization, vocabulary, grammar, and writing mechanics. These criteria served as a reference to support the analysis of students' writing skills improvement.

Results

Respondent Data Description

Respondent Data Description: This study involved 100 participants from various semester levels. The following is a breakdown of the participant distribution by semester:

Table 1. Participant Distribution by Semester

No	Semester	Presentase
1	Semester 2	19%
2	Semester 4	15%
3	Semester 6	52%
4	Semester 8	14%
Total		100%

The table shows that most participants are from semester 6 (52%), followed by semester 2 (19%), semester 4 (15%), and semester 8 (14%). This indicates that the majority of respondents are mid-level students who likely have sufficient academic experience, especially in writing activities.

Table 2. Participant Distribution by Gender

No	Gender	Percentage
1	Male	24%
2	Female	76%

The table indicates that most participants are female (76%), while male participants account for 24%. This shows a higher representation of female respondents in the study, which may influence the overall perspectives reported in the findings. Explanatory Narrative Referring to Table 1, it can be seen that the majority of participants were from semester 6, with a percentage of 52%. Meanwhile, participants from semester 2 made up 19%, semester 4 15%, and semester 8 14%. This situation indicates that the majority of the information in this study was dominated by students in semester 6. This situation may affect the research results, as participants at this level generally have more learning experience than those in other semesters.

Questionnaire Result for Variable 1 (GPT)

Indicator (1): ChatGPT helps me understand how to organize my writing

2. ChatGPT helps me understand how to organize my writing
99 responses

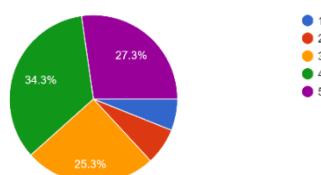


Figure 1. ChatGPT helps me understand how to organize my writing

Based on pie, Figure 1 Writing Management Findings indicate that ChatGPT contributes to students' understanding of how to better manage their writing. From the data, 34.3% of respondents stated "agree," and 27.3% chose "strongly agree," resulting in a total of 61.6% positive responses. On the other hand, 25.3% of students gave neutral responses, while only a few expressed disagreement (7.1% and 6.1%). The average score for this indicator was around 3.69, which falls into the "agree" category. This finding indicates that ChatGPT plays a significant role in guiding students to express their ideas in a more structured manner. Most students believed that ChatGPT provided clear instructions on how to structure sentences and paragraphs, resulting in more coherent writing. However, these neutral responses suggest that some students may still rely on their own understanding or have not fully utilized ChatGPT's features to structure their writing.

Indicator (2): ChatGPT helps me improve my grammar when writing

3. ChatGPT helps me improve my grammar when writing
99 responses

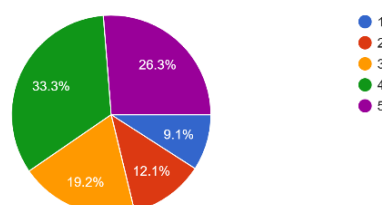


Figure 2. ChatGPT helps me improve my grammar when writing

Based on pie Figure 2, Grammar Improvement. This second indicator highlights the role of ChatGPT in improving students' grammar. The data shows that 33.3% of respondents chose "agree," while 26.3% chose "strongly agree," bringing the total positive response to 59.6%. Conversely, 19.2% of students were neutral, and 12.1% and 9.1% disagreed, respectively. The average score for this indicator was approximately 3.56, reflecting a generally positive outlook. These results indicate that ChatGPT has a significant impact in helping students identify and correct grammatical errors in their writing. Students benefit from the immediate feedback provided by this tool, which supports their learning process. However, the higher percentage of neutral and negative responses compared to the first indicator suggests that not all students fully rely on ChatGPT for grammar correction, possibly due to varying learning preferences or varying levels of grammar proficiency.

Questionnaire Result for Variable 2 (Writing)

Indicator 1. I can organize my ideas clearly in Writing

10. I can organize my ideas clearly in writing
100 responses

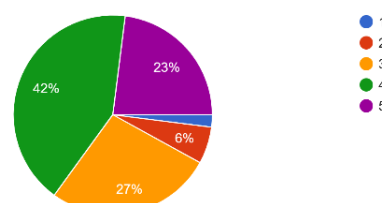


Figure 3. I can organize my ideas clearly in Writing

Based on pie figure 3, the ability to express thoughts clearly in written English. For the statement “I can express my thoughts clearly in written English”, the results were as follows: 6.1% chose 1, 9.1% chose 2, 31.3% chose 3, 30.3% chose 4, and 23.2% chose 5. The average score obtained was around 3.6 out of 5. This indicates that many students felt quite confident in expressing their thoughts, with a fairly strong tendency towards positive assessments. This means that ChatGPT has helped students in formulating their ideas, although a small number still had difficulty in achieving clarity.

Indicator (2): I can express my ideas clearly in English Writing

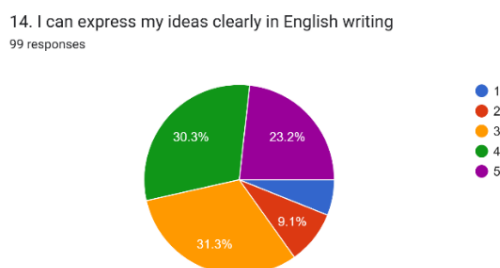


Figure 4. *I can express my ideas clearly in English Writing*

Based on pie figure 4, Improved Grammatical Accuracy. For the statement “My grammatical accuracy in writing has improved”, the distribution was: 4% chose 1, 9% chose 2, 32% chose 3, 34% chose 4, and 21% chose 5. The average score was around 3.6 out of 5. This shows that students felt there was significant progress in grammatical accuracy, especially at the “fairly good” to “good” level. What this means is that ChatGPT serves as a useful tool for improving grammatical accuracy, but does not completely replace the structured grammar learning process, as few report very marked improvements.

Indicator (3): My grammar accuracy in writing has improved

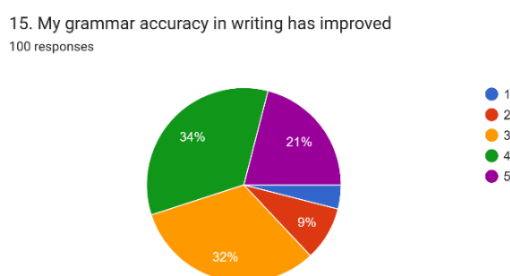


Figure 5. *My grammar accuracy in writing has improved*

Based on pie figure 5, Ease of completing writing assignments: Regarding the statement “I can easily complete writing assignments,” most respondents tended to give scores of 3, 4, and 5, while a few students chose the lowest option. The average score obtained was estimated at 3.7 out of 5. This indicates that ChatGPT has made the writing process more effective and less stressful for students. This means that the tool reduces obstacles to completing assignments, allowing students to concentrate more on the content rather than on technical difficulties.

Relationship between GPT and Writing

Based on these two studies, the implementation of ChatGPT in teaching writing demonstrated a very positive effect on EFL students' writing skills. ChatGPT supported students

in improving grammatical accuracy, expanding vocabulary, and refining the structure and organization of their writing (Haziz et al., 2025). Furthermore, ChatGPT provided support to students during the writing process by suggesting ideas and providing feedback that enabled them to better revise their work. Furthermore, students found ChatGPT to be a useful and easy-to-use tool that helped them formulate ideas and improve their language use, enabling them to complete writing assignments and overcome challenges in communicating their thoughts. Furthermore, empirical evidence supports that the use of ChatGPT can lead to significant improvements in students' writing outcomes. One such study showed a significant increase in the mean score from 44.26 on the pre-test to 80.51 after the implementation of ChatGPT, indicating significant progress in grammar and vocabulary mastery (Nisa et al., 2025). However, its use must still be accompanied by teacher supervision so that students continue to hone their critical thinking skills and do not become overly dependent on AI assistance

Discussion

The Effect of ChatGPT on EFL Students' Writing Organization

The findings of this study indicate that 61.6% of EFL students responded positively to the statement that ChatGPT helped them understand how to organize their writing, with a mean score of 3.69 falling within the "agree" category. This finding directly addresses the research objective concerning the effect of ChatGPT use on students' writing ability, particularly in the aspect of organizing ideas within English texts. Writing organization is a core competency in academic writing that encompasses the ability to construct arguments logically, develop paragraphs cohesively, and build coherence across ideas within a text (Graham, 2019). In EFL classroom contexts, students frequently encounter difficulties in structuring their ideas into systematic written form, largely due to limited exposure to high-quality model academic texts in English (Kohnke et al., 2023). ChatGPT addresses this challenge by generating structured text examples instantaneously and interactively, enabling students to learn organizational patterns through direct engagement with the system (Fitria, 2023).

This process gradually assists students in developing an intuitive understanding of rhetorical text structure, which is a fundamental prerequisite for effective academic writing (Huang et al., 2022). EFL students using ChatGPT produced writing with more organized structures compared to the control group. Generative AI tools such as ChatGPT hold considerable potential in helping foreign language learners develop textual awareness essential to effective writing organization. Nevertheless, the 25.3% of neutral responses recorded suggests that the benefits of ChatGPT in this regard are not uniformly experienced by all students, likely attributable to variation in the frequency and intensity of tool usage (Kasneci et al., 2023).

The Effect of ChatGPT on EFL Students' Grammatical Accuracy in Writing

The second indicator of the ChatGPT variable reveals that 59.6% of respondents agreed that ChatGPT helped them improve their grammar when writing, with a mean score of 3.56. This finding confirms a positive influence of ChatGPT on one of the most challenging aspects of EFL writing, namely grammatical accuracy in English. Grammatical mastery in foreign language writing is a process that requires consistent and targeted corrective feedback. Research demonstrates that explicit written corrective feedback significantly contributes to long-term improvements in the grammatical competence of foreign language writers (Bitchener & Storch, 2016). ChatGPT fulfills this function by detecting grammatical errors and providing contextual

explanations in real time, enabling students to understand their mistakes while simultaneously learning the correct rules (Cipta et al., 2025).

ChatGPT in improving EFL students' grammatical competence, evidenced by a significant increase in mean scores from 44.26 on the pre-test to 80.51 on the post-test. These results indicate that intensive interaction with ChatGPT produces measurable gains in grammatical proficiency. ChatGPT has the capacity to accelerate the internalization of grammatical rules through repetitive practice and adaptive feedback. The comparatively higher percentage of negative responses on this indicator (21.2%) relative to the writing organization indicator warrants careful consideration, suggesting that not all students benefit equally from ChatGPT in terms of grammatical improvement. This variation may be understood in light of individual factors such as linguistic background, learning motivation, and differing initial proficiency levels (Huang et al., 2022). Consequently, the use of ChatGPT as a grammatical support tool should be accompanied by instructor guidance tailored to the specific needs of each student (Godwin-Jones, 2023).

EFL Students' Ability to Organize and Express Ideas in Written Form

In the writing ability variable, the first indicator measured students' capacity to organize their ideas clearly in English writing. Results showed a mean score of approximately 3.6 out of 5, with a predominantly positive distribution. This finding indicates that, following the use of ChatGPT, the majority of students felt more capable of structuring and presenting their ideas systematically in written English. The ability to organize ideas in writing reflects integrated cognitive and linguistic competencies (Graham, 2019). In EFL writing instruction, this process is often impeded by the gap between students' capacity to think in their first language and their ability to express those thoughts in the target language. ChatGPT serves as a cognitive mediator that helps bridge this gap by providing model texts that students can use as structural references (Fitria, 2023). Consistent exposure to well-organized texts through interaction with ChatGPT gradually cultivates students' ability to produce cohesive and logically structured writing (Kasneci et al., 2023).

The ability to express ideas clearly in English writing demonstrated a similar pattern, with 30.3% of students selecting a score of 4 and 23.2% selecting a score of 5, bringing the combined positive response to over 53%. This finding aligns directly with the research objective regarding the effect of ChatGPT on overall EFL writing ability. Students actively engaging with ChatGPT in writing contexts demonstrated significant improvements in clarity of expression and lexical precision in English. AI-based tools providing interactive feedback effectively enhance foreign language learners' ability to express ideas fluently and accurately.

Improvements in Grammatical Accuracy and Effectiveness of Writing Task Completion

The third indicator of the writing ability variable, pertaining to improvements in grammatical accuracy, yielded a mean score of 3.6 with a predominantly positive distribution (34% selecting score 4 and 21% selecting score 5). This data confirms that the use of ChatGPT in EFL classrooms meaningfully contributes to students' grammatical accuracy in writing, which is one of the primary indicators of writing quality in English. Grammatical accuracy in English writing is among the most persistent challenges for EFL students, largely due to negative transfer from their first language (Bitchener & Storch, 2016). ChatGPT addresses this by providing immediate and contextual corrective feedback, ensuring that students not only recognize their errors but also understand the reasoning behind the corrections (Kohnke et al., 2023). The capacity of ChatGPT to deliver grammatical explanations tailored to the specific sentence context produced

by each student renders it more effective than conventional grammar reference books, which are inherently general in nature (Godwin-Jones, 2023).

Regarding the effectiveness of writing task completion, the mean score of 3.7 was the highest recorded across all measured indicators, suggesting that this aspect yielded the most widely perceived benefit among students. This finding is understandable given that ChatGPT substantially assists students in overcoming writer's block, constructing writing outlines, and generating initial drafts more efficiently (Fitria, 2023). As the cognitive load associated with the technical aspects of writing is reduced, students are able to allocate greater mental resources to developing substantive content and argumentation (Kasneci et al., 2023). This also positively impacts students' learning motivation, as they feel more confident in completing writing tasks that were previously perceived as burdensome (Cipta et al., 2025).

Synthesis: The Effect of ChatGPT Use on EFL Students' Writing Ability

Overall, the findings of this study provide a comprehensive picture of the positive effect of ChatGPT use on EFL students' writing ability, encompassing four primary dimensions: writing organization, grammatical mastery, clarity of expression, and efficiency of task completion. These four dimensions constitute essential components of academic writing quality assessment in English and collectively determine students' overall writing competence (Graham, 2019). The results of this study consistently reinforce findings from previous research demonstrating that the integration of generative AI technology into language learning delivers significant positive effects on EFL students' written language competence (Huang et al., 2022). In particular, ChatGPT's role as an interactive feedback agent has proven effective in facilitating a more autonomous and improvement-oriented writing learning process among EFL students (Godwin-Jones, 2023).

Nevertheless, these findings also underscore the importance of caution in implementing ChatGPT as a writing learning tool. Excessive reliance on AI technology may potentially impede the development of students' critical thinking and independent creativity (Kasneci et al., 2023). Effectiveness of ChatGPT in EFL educational contexts is highly dependent on how the tool is integrated into a structured instructional design guided by competent instructors. Accordingly, the use of ChatGPT in EFL classrooms should ideally be positioned as a supplementary tool that complements, rather than replaces, the pedagogical interaction between instructors and students. The practical implication of these findings is that EFL instructors need to design learning activities that integrate ChatGPT in a structured, goal-oriented manner, enabling students to maximize the benefits of this technology without forfeiting opportunities to develop their writing competence authentically and independently (Cipta et al., 2025). The development of clear ChatGPT usage guidelines integrated within the EFL curriculum represents a strategic step that educational institutions must pursue in order to optimize the potential of AI technology in enhancing the quality of English writing instruction.

Conclusion

The findings of this study demonstrate that the integration of ChatGPT in EFL classrooms has a positive impact on students' writing ability. The use of ChatGPT helped learners improve grammatical accuracy, expand vocabulary, and organize ideas more coherently (Putu et al., 2024). Students reported that the tool provided immediate feedback, enhanced their confidence, and reduced difficulties in completing writing assignments. Quantitative results also showed

significant progress in writing performance, with notable improvements in pre-test and post-test scores.

Overall, ChatGPT proved to be an effective supplementary tool in supporting writing instruction. However, its use should not replace traditional teaching methods. Teacher guidance and supervision remain essential to ensure that students continue to develop critical thinking skills and avoid overdependence on AI assistance. The implication of this study is that ChatGPT can be integrated into EFL writing pedagogy as a supportive resource, fostering student engagement and making the writing process more efficient and less stressful. Future research may explore long-term effects and strategies to balance AI support with independent writing practice.

Acknowledgment

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