THE USE OF CHATGPT IN ENGLISH WRITING ACTIVITIES: STUDENTS' VOICES

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ABSTRACT: The rapid development of artificial intelligence has influenced education, including the use of ChatGPT in language learning. ChatGPT can revolutionize many aspects of education, such as retrieving information, responding to specific questions in a variety of subjects, participating in open discussions, writing and editing essays and reports, creating software code, mentoring students by elucidating programming concepts, supplying sample data for databases and analysis, and carrying out computations. This study investigated students' perceptions of using ChatGPT in English writing activities at the English Education Study Program of UIN Raden Fatah Palembang. A quantitative approach was used with 136 fourth-semester students as the research participants. Data were collected through an open-ended questionnaire focusing on six aspects: ChatGPT usage, impact on writing, reliability and accuracy, contribution to learning goals, user experience and satisfaction, and training needs. The findings showed that most students had a positive view of ChatGPT, especially in brainstorming and organizing ideas. About 91.3% of students had used ChatGPT in class, and 94.9% had prior experience. Although only 8.7% used it regularly, ChatGPT was seen as helpful for improving efficiency, creativity, and confidence. Students also recognized its limitations, such as the necessity of information verification and avoiding over-reliance. The study concludes that ChatGPT can be a valuable tool for academic writing when it is combined with strong digital literacy and ethical use.

Keywords: *ChatGPT, English writing activities, students' perceptions*

PENGGUNAAN CHATGPT DALAM KEGIATAN MENULIS BAHASA INGGRIS: SUARA SISWA

ABSTRAK: Perkembangan pesat kecerdasan buatan telah memengaruhi dunia pendidikan, termasuk penggunaan alat seperti ChatGPT dalam pembelajaran bahasa. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penggunaan ChatGPT dalam kegiatan menulis bahasa Inggris di Program Studi Pendidikan Bahasa Inggris UIN Raden Fatah Palembang. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan 136 mahasiswa semester empat sebagai partisipan. Data dikumpulkan melalui kuesioner terbuka yang berfokus pada enam aspek: penggunaan ChatGPT, dampak terhadap proses menulis, keandalan dan akurasi, kontribusi terhadap pencapaian tujuan belajar, pengalaman dan kepuasan pengguna, serta kebutuhan pelatihan. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap ChatGPT, terutama dalam tahap brainstorming dan pengorganisasian ide. Sekitar 91,3% mahasiswa pernah menggunakan ChatGPT di kelas, dan 94,9% memiliki pengalaman sebelumnya.

Meskipun hanya 8,7% yang menggunakannya secara rutin, ChatGPT dianggap membantu meningkatkan efisiensi, kreativitas, dan rasa percaya diri dalam menulis. Mahasiswa juga menyadari keterbatasan ChatGPT, seperti perlunya verifikasi informasi dan bahaya ketergantungan. Penelitian ini menyimpulkan bahwa ChatGPT dapat menjadi alat bantu yang bermanfaat dalam penulisan akademik jika digunakan dengan literasi digital dan etika yang baik.

Kata Kunci: *ChatGPT, Aktivitas menulis bahasa Inggris, Persepsi siswa*

INTRODUCTION

The integration of technology into education has transformed teaching and learning, creating more dynamic, engaging, and accessible environments. Advances in digital tools and platforms have made technology a crucial component of modern education, turning traditional classrooms into interactive and collaborative spaces. According to a study by Fitria (2021), technology plays an important role in delivering valuable resources such as text, images, and audio for educational purposes. Among the technologies undergoing intensive development is artificial intelligence (AI), which aims to simplify human tasks and activities.

Artificial intelligence (AI) is expected to evolve into a sophisticated tool that supports human activities. Although AI technology is not entirely new, it holds the potential to enhance or even fully automate certain tasks, making work processes more efficient and streamlined. Furthermore (Khasanah et al., 2024) highlighted that AI advancements particularly benefit students, especially those learning English. Learners often rely on tools such as Google Translate, DeepL, Grammarly, Duolingo, ELSA, QuillBot, and ChatGPT to support their language development. As a result, AI, especially ChatGPT, has attracted considerable attention across various platforms, notably among students.

ChatGPT is an AI-powered chatbot program developed by OpenAI in 2018, based on a Language Model. According to Radford et al. (2018) ChatGPT is described as a semi-supervised learning model that excels in processing natural language autonomously and is specifically capable of responding to user queries and commands. Additionally, Risnina et al., (2023) stated that ChatGPT offers text processing services utilizing the Generative Pre-trained Transformer (GPT) framework. The term "GPT" stands for three main concepts: generative (referring to the model's ability to produce new content), pre-trained (indicating that the model has been trained on extensive datasets and fine-tuned for particular tasks), and transformers (neural networks that interpret and understand sequential data). Thus, the word predictions and responses generated from user inputs reflect GPT's ability as a machine learning system.

As a technological tool, ChatGPT has the potential to transform numerous areas of education, including information retrieval, answering specific questions across various subjects, engaging in open discussions, composing and editing reports and essays, generating software code, mentoring students by explaining programming concepts, providing sample data for analysis and databases, and performing calculations(Halaweh, 2023). Additionally, ChatGPT is capable of handling a wide range of text-based tasks, such as offering descriptions, planning trips, writing essays, and explaining processes. The text produced by ChatGPT is typically well-organized, with coherent connections between words and sentences, high accuracy, and the ability to recall prior interactions.

In line with Hatmanto and Sari (2023), incorporating ChatGPT into English language teaching and learning has garnered significant attention in recent years. This section explores how ChatGPT aligns with contemporary theoretical frameworks and best practices in language education by conducting a thorough and analytical review of existing literature, showcasing the effective use of ChatGPT in English language instruction. Furthermore, Khasanah et al. (2024) emphasized that advancements in AI technologies like ChatGPT have sparked widespread discussion. Its application across various fields, including education, business, and technology, has been broadly recognized, offering notable benefits, particularly in English language learning. Based

on research by Kohnke et al. (2023), it further highlights ChatGPT's contribution to language learning through the simulation of authentic interactions. ChatGPT can interpret word meanings within context, correct language errors with explanations, and generate texts across multiple genres. These strengths and practical uses have captured the attention of students, educators, professionals, and the broader public. As a result, ChatGPT marks the beginning of a new era in language learning, characterized by authenticity, adaptability, and accessibility. With the rise of AI technologies, there is growing interest among educators and students in leveraging these tools to enhance writing skills and enrich the overall learning experience.

ChatGPT serves as a valuable AI tool to support students' writing activities. According to Khasanah et al. (2024), technological advancements like ChatGPT have made writing tasks significantly less time-consuming. According to Abdullayeva and Muzaffarovna (2011), also noted that ChatGPT, as an AI-supported language model, is effective in assisting students in enhancing their writing abilities. It can deliver immediate feedback on students' writing, pinpointing areas for improvement such as grammar, spelling, and punctuation errors. Moreover, ChatGPT offers revision suggestions, helping students refine their writing style and structure. By utilizing this feedback and the suggested revisions, students can identify and address mistakes, leading to overall improvement in their writing skills. A previous study done by Zebua and Katemba (2024) showed that the majority of respondents have a positive perception of using OpenAI ChatGPT to enhance learning motivation (41.25%), provide comprehensive and easy-to-use features (41%), and help correct grammar errors in writing articles (35.25%). However, some respondents feel neutral about OpenAI ChatGPT's ability to provide explanations that can improve writing skills (37.50%). It can be concluded that OpenAI ChatGPT can be a useful tool for improving students' English writing skills. This study also indicates the potential for further development in providing more in-depth explanations.

The importance of such support becomes evident when considering that. According to Putri et al. (2024), one broad definition of academic writing is writing that is created to fulfill the criteria of a college or university, often taking the form of a thesis. Academic writing requires clarity, coherence, and adherence to formal standards, which can be challenging for many students. Moreover, as stated by Hendrety (2016), writing is the last skill that should be mastered, and it may also be the most difficult one. Additionally, Dania et al. (2024) state that writing skills are difficult for students, but they can also measure students' success in learning English. Writing helps student develop their ability in English. Therefore, tools like ChatGPT can play a crucial role in easing the challenges associated with academic writing by offering real-time assistance that aligns with institutional expectations.

Multiple studies have indicated that over half of students use ChatGPT to assist with writing assignments. Most students utilize it for idea generation, while others rely on it for summarizing, paraphrasing, correcting errors, and drafting portions of their work. Kasneci et al. (2023) found that students frequently use ChatGPT for paraphrasing, summarizing, and editing, and many view it as a helpful writing support tool rather than a substitute for their skills. In addition, most students view using ChatGPT to generate ideas as an ethical practice, although some still engage in less ethical uses. Interestingly, only a minority of students regularly use ChatGPT, and no significant differences in academic performance have been observed between users and non-users. A study by Hostetter et al. (2022) found that both students and faculty often

struggled to distinguish AI-generated writing, complicating efforts to evaluate originality. Both groups expressed similar concerns regarding the ethical implications and potential negative impacts of AI on learning. Nonetheless, many researchers (Črček & Patekar, 2023; Mennalla & Quadros-Mennalla, 2024; Xiao & Zhi, 2023) recognized ChatGPT as a beneficial tool for language education, particularly for offering immediate feedback and enabling personalized learning experiences. Overall, the integration of ChatGPT into education has sparked important discussions about the limitations and effectiveness of technology in supporting learning.

In addition, the use of ChatGPT in academic writing has revealed several key insights into its influence on students' writing skills in Indonesia. It aided students in understanding proper writing structures, such as the correct use of active and passive voice and appropriate tense usage. Most English program students embraced ChatGPT as a supportive writing tool, reflecting a high level of acceptance. Students found it helpful in improving their writing process, although they also recognized its limitations, including the risk of dependency and reduced creativity. While many students reported noticeable improvements in their writing skills through ChatGPT's assistance, opinions were mixed, with some expressing skepticism. This highlights the need for further research to explore the varying perspectives and the factors shaping students' attitudes toward technology in writing. Moreover, integratingChatGPT into education contributed to promoting academic integrity by helping students avoid plagiarism. Despite its many advantages in enhancing writing skills, ongoing concerns and challenges underscore the importance of developing clear guidelines and conducting additional research on its effective use in education (Fitria (2023), Hasanah & Nurcholis (2024), Hidayatullah (2024), Khasanah et al. (2024) and, (Mahapatra (2024)).

In the preliminary study conducted by the researcher namely polls on third- and fifth-semester English education students at a University in Palembang, In a preliminary study conducted by the researcher through surveys of third- and fifth-semester English education students at a university in Palembang, it was found that 67.96% of students used ChatGPT occasionally for writing activities, 31.07% used it frequently, and only 0.97% did not use it at all. Students used both the free and paid versions of ChatGPT and found it very helpful for writing and academic tasks. They typically accessed ChatGPT in comfortable settings, like at home or in class, especially when they struggled with generating ideas, revising content, or understanding materials. Students reported that ChatGPT provided quick and clear suggestions, corrected grammar, and explained writing concepts effectively, which helped speed up the writing process. , they often use it for brainstorming, generating ideas, or creating outlines. In the writing class, the lecturer allowed students to use ChatGPT but stressed the importance of ethical use. Students were permitted to use ChatGPT for idea generation, adapting material, or drafting outlines, but not for writing full content or copy-pasting. The lecturer encouraged students to use the tool wisely and responsibly. Most students discovered ChatGPT through friends or social media, showing that it has become a valuable academic resource. Overall, students' positive experiences highlight ChatGPT's role in improving writing quality and saving time during learning.

Based on the previous explanation, ChatGPT is a familiar tool for university students learning writing skills, including at a University in Palembang. The researchers intend to explore students' views on the effectiveness and the limitations of using ChatGPT more deeply. The researchers chose the fourth semester in the academic year 2023, students of the English Education study program. This research also aims to

contribute new insights to the literature by investigating how students experience and respond to the use of ChatGPT in their writing activities; therefore, the title of the study is 'Students' perceptions on the Use of ChatGPT in writing Activities at one University in Palembang.

METHODOLOGY

1. Research Design

This research employed a quantitative research methodology with a survey design to investigate the students' perceptions of using ChatGPT in English writing activities. According to Creswell and Creswell (2018), survey research design was a quantitative research approach in which researchers used surveys or questionnaires to collect data from a sample or the entire population, aiming to describe their attitudes, perceptions, behaviors, or demographic characteristics. This method was expected to assist the researcher in understanding and obtaining clear information about the research objectives. Meanwhile, in this procedure, the researchers utilized open-response questionnaires and conducted statistical analysis to identify patterns or trends in the participants' responses. Furthermore, the data for this study were collected through the administration of questionnaires.

2. Population and Sample

The population in this research included all students of the English Education Study Program at one University in Palembang in the academic years 2021, 2022, 2023, and 2024 who had experience in writing classes. Samples were selected using a purposeful sampling. The type of purposeful sampling the researcher used was homogeneous sampling. In this study, sampling considerations were based on students who had used or regularly used ChatGPT in writing activities. The participants in this research were students majoring in English Education from the academic year of 2023, consisting of 136 students.

3. Instrument

The questionnaire was designed to focus on students' experiences using ChatGPT, whether and how they incorporated it into their writing classes, their perceptions of how ChatGPT could influence future writing classes, and potential pedagogical implications. A Cronbach's Alpha test was applied to the data from the 9 multiple-choice and 11 Likert scale questions, yielding a score of 0.96, indicating an excellent level of internal consistency in the questionnaire. Before giving the open response questionnaire, the researcher evaluated its validity and reliability. To assess the validity of the survey, the researcher consulted two validators, who were lecturers from the English Education Study Program at a University in Palembang. Additionally, the reliability of the questionnaire was tested using SPSS Version 27.0.

4. Data Analysis

Data analysis techniques in this study are using descriptive statistics. during the data analysis phase for the quantitative data, the researcher systematically organized and scrutinized survey responses, which included both Likert scale and multiple-choice (Yes/No) questions, using descriptive statistical methods. According to Ghozali (2016), descriptive statistical analysis aimed to collect, process, and analyze data so that it could

be presented in a more organized manner. The purpose of using descriptive statistics was to provide a general explanation of the analyzed issues, making it easier for readers to understand.

The researchers carried out the analysis using a Google Form survey. The steps taken to analyze the questionnaire results were as follows: First, the researchers distributed the questionnaires to the respondents. After the respondents completed the questionnaires through the Google Form created by the researchers, the responses could be viewed directly under the "Responses" tab, where the percentage of each answer was displayed. Finally, conclusions were drawn based on the collected data.

FINDINGS AND DISCUSSION

1. Findings

Data were obtained through an open-ended questionnaire consisting of 28 questions which consisted of 3 questions about use of ChatGPT, 5 questions about the impact of ChatGPT on writing process, 6 about questions about reliability an accuracy of ChatGPT, 4 questions about impact on learning goals, 5 questions about experience and satisfaction of ChatGPT, 5 questions about training needs and future usage plan. The participants of this study were 136 English Education students in the year of 2023 class at a public University in Palembang who were selected by using purposive sampling.

Table 1. Use of ChatGPT

No	Question items	Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	ChatGPT usage in class	124	91.%	12	8.7%
2	Experience with ChatGPT	129	94.9%	7	5.1%

Table 2. Use of ChatGPT

No	Question items	Never		Occasionally		Sometimes		Often		Always	
		F	%	F	%	F	%	F	%	F	%
1	Frequency of ChatGPT usage	3	2.2%	10	7.2%	90	66.7%	21	15.2%	12	8.7%

Respondents were asked three questions related to their use of ChatGPT. As shown in the table, a greater percentage of students selected "Yes" compared to "No," and more students chose "Sometimes" than any of the other available options. The following are the results regarding students' use of ChatGPT:

a. Regarding using ChatGPT during class, 124 students (9.3%) answered "Yes," while 12 students (8.7%) answered "No." Based on these results, it can be concluded that most students prefer to use ChatGPT for writing activities.

b. Regarding students' experience with ChatGPT, 129 students (94.9%) responded "Yes", while only 7 students (5.1%) answered "No.". This indicates that most students have experience using ChatGPT to support their writing activities.

c. Concerning to the frequency of ChatGPT usage, 90 students (66.1%) reported using it "sometimes," 21 students (15.2%) said they use it "often," 12 students (8.7%)

stated they "always" use it, 10 students (7.2%) mentioned "occasionally," and 3 students (2.2%) chose "never." These results suggest that the majority of students have a positive response regarding the frequency of using ChatGPT to assist with writing activities.

Table 3. Impact of ChatGPT on the Writing Process

Question items	OI		CT		BG		PS		SS	
	F	%	F	%	F	%	F	%	F	%
ChatGPT in Writing Help	33	23.9 %	48	35.5%	13	9.4%	31	22.5%	12	8.7%
	CDA		DA		N		A		CA	
	F	%	F	%	F	%	F	%	F	%
Efficiency of ChatGPT	4	2.9%	3	2.2%	43	31.6%	69	50.7%	17	12.5 %
Creativity boost	3	2.2%	8	5.9%	37	26.7%	80	58.5%	9	6.7%
	NVH		SLH		SWH		VH		EH	
	F	%	F	%	F	%	F	%	F	%
Contributes to writing skills	5	3.6%	19	13.8%	53	39.1%	57	42%	2	

OI: organizing ideas[1]   CDA: completely disagree 2   NVH: not very helpful[3]

CT: choosing a topic   DA: disagree   SLH: slightly helpful

BG: brainstorming   N: neither agree nor disagree   SWH: somewhat helpful

PS: paragraph structure   A: agree   VH: very helpful

SS: sentence structure   CA: Completely agree   EH: extremely helpful

Table 4. Impact of ChatGPT on the Writing Process

No	Theme	Frequency	Percentage	Response
1	As a Tool in the Development of English Writing Skills	39.1%	54	ChatGPT helps students in various aspects of improving their writing skills in English. Starting from improving grammar and sentence structure, assistance in finding and developing ideas, to increasing efficiency and creativity in writing. In addition, students should also consider the limitations of ChatGPT and the importance of a balanced use of AI technology and conventional learning.

The respondents were asked five questions regarding the Impact of ChatGPT on the Writing Process. As shown in the table, the percentage of students who chose "Agree" was higher than those who selected 'No.' Additionally, more students chose 'Sometimes' compared to the other four options. Below are the results of the students' responses regarding the use of ChatGPT

a.   In the term of ChatGPT in writing help, it showed that 33 students (23.9%) chose organizing ideas, 48 students (35.5%) chose choosing topic, 13 students (9.4%) chose brainstorming, 31 students (22.5%) chose paragraph structure, and 12 students (8.7%) chose sentence structure. ChatGPT was found to be most helpful

for selecting a topic and organizing ideas, which are critical early stages of the writing process. It also assisted with paragraph structure but was less frequently used for brainstorming or refining sentence-level details. This suggests that ChatGPT is more effective in helping students with higher-level writing organization rather than focusing on detailed sentence improvements.

b. In the term of efficiency of ChatGPT, it showed that 4 students (2.9%) said "completely disagree", 3 students (2.2%) said "disagree", 43 students (31.6%) said "nether agree or disagree", 69 students (50.7%) said "agree", 17 (12.5%) students said "completely agree". The researcher can conclude that the majority of students agreed that ChatGPT helps them complete writing tasks more quickly, indicating that most students find it efficient. This suggests that ChatGPT is generally viewed as a valuable tool for enhancing writing speed..

c. In the term of creativity boost, it showed that 3 students (2.2%) said "completely disagree", 8 students (5.9%) said "disagree", 37 students (26.7%) said "neither agree or disagree", 80 students (58.5%) said "agree", 9 (6.7%) students said "completely agree. The researcher can conclude that most students felt ChatGPT contributed to their creativity in writing and enhanced their creative thinking. However, 26.7% of students remained neutral, and a small percentage disagreed. This suggests that while ChatGPT is generally perceived as helpful in fostering creativity, some students may not fully depend on it for generating ideas

d. In the term of contributes in writing skill, it showed that 5 students (3.6%) said "not very helpful", 19 students (13.8%) said "slightly helpful", 53 students (39.1%) said "somewhat helpful", 57 students (42%) said "very helpful", 2 (1.4%) students said "extremely helpful". The researcher can conclude that ChatGPT was generally perceived as beneficial for developing writing skills, although the level of impact varied among students. About 42% of students found it very helpful, while 39.1% considered it somewhat helpful. A smaller portion viewed it as only slightly or extremely helpful. This indicates that while ChatGPT supports the improvement of writing skills, its effectiveness may vary depending on individual usage habits and learning preferences.

Table 5. Reliability and Accuracy of ChatGPT

No	Theme	Frequency	Percentage	Example response
1	As a Reliable Tool in Writing English	84	60.9%	ChatGPT is a reliable tool in English writing activities, especially in the aspects of grammar correction, idea development, improvement of sentence structure, and vocabulary expansion. ChatGPT helps speed up the writing process by providing clear and structured suggestions, saving time in drafting texts.
2	ChatGPT Information Accuracy in English Writing Learning	74	53.6%	Although ChatGPT provides writing assistance, such as grammar correction and writing ideas, sometimes the answers generated are inaccurate, nonspecific, or need to be double-checked.
3	Accuracy of ChatGPT Solutions	107	77.5%	Most students find it accurate and useful, especially in writing and troubleshooting, as long as the prompt is clear. However, there are those who feel that the answers are sometimes

irrelevant or need to be reverified.

a. In term of ChatGPT as a reliable tool in writing English (84 students/ 60.9%), students consider ChatGPT to be a reliable tool in writing English. Students recognized the advantages of grammar correction, idea generation, sentence structure improvement, and vocabulary enhancement. ChatGPT's ability to deliver fast and well-organized guidance also helped them save time during the writing process.

b. In the terms of ChatGPT information accuracy in English writing learning (74 students/ 53.6%) the results showed that even though ChatGPT is helpful, students admitted its information is not always correct. Some answers are too general, unclear, or need to be verified. This shows that users need to think critically when using AI.

c. In terms of the accuracy of ChatGPT solutions (107 students/ 77.5%), Students felt that the answers from ChatGPT were mostly accurate, especially when they gave clear instructions. However, some students still complained about getting irrelevant responses, showing that the quality of ChatGPT's output largely depends on the quality of the input.

Table 6. Impact on Learning Goals

No	Theme	Frequency	Percentage	Example response
1	ChatGPT impact on the learning writing class	123	89.1%	Accessibility and speed in providing feedback make it a useful tool in the learning process. ChatGPT also improves efficiency in completing writing tasks and helps to obtain better grades.
2	ChatGPT role as a companion in learning to write	101	73.2%	ChatGPT is considered a learning tool that can improve the writing process, especially for those who use it as a support, not as a substitute for their own critical thinking and creativity.

a. In terms of ChatGPT's impact on the learning writing class (123 students/ 89.1%) Students mentioned that the fast and easy feedback from ChatGPT made it an effective tool for learning. It also helped them complete tasks more quickly and achieve better grades.

b. In terms of ChatGPT's role as a companion in learning to write (101 students/ 73.2%), the results showed that students viewed ChatGPT as a learning companion rather than a replacement. They used it to support their critical thinking and creativity, not to depend on it completely.

Table 7. Experience and Satisfaction with Using ChatGPT

No	Theme	Frequency	Percentage	Example response
1	Enhancement of Writing Quality	114	82.6%	ChatGPT's ability to refine their writing by identifying incorrect sentences, paraphrasing, and improving coherence helps students feel helped and get good grades
2	Balancing AI With Traditional Learning	59	42.8%	While ChatGPT is seen as a valuable support tool, students believe that a combination of AI assistance and traditional writing instruction is the best approach for effective learning.

Table 8. Experience and Satisfaction with Using ChatGPT

No	Question items	Yes		No	
		Frequency	Percentage	Frequency	Percentage
1	Feeling happy using ChatGPT	130	94.2%	8	5.8%

a. In terms of enhancement of writing quality (114 students/ 82.6%), students felt that ChatGPT helped enhance the quality of their writing. Its ability to spot errors, assist with paraphrasing, and improve coherence made students feel supported and more confident in their writing.
b. In terms of feeling happy using ChatGPT (130 yes/ 94.2%- 8 no/ 5.8%), students were pleased with using ChatGPT due to the practical benefits and convenience it provided in the writing process.
c. In terms of balancing AI with traditional learning (59 students/ 42.8%), the results showed that while ChatGPT was useful, many students felt that effective learning still needed a mix of AI-assisted and traditional methods. This combination was seen as more balanced and comprehensive.

Table 9. Training Needs and Future Usage Plans

No	Theme	Frequency	Percentage	Example response
1	Ethical and Responsible AI Use	66	47.8%	ChatGPT can help with grammar, structure, and idea generation, but proper training is needed to use it effectively, responsibly, and remain ethically mindful of the ethical use of AI rather than blindly relying on it.
2	Lecturer Training in AI Integration	66	47.8%	The right training will help lecturers understand the capabilities and limitations of AI as well as integrate AI as a complementary tool rather than a substitute that improves writing, critical thinking, and creativity skills

Table 10. Training Needs and Future Usage Plans

No		CDA		DA		N		A		CA	
		F	%	F	%	F	%	F	%	F	%
1	Future plan on using ChatGPT	9	6.5%	16	11.6%	67	48.6%	40	29%	4	2.9%

CDA: completely disagree   N: neither agree or disagree   CA: completely agree
DA: disagrre   A: agree

a. In the term of ethical and responsible AI use (66 students/ 47.8%), students agreed that training is needed to ensure AI tools like ChatGPT are used ethically and responsibly, with the goal of AI being just a tool, not the only resource.
b. In the term of lecturer training in AI integration (66 students/ 47.8%), They also saw the importance of training for lecturers so they can understand AI's potential and limits, and use it in learning without replacing critical thinking and creativity.
c. In the term of future plan on using ChatGPT, completely disagree (cda): 9 (6.5%), disagree (da): 16 (11.6%), neither agree or disagree (n): 67 (48.6%), agree (a): 40 (29%), completely agree (ca): 4 (2.9%). Students were neutral, meaning they saw the benefits of ChatGPT but still had doubts about its long-term use, possibly due to concerns about confidence, ethics, or how well AI supports real learning.

2. Discussion

The questionnaire results showed that respondents had a positive view of using ChatGPT for English writing activities. The study found that students had different perceptions of ChatGPT, but most students from the English Education Program at a university in Palembang had positive opinions about using ChatGPT for learning English writing. This section discusses the findings based on six main indicators from the questionnaire: ChatGPT usage, its impact on the writing process, reliability and accuracy, its effect on learning goals, students' experience and satisfaction, and the need for training and plans for future use.

First, regarding ChatGPT usage, most students had used it and had experience with it, though the frequency varied. According to the study, 91.3% of students reported using ChatGPT in writing classes, and 94.9% had experience with it. However, only 8.7% used it regularly ("always"), while the majority (66.7%) used it "sometimes." These results suggest that while ChatGPT is well-known and popular, its use is situational. Students tended to turn to ChatGPT when they needed help, such as when they struggled to start or develop their writing. This aligned with the research by Anjarani et al. (2023), who found that ChatGPT was often used by college students as an initial tool to build ideas in writing, rather than as the main tool in the entire writing process.

Second, regarding the impact of ChatGPT on the writing process, it was most helpful in the pre-writing and drafting stages, particularly with choosing topics, organizing ideas, and improving efficiency. According to the study, 35.5% of students found it helpful in choosing topics, 23.9% in organizing ideas, and 50.7% agreed it made the writing process more efficient. Additionally, 58.5% agreed that ChatGPT helped boost creativity in writing. Overall, ChatGPT was used more in the early stages of writing, such as brainstorming and outlining. This was supported by Baskara (2023), who stated that ChatGPT could speed up the writing planning process through suggestions for sentence structure and relevant topics. However, ChatGPT has not been widely used in the process of in-depth revision and editing. Students tended to use it to speed up the drafting process, not as a final text evaluation tool.

Third, regarding the reliability and accuracy of ChatGPT, the tool was generally seen as reliable, but students acknowledged the need to verify its content. 60.9% of students considered ChatGPT reliable for writing in English, finding its help with grammar, idea development, and sentence structure very useful. However, 53.6% also noted that the information from ChatGPT was sometimes general or inaccurate and required further checking. This shows that while students found it helpful, they also approached AI-generated content with a critical mindset, indicating that their digital literacy was improving. Research by Roisah et al. (2023) showed that while ChatGPT could generate well-structured sentences, the quality of its content was highly dependent on the clarity of the prompt and the user's ability to re-edit the output.

Next, regarding the impact on learning goals, ChatGPT had a positive effect on students' writing goals, especially in terms of efficiency and confidence. According to the results, 89.1% of students said that using ChatGPT helped them achieve their learning goals in English writing classes. ChatGPT was seen as a tool that sped up the writing process, made it easier to develop ideas, and helped students finish assignments on time. Additionally, 73.2% of students used ChatGPT as a learning aid, not as a

replacement for critical thinking. Next, regarding the impact on learning goals, ChatGPT had a positive effect on students' writing goals, especially in terms of efficiency and confidence. According to the results, 89.1% of students said that using ChatGPT helped them achieve their learning goals in English writing classes. ChatGPT was seen as a tool that sped up the writing process, made it easier to develop ideas, and helped students finish assignments on time. Additionally, 73.2% of students used ChatGPT as a learning aid, not as a replacement for critical thinking. This was consistent with research by Yan (2023), which showed that the use of ChatGPT significantly improved the learning motivation and writing skills of EFL (English as a Foreign Language) students. In that study, students who used ChatGPT showed better writing performance and felt more confident in composing academic writing.

Additionally, regarding the experience and satisfaction of using ChatGPT, most students were pleased with it due to its ability to improve writing quality and ease of use. 82.6% of students felt their writing had improved after using ChatGPT, and 94.2% were happy or satisfied with it. However, 42.8% of students also highlighted the importance of balancing AI with traditional learning methods. These findings suggest that while AI is helpful, effective writing learning still requires guidance from lecturers and self-reflection from students. Royani and Sihombing (2023) stated that ChatGPT could improve the quality of students' writing if used wisely, but the role of teachers remained crucial to fostering critical thinking.

Lastly, regarding training needs and plans, students recognized the importance of learning how to use ChatGPT ethically and effectively, both for themselves and their lecturers. 47.8% of students felt there was a need for ethical training in using ChatGPT, and the same percentage thought lecturers should be trained to integrate AI into teaching. However, nearly half of the students (48.6%) were neutral about their plans to use ChatGPT, likely due to limited understanding, ethical concerns, or lack of long-term trust in AI. Afiliani et al. (2023) emphasized that the use of AI in education must be accompanied by digital literacy and ethical training to prevent misuse and to support the sustainability of meaningful learning.

In conclusion, the findings show that while ChatGPT is not used regularly, it is valuable, especially in the early stages of writing, such as brainstorming and drafting. Students find it helpful and efficient for developing ideas, boosting creativity, and improving writing quality. However, they are also aware of its limitations, particularly in terms of reliability and the need for critical checking. ChatGPT is viewed as a supplement, not a replacement, for traditional learning and critical thinking. Additionally, the findings emphasize the need for ethical and effective training for both students and lecturers. This suggests that while students are open to using AI tools like ChatGPT in their learning, they also understand the importance of digital literacy and responsible use to fully benefit from it in academic settings.

CONCLUSION

This study found that the majority of students held positive perceptions toward the use of ChatGPT in English writing activities. While only a minority used the tool regularly, most students found it helpful during the early stages of writing, particularly for brainstorming, topic selection, and idea organization. ChatGPT also contributed to

improvements in efficiency, creativity, and writing quality. However, students were aware of its limitations, particularly in terms of information accuracy and the risk of over-reliance. They generally viewed ChatGPT as a supportive tool rather than a replacement for critical thinking and traditional learning. Furthermore, both students and lecturers acknowledged the need for training in ethical and effective AI use. These findings highlight ChatGPT's potential in academic writing when integrated responsibly and critically into the learning process.

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