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EXPLORING STUDENTS' EXPERIENCES OF CHATGPT-ASSISTED LEARNING IN EFL WRITING CLASSROOM

Distriyanti[1], Melisa Kristina Simamora[2], Tahrun[3*]
[1,2,3] *Universitas PGRI Palembang*
**Corresponding author*: *tahrun@univpgri-palembang.ac.id*

Abstract

The emergence of Artificial Intelligence (AI) has significantly transformed educational practices, particularly in language learning. Among various AI-powered tools, ChatGPT has gained attention for its potential to support students in English as a Foreign Language writing activities. This study aimed to explore students' experiences and perceptions in using ChatGPT in EFL writing classrooms. Employing a qualitative case study design, the research involved fifteen senior high school students who actively used ChatGPT during writing tasks. Data were collected through semi-structured interviews, classroom observations, and document analysis. The findings revealed that ChatGPT helped students generate ideas, improve grammatical accuracy, expand vocabulary, and increase confidence in writing. Students also reported that the tool made writing activities more engaging and less stressful. However, concerns regarding overreliance on AI-generated responses and the necessity of teacher guidance were identified. The study concludes that ChatGPT can serve as a valuable learning assistant when integrated responsibly into EFL writing instruction.

Keywords: ChatGPT, Artificial Intelligence, EFL Writing, Students' Experiences, Qualitative Case Study.

1. INTRODUCTION

Artificial intelligence (AI) has emerged as one of the most transformative technological developments in contemporary education, reshaping how teaching, learning, assessment, and academic support are conceptualized and delivered. The increasing integration of AI-powered technologies enables educational institutions to provide more adaptive, interactive, and personalized learning experiences while expanding opportunities for independent learning (Baidoo-Anu & Ansah, 2023; Grassini, 2023; Gill et al., 2024). Among these technologies, ChatGPT has attracted considerable attention because of its capacity to generate contextually relevant responses, facilitate interactive dialogue, and provide immediate assistance across various academic and language-learning tasks (Lo, 2023; Kohnke et al., 2023).

Within English as a Foreign Language (EFL) education, ChatGPT offers particular potential for writing instruction, where learners frequently encounter difficulties in generating ideas, organizing arguments, selecting appropriate vocabulary, and producing grammatically accurate texts. As a generative AI tool, ChatGPT can support different stages of the writing process through brainstorming, linguistic feedback, vocabulary suggestions, grammatical assistance, and text revision (Kohnke et al., 2023; Mahapatra, 2024; Werdiningsih et al., 2024). Such affordances may encourage greater learner autonomy and provide individualized support beyond conventional classroom interaction. Nevertheless, the educational value of ChatGPT depends on how critically and purposefully students engage with its outputs rather than simply using generated responses as substitutes for their own writing processes (Kasneci et al., 2023; UNESCO, 2023).

Despite these pedagogical opportunities, ChatGPT-assisted writing presents several challenges related to accuracy, overreliance, authorship, academic integrity, and the potential reduction of independent thinking. Students may become excessively dependent on AI-generated suggestions or incorporate inaccurate and inadequately verified information into their writing, raising concerns about the authenticity of learning and students' intellectual ownership (Cotton et al., 2024; Yan et al., 2024). Consequently, the integration of

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generative AI into EFL writing requires pedagogical guidance that encourages students to critically evaluate, revise, and appropriately acknowledge AI-generated assistance while maintaining responsibility for their final written work (UNESCO, 2023; Zainuddin et al., 2024).

Although the growing literature has examined the potential of ChatGPT for educational and language-learning purposes, much of the existing scholarship has concentrated on its effectiveness, technological affordances, learning outcomes, and general perceptions (Baidoo-Anu & Ansah, 2023; Lo, 2023; Mahapatra, 2024). Comparatively greater attention is still needed to understand how EFL learners actually experience ChatGPT-assisted writing within classroom contexts, including how they perceive its usefulness, interact with its feedback, negotiate its limitations, and manage their dependence on AI-generated support. Recent studies suggest that learners' experiences with ChatGPT are complex, involving perceived benefits for idea generation, linguistic accuracy, and writing efficiency alongside concerns about authenticity, critical thinking, and overreliance (Werdiningsih et al., 2024; Nisa et al., 2025).

Examining students' experiences is therefore essential for understanding how generative AI is meaningfully incorporated into the EFL writing process from the learners' perspective. Such investigation can provide insights that cannot be captured solely through measures of writing achievement by revealing how students interpret, utilize, and respond to AI assistance during authentic learning experiences. Accordingly, this study aims to explore students' experiences and perceptions of ChatGPT-assisted learning in an EFL writing classroom, with particular attention to the perceived benefits, challenges, and ways in which students engage with ChatGPT throughout their writing activities.

2. METHOD

The research method employed in this study is a qualitative approach with a case study research design. This approach was selected because the researcher aimed to gain an in-depth understanding of students' experiences and perceptions of ChatGPT-assisted learning in the context of English as a Foreign Language (EFL) writing classrooms. A qualitative case study enables the researcher to explore a contemporary phenomenon within its real-life educational setting and to describe students' interactions with ChatGPT systematically, factually, and comprehensively. The focus of this study is on students' experiences and perceptions of using ChatGPT during EFL writing activities, including the perceived benefits, challenges, confidence development, engagement, and the overall influence of ChatGPT on their writing process.

The participants of this study consisted of fifteen senior high school students who had experience using ChatGPT during EFL writing activities. The participants were selected through purposive sampling because they possessed characteristics relevant to the objectives of the study. The selection criteria included: (1) students were officially enrolled in the selected senior high school; (2) students had participated in EFL writing lessons in which ChatGPT was integrated as a learning support tool; (3) students had used ChatGPT in at least two writing assignments or classroom writing activities; (4) students were willing to participate voluntarily and provide informed consent; and (5) students were able to communicate their learning experiences and perceptions during interviews. These criteria ensured that the participants had sufficient experience with ChatGPT to provide rich and meaningful information regarding its use in EFL writing instruction.

Data were collected through classroom observations, semi-structured interviews, and document analysis. Classroom observations were conducted to examine how students interacted with ChatGPT during writing activities, how they utilized AI-generated suggestions, and how the technology influenced classroom participation and learning engagement. Semi-structured interviews were conducted with selected participants to obtain deeper insights into their experiences, perceptions, perceived benefits, challenges, confidence, and opinions regarding the use of ChatGPT in EFL writing.

Document analysis was employed to strengthen and support the findings obtained from observations and interviews. The documents analyzed included students' writing assignments produced with the assistance of ChatGPT, students' reflective journals or learning reflections regarding their experiences of using ChatGPT, classroom lesson plans prepared by the teacher, writing task instructions or worksheets, and screenshots or records of students' interactions with ChatGPT during writing activities, where available. These documents served as supporting evidence to verify students' statements and to provide a more comprehensive understanding of how ChatGPT was implemented in the EFL writing classroom.

Data analysis was conducted qualitatively using thematic analysis adapted from Braun and Clarke (2021). The analysis involved six stages: data familiarization, initial coding, theme development, theme review, theme definition and naming, and report writing. The collected data were systematically organized and interpreted to identify recurring patterns and themes related to students' experiences and perceptions of ChatGPT-assisted learning in EFL writing. To ensure the trustworthiness of the findings, methodological triangulation was employed by comparing evidence obtained from classroom observations, interviews, and document analysis. This triangulation enhanced the credibility and consistency of the findings. Therefore, the results of this study are expected to provide a valid, comprehensive, and in-depth understanding of students' experiences and perceptions of using ChatGPT in EFL writing classrooms.

3. RESULT AND DISCUSSION

The thematic analysis of classroom observations, semi-structured interviews, and students' written documents revealed two interrelated themes that directly addressed the objectives of the study: (1) students' experiences of using ChatGPT in EFL writing and (2) students' perceptions of ChatGPT-assisted learning. Taken together, these themes demonstrate that students' engagement with ChatGPT extended beyond its function as a text-generating tool. Instead, students experienced it as an interactive form of writing support that facilitated different stages of the writing process while simultaneously requiring critical judgment, independent decision-making, and appropriate pedagogical guidance.

1) Students' Experiences of Using ChatGPT in EFL Writing

The findings revealed that students experienced ChatGPT as a supportive resource throughout multiple stages of EFL writing, particularly during idea generation, paragraph organization, grammatical revision, vocabulary development, and text refinement. Classroom observations showed that students actively consulted ChatGPT during both drafting and revision rather than limiting its use to producing complete texts. This pattern indicates that ChatGPT functioned primarily as a form of writing scaffolding, enabling students to address specific linguistic and compositional difficulties as they emerged during the writing process. Such experiences correspond with Kohnke et al. (2023), who identified generative AI as a potentially valuable language-learning resource because of its capacity to provide immediate, interactive, and individualized linguistic support. Similarly, Mahapatra (2024) demonstrated that appropriately integrated ChatGPT assistance can contribute to the development of students' academic writing skills.

Document analysis further indicated improvements in sentence construction and overall text organization after students interacted with ChatGPT. Students appeared to use AI-generated suggestions to reconsider grammatical structures, lexical choices, and the organization of their ideas rather than merely accepting the initial output without modification. This finding suggests that the pedagogical value of ChatGPT may lie not only in the responses it generates but also in the opportunities it creates for students to compare, evaluate, and revise their own writing. Werdiningsih et al. (2024) similarly found that EFL learners valued ChatGPT for supporting idea development and linguistic accuracy, although its contribution depended substantially on how students engaged with and evaluated the generated content. More broadly, Kasneci et al. (2023) argued that generative AI can provide meaningful educational support when learners remain actively involved in evaluating and refining AI-generated information.

Another prominent aspect of students' experiences concerned the affective dimension of writing. Interview responses indicated that access to immediate assistance reduced uncertainty during writing and increased students' confidence in completing assigned tasks. Students who encountered difficulties generating ideas or selecting appropriate linguistic expressions could obtain immediate suggestions and subsequently continue the writing process without waiting for direct teacher intervention. This accessibility may reduce some of the cognitive and emotional barriers commonly associated with EFL writing. The finding is consistent with Baidoo-Anu and Ansah (2023), who highlighted the potential of generative AI to provide personalized and responsive learning assistance, and with Lo (2023), who identified immediate feedback and individualized support as important educational affordances of ChatGPT.

Nevertheless, students' experiences were not uniformly positive. Several participants acknowledged that ChatGPT-generated responses could not always be accepted without careful examination and emphasized the need to verify accuracy, appropriateness, and originality. This awareness is particularly important because generative AI may produce inaccurate, misleading, or contextually inappropriate information despite presenting its responses in linguistically convincing forms (Kasneci et al., 2023; Yan et al., 2024). Thus, the students' experiences suggest that effective ChatGPT-assisted writing requires a balance between utilizing AI-generated support and maintaining individual responsibility for the content and quality of the final text. Rather than replacing students' intellectual engagement, ChatGPT appears most educationally valuable when it functions as a scaffold that stimulates revision, reflection, and independent decision-making.

2) Students' Perceptions of ChatGPT-Assisted Learning

The second theme revealed that students generally perceived ChatGPT-assisted learning positively, particularly in terms of usefulness, accessibility, immediacy, and convenience. Students

appreciated being able to obtain explanations, linguistic alternatives, and writing suggestions whenever difficulties arose. Classroom observations reinforced these perceptions, as students independently experimented with alternative words, sentence structures, and ways of expressing ideas through interaction with ChatGPT. These behaviours indicate that students perceived the technology not merely as an answer-generating mechanism but also as an accessible learning resource that could support greater autonomy during writing activities. Similar findings have been reported by Werdiningsih et al. (2024), who found that EFL learners recognized the usefulness of ChatGPT in facilitating academic writing while simultaneously negotiating questions of authenticity and independent authorship.

Students' positive perceptions were particularly associated with the immediacy and individualized nature of AI-generated assistance. Unlike conventional classroom feedback, which may not always be available at the exact moment a learner encounters difficulty, ChatGPT enables students to seek assistance repeatedly and receive responses according to their immediate writing needs. This feature can create a more flexible learning environment in which students exercise greater control over when and how they obtain writing support. Kohnke et al. (2023) similarly emphasized the potential of ChatGPT to facilitate personalized interaction in language learning, while Creely (2024) highlighted the opportunities offered by generative AI for individualized language support and learner engagement.

Despite these positive perceptions, students also demonstrated awareness of the potential consequences of excessive reliance on ChatGPT. Some participants expressed concern that frequent dependence on AI-generated suggestions could reduce opportunities to develop their own ideas and independently solve linguistic problems. This concern reflects an important tension in AI-assisted writing: the same technology that facilitates learning can potentially weaken active cognitive engagement when it is used primarily to generate answers rather than support the learning process. Cotton et al. (2024) similarly cautioned that generative AI raises significant questions concerning authorship, academic integrity, and students' responsibility for their academic work. Furthermore, Zainuddin et al. (2024) emphasized that responsible AI integration in language education requires learners to understand both the benefits and ethical implications of using generative technologies.

The findings also reinforce the continuing importance of the teacher in AI-assisted EFL writing. Although students valued ChatGPT for its accessibility and immediate assistance, they did not perceive the technology as a complete replacement for teacher instruction. Teacher guidance remained important for helping students determine whether AI-generated responses were accurate, appropriate, and ethically acceptable. This finding supports UNESCO's (2023) position that generative AI should complement rather than replace human-centred educational processes. Teachers therefore assume an increasingly important role as facilitators who help students develop AI literacy, critical evaluation skills, academic integrity, and responsible strategies for integrating AI-generated assistance into their own writing.

Overall, the two themes indicate that students' experiences and perceptions of ChatGPT-assisted EFL writing were predominantly positive but also critically nuanced. ChatGPT facilitated idea generation, language development, revision, text organization, and confidence while providing immediate and individualized assistance. At the same time, students recognized potential limitations related to accuracy, originality, overdependence, and independent thinking. These findings suggest that the educational value of ChatGPT is determined not simply by access to the technology but by the manner in which students engage with it. When positioned as a scaffold for brainstorming, linguistic support, feedback, and revision rather than as a substitute for students' own intellectual effort, ChatGPT can contribute meaningfully to EFL writing instruction. Accordingly, effective implementation requires a balanced pedagogical approach that combines the affordances of generative AI with teacher guidance, critical evaluation, academic integrity, and sustained opportunities for independent writing.

3. CONCLUSION

This qualitative case study explored students' experiences of ChatGPT-assisted learning in EFL writing classrooms. The findings indicate that ChatGPT provides valuable support for students in various aspects of the writing process, particularly in idea generation, language development, grammatical improvement, vocabulary expansion, and increased writing confidence. The use of ChatGPT also appeared to enhance students' engagement and reduce anxiety when completing writing tasks, suggesting its potential as a supportive learning tool in English language education. However, despite its benefits, the study highlights that responsible implementation and continuous

teacher supervision remain essential to ensure meaningful learning experiences, maintain students' critical thinking abilities, and prevent excessive dependence on AI-generated responses. Therefore, ChatGPT should be integrated thoughtfully as a complementary educational resource rather than a replacement for teachers or students' independent learning processes. Future research may investigate teachers' perspectives on ChatGPT integration, explore students' long-term experiences with AI-assisted learning, or examine the application of AI technologies in different language skills such as speaking, reading, listening, and classroom communication practices.

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