

EFL STUDENTS' PERCEPTIONS TOWARD CHATGPT AS A WRITING INSTRUMENT

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ABSTRACT

The use of AI tools in education is increasing in this age of technological progress. It is essential to comprehend how AI may facilitate the learning process and Assist students in overcoming challenges, particularly in writing. This study examined EFL students' perceptions of ChatGPT as an AI writing instrument. The study employed a qualitative methodology utilizing a phenomenological framework. The data was collected through interviews with five English Education students at the University of Muhammadiyah Bengkulu, selected for their perceived expertise to get comprehensive insights. The collected data was analyzed using theme analysis. The results indicated that students possessed favorable perceptions. Besides, students highlighted ChatGPT's significant role in enhancing the writing process by providing prompt feedback, facilitating idea development, and improving grammatical accuracy. They also found it useful for time management, expanding vocabulary, and generating topics. However, challenges such as ChatGPT's occasional provision of inaccurate information, the risk of fostering dependency, and network-related issues were also noted. Based on these findings, ChatGPT should be used only as a reference or consultation tool; students should use their critical thinking skills and verify ChatGPT responses with reputable sources. This study shows that ChatGPT can help writers, but educators and students must realize its limits.

Keywords: AI Writing Instrument, Artificial Intelligence, ChatGPT, Student Perceptions

A. INTRODUCTION

A lot of things in life have gotten better because of how quickly technology changes. Technology is being used more and more in education, especially to help students learn languages, by both teachers and students to make the teaching and learning process better. Industrial automation (AI) has had a huge impact on education and has the potential to greatly assist students in their efforts to learn languages. These days, a lot of language classes, especially writing classes, use artificial intelligence (Ginting & Fithriani, 2022). writing is particularly essential as it allows individuals to express their thoughts clearly and coherently. However, for English as a Foreign Language (EFL) students, writing in English presents significant challenges due to limited experience, vocabulary, grammar, and

emotional barriers that hinder effective communication (Al Fadda, 2012; Dewi, 2021). The increasing use of Artificial Intelligence (AI) tools, such as ChatGPT, provides an opportunity to overcome some of these obstacles. ChatGPT offers real-time feedback, grammatical explanations, and writing suggestions, which help students tackle common writing difficulties (Mairisiska & Qadariah, 2023). Moreover, enhancing writing skills requires considerable effort from educators, who typically provide critique and coaching, processes that can sometimes be tedious and disengaging for learners (Hidayati, 2018). In this context, AI tools like ChatGPT may offer a new approach to improving writing skills in a more engaging and efficient manner.

Artificial intelligence is a system that can learn, adapt, solve problems, make choices, and understand human language. It is smart like a human. AI makes it easier for teachers and students to learn and teach by helping with things like testing, coaching, creating material, and giving feedback (Kurniati & Fithriani, 2022). According to Setiawan & Luthfiyani (2023), AI robots can be used in Indonesian schools to help students learn the skills they will need in the 21st century. The use of these tools in education could completely change the way people learn and create new ways to help each student learn in their own unique way. As a result, both teachers and students are increasingly relying on AI to improve the learning process. One prominent example of AI in education is the Chat Generative Pre-trained Transformer (ChatGPT), which is transforming language learning by offering innovative ways to acquire and practice new skills. ChatGPT mimics human intelligence by solving problems and understanding language, making the learning process more engaging and effective. In Indonesia, tools like ChatGPT are being explored as valuable resources to enhance education, particularly in improving students' writing skills.

In today's technology age, AI technologies like ChatGPT provide personalized feedback and superior text production to help students write well. AI writing coaches like M-Write at the University of Michigan can improve writing skills through criticism and modification (Wahyuddin et al., 2023). Many research have examined AI's impact on education. Moreover, Aisyi (2024) found that students prefer AI in academic writing for its time-saving and personalized feedback. Furthermore, Syaharani (2024) noted that AI tools can create adaptable and engaging learning experiences, while Ngo (2023) noted ChatGPT's efficiency and personalized feedback. However, although ChatGPT offers advantages, it also has drawbacks, including the potential for dependency, inhibition of innovation, and issues related to plagiarism and misinformation (Salmi & Setiyanti, 2023). These potential limitations require a comprehensive analysis of their implementation in educational contexts.

Despite the growing body of research on AI in education, there is limited exploration of EFL students' perceptions of ChatGPT, which is crucial for understanding its practical implications and optimizing its pedagogical use. This study aims to fill this gap by examining how English teaching students at the University of Muhammadiyah Bengkulu perceive and utilize ChatGPT as a writing aid. Initial observations reveal varying levels of familiarity and engagement, with some students actively incorporating ChatGPT into their writing processes, while others remain hesitant. By analyzing these perceptions, the research seeks to provide valuable insights into the benefits, challenges, and pedagogical potential of ChatGPT, contributing to the broader discussion of AI's role in language education.

B. METHOD

This study used a qualitative phenomenological approach to encapsulate participants' experiences with the phenomena. Data were gathered via semi-structured interviews with five students who fulfilled the requirements, comprising six questions. According to Creswell & Poth (2016), a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives. It also uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from the data.

In addition, Qualitative research is characterized by its focus on understanding human experiences and social phenomena through non-numerical data. Phenomenological research, in which the researcher identifies the "essence" of human experiences concerning a phenomenon, as described by participants in a study. Understanding the "lived experiences" marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning (Moustakas, 1994). In this process, the researcher "brackets" his or her own experiences in order to understand those of the participants in the study (Nieswiadomy & Cobb, 1993). Furthermore, one of the most effective methods for collecting qualitative data is through interviews, which allow researchers to explore participants' perspectives in depth.

This study took place at the University of Muhammadiyah Bengkulu over a duration of roughly one month. The participants of this study were five English Education students at the University of Muhammadiyah Bengkulu, selected for their perceived expertise to obtain comprehensive insights. Participants were intentionally chosen, emphasizing undergraduate English education students who have utilized ChatGPT as a writing instrument. Future educators are anticipated to possess significant understanding of the advantages of AI technologies in writing.

In qualitative research, presenting participant demographics is crucial for providing context to the findings and ensuring transparency. A well-structured demographic table allows readers to understand the characteristics of the sample, which can influence the interpretation of the data. The inclusion of a demographic table enhances the richness of qualitative research by providing a clear overview of who the participants are. It helps in understanding how diverse backgrounds might influence responses and interpretations of the data. Furthermore, it supports the concept of "thick description," which is essential for establishing trustworthiness in qualitative studies (Creswell & Poth, 2016). Below is a participant demographic table based on the description and explanation above in this study.

Table 1. Participant Demographic Table

No	Gender	Semester	Experience	Frequency of Use
1	Male	Semester 8	3 years	Everyday
2	Female	Semester 8	1,5 years	Everyday
3	Female	Semester 4	1 year	Everyday
4	Male	Semester 2	1 year	Everyday
5	Female	Semester 6	2 years	Everyday

The data collection involved conducting interviews with five English Education students at the University of Muhammadiyah Bengkulu, selected for their perceived expertise to obtain comprehensive insights. The gathered material was further examined with the theme analysis method. In this study, we employ Braun and Clarke's thematic analysis (TA) framework (2016) to analyze qualitative data gathered through interviews. This approach is particularly suitable for our data type, as it allows for a nuanced exploration of participants' experiences and perspectives. Braun and Clarke's framework is highly flexible, making it adaptable to various qualitative research contexts. This flexibility enables researchers to tailor the analysis to the specific nuances of the data collected from interviews, which often encompass a wide range of experiences and emotions (Braun & Clarke, 2006; 2013).

Thematic analysis goes beyond mere description by facilitating interpretation of participants' meanings and experiences. This aligns with our study's goal of understanding deeper insights into participants' perspectives, rather than simply summarizing their responses. Braun and Clarke (2006) emphasize the importance of reflexivity, encouraging researchers to critically engage with their biases and preconceptions—an essential aspect of qualitative research. Additionally, they differentiate between semantic themes, which focus on surface-level meanings, and latent themes, which delve into underlying ideas. This distinction allows researchers to explore both explicit content in participant responses and the broader implications or assumptions that inform those responses. Such an approach is vital for our study as it enables a comprehensive analysis that captures not only what participants say but also the context and deeper meaning behind their statements. In conclusion, by utilizing Braun & Clarke's thematic analysis framework, this study can systematically analyze qualitative interview data in a manner that respects the complexity of participants' experiences. The flexibility, systematic approach, and depth of insight offered by this framework make it particularly well-suited for exploring the rich qualitative data gathered in this research.

C. FINDINGS AND DISCUSSION

This section explores students' perceptions of ChatGPT as a writing tool, divided into two main themes: Benefits and Challenges. These insights were derived from interviews with five EFL students, shedding light on both the advantages and the limitations of incorporating AI in academic writing.

Table 2. The Advantages and The Lack nesses Of Using ChatGPT

No	Benefits of Using ChatGPT	Challenges of Using ChatGPT
1.	Time Efficiency	Insufficient Knowledge and Inaccuracies
2.	Support in Creating Topic and Sentence Concepts	Inducing Laziness & Dependency
3.	Enhanced Vocabulary	
4.	Improved Grammar	Network/ Connectivity Issues

1. Benefits Of Using ChatGPT

The benefits of using ChatGPT are manifold, ranging from enhanced productivity and educational support to improved human-computer interaction and accessibility. As its applications continue to expand across various domains, ongoing research will be essential to address potential challenges associated with its use, such as ethical considerations and the

accuracy of generated content. In addition, ChatGPT, as an artificial intelligence writing tool, has emerged as a solution for students. ChatGPT, a language model created by OpenAI, has demonstrated efficacy in assisting users with academic activities. Upon doing theme analysis of the interview transcripts, it was determined that all EFL students held favorable attitudes of utilizing AI ChatGPT as a writing instrument.

"I am very grateful because it really supports me in various aspects, one of which is improving the quality of my writing." ChatGPT assists me in expeditiously completing my writing assignments." (P3:MAR)

ChatGPT provides personalized assistance to students, facilitating a deeper understanding of complex subjects. For instance, a study found that students using ChatGPT for English language learning reported improved comprehension and engagement (Deng & Lin, 2023). This aligns with previous findings that technology-mediated learning tools can enhance student motivation and academic performance (Hattie, 2009).

To enhance English writing proficiency, particularly in academia, all students utilize diverse media and resources to aid their learning process. This arises from the aspiration for a rapid and effective method of obtaining knowledge. In the contemporary technological landscape, students can enhance their English writing skills with the use of AI tools like ChatGPT, which provides significant assistance.

"Since using ChatGPT, I feel that I can improve my writing skills, because thanks to the content generated by ChatGPT, I have gotten ideas about what I should write and then I develop them." (P1: BS)

Interviews with EFL students utilizing AI ChatGPT for English writing yielded favorable outcomes. All students concurred on the beneficial influence of ChatGPT and regarded it as an effective instrument for enhancing their writing abilities. P1 asserts that ChatGPT aids in the English writing process. ChatGPT has enhanced its writing abilities by assisting in the formulation of thoughts.

"ChatGPT makes me feel confident because there is feedback on my writing. So, chatgpt helps my English writing skills, because ChatGPT can provide feedback on English writing that needs to be corrected or developed, so it can encourage me to find out mistakes or get ideas from ChatGPT" (P5: NAP)

The advanced skills of AI, particularly ChatGPT, in detecting and rectifying English writing errors committed by pupils are a significant attribute. Recognizing these errors enables students to enhance their skills and persist in their education. Moreover, due to its user-friendly and adaptable nature, students can access ChatGPT at any time and from any location.

The use of AI in education is deemed advantageous, offering effective assistance to pupils and fostering the enhancement of their writing abilities. They would likewise endorse this program to their colleagues for executing English writing assignments. EFL students regarded ChatGPT as an effective tool for addressing writing challenges. This aligns with research by Peng and colleagues, which indicates that generative AI chatbots can effectively assist students learning English as a second language, thereby enhancing their language skills (Baidoo-Anu & Leticia, 2023). ChatGPT possesses the capability to deliver instantaneous

feedback by assessing writing and offering prompt writing assistance. This encompasses enhancing vocabulary, grammar, and structure; paraphrasing; proposing synonyms; assisting with language translation; producing ideas; and recommending themes. The advantages that EFL students associate with the utilization of AI ChatGPT as a writing instrument can be classified into many themes: Time Efficiency, Assistance in Topic Exploration and Idea Development, Vocabulary Enhancement, and Grammar Improvement.

Time Efficiency

Many EFL students hold the assumption that enhanced speed and simplicity in writing completion is advantageous. The data reveal an agreement that AI ChatGPT can substantially enhance efficiency in the writing process. Misnawati (2023) asserts that ChatGPT offers numerous advantages for users, including the capacity to produce human-like language, expedite the writing process, and deliver prompt and precise responses to particular issues. One participant explicitly indicated that ChatGPT was highly beneficial and might expedite writing-related tasks.

"The existence of ChatGPT really supports me in completing tasks, such as writing, which can optimize time." (P1:BS)

P1 noted that ChatGPT significantly expedites the completion of assignments. ChatGPT's capacity to deliver material and respond to inquiries swiftly enables students to execute writing assignments with greater efficiency. P1 emphasized that ChatGPT can expedite assignment completion. Additional participants corroborated this by stating that ChatGPT offers rapid access to material and possesses extensive knowledge, hence enhancing the writing completion process. ChatGPT markedly enhances time efficiency for students in their academic writing endeavors. This technology enables students to work more efficiently and create superior writing within a reduced timeframe, where deadlines and precision are paramount in academic settings. This aligns with the research by Setiawan & Luthfiyani (2023), which demonstrates that ChatGPT provides rapid and accurate responses, enhances time efficiency and effectiveness, and boosts student engagement in learning activities.

Facilitating Topic Identification and Idea Development

EFL students frequently encounter challenges in idea generation or selecting an appropriate topic in writing. Occasionally, individuals possess ideas but struggle to articulate them coherently in writing. In addition to time efficiency, another notable advantage of utilizing ChatGPT is its capacity to assist users in generating ideas or subjects for their writing. Several responders indicated that ChatGPT assisted them in generating fresh ideas during the writing process.

"I usually use ChatGPT when I run out of ideas for my writing. From the ideas given by ChatGPT, I know the topics I will write and develop, so I learn a lot from ChatGPT when I find the same topic in my next writing." (P1:BS)

This assertion demonstrates that ChatGPT can serve as a valuable resource for students struggling to generate ideas. ChatGPT assists students in completing their writing by providing novel ideas and enhances their capacity to choose pertinent themes subsequently.

"ChatGPT can also provide ideas, inspiration, or an overview of what I should write quickly." (P3:MAR)

The assertion from P2 corroborates earlier findings that ChatGPT facilitates prompt assignment completion while also offering inspiration and a comprehensive overview of the subject matter to be addressed. This is highly advantageous for students, who frequently struggle to initiate or cultivate ideas for their writing. The utilization of ChatGPT as a resource for generating themes and ideas shown considerable value in the academic writing process, assisting students in overcoming impasses and enhancing their writing skills. ChatGPT can serve as a resource for generating ideas for their writing. Similar to prior research by Abdullayeva & Muzaffarovna (2023), which indicates that ChatGPT may generate writing ideas for students, offer feedback on their compositions, and propose enhancements to their writing style.

Vocabulary Enhancement

In addition to struggling to generate ideas, EFL students encounter writing challenges stemming from their restricted vocabulary. ChatGPT assists students in enhancing their vocabulary and offers recommendations for synonyms or more suitable terms, so improving their writing.

“ChatGPT assists me in expanding the vocabulary in my writing, thereby enhancing my confidence in writing” (P2:SS)

“I use it as a source of vocabulary, because ChatGPT can provide suggestions such as synonyms or more appropriate phrases to improve the quality of my writing.” This is quite beneficial, particularly for my writing skills, especially in English. (P4:SDS)

These remarks emphasize how ChatGPT enhances students' confidence in writing by providing a more extensive and diverse vocabulary. ChatGPT assists individuals in enhancing their vocabulary in writing, hence augmenting their confidence in the craft. ChatGPT's capacity to provide alternative words or more suitable sentences significantly aids students in enhancing the clarity and quality of their writing effectively. Students utilized the ChatGPT program during their writing process, not alone for its efficiency or assistance in idea generation but also for its beneficial impact on their vocabulary enhancement.

Enhancing Grammar

Furthermore, ChatGPT significantly contributes to enhancing grammar. Students utilize ChatGPT's grammar check feature to identify grammatical problems in their work and to get insight into their conscious and unconscious blunders.

“I usually use the grammar check feature to improve my English writing skills, because when there are grammatical errors, ChatGPT will explain them clearly and correct the errors.” (P3:MAR)

“And sometimes my language structure is still messy, the vocabulary is also often wrong.”

“No, ChatGPT helps me to fix it.” (P4:SDS)

In addition to language constraints, grammar presents a significant challenge in writing. In academics, adherence to appropriate grammar is mandatory. This indicates that ChatGPT assists pupils in comprehending and rectifying their grammatical mistakes. ChatGPT can assist with writing that is grammatically accurate. Formulating organized sentences

employing many linguistic approaches for pupils' comprehension. This conclusion is corroborated by a study conducted by Atlas (2023), which asserts that ChatGPT can identify grammatical and stylistic faults, hence enhancing the clarity of written text. This outcome aligns with Kim (2019), which affirmed that AI chatbots enhance students' grammatical proficiency.

2. Challenges of Using Chat GPT

The data indicate that ChatGPT serves as a beneficial writing aid, particularly for English composition. Nonetheless, AI technologies like ChatGPT may provide issues for its consumers. The difficulties associated with utilizing ChatGPT as a writing instrument, as derived from an examination of interviews with EFL students, can be classified into various themes: Insufficient Knowledge and Inaccuracies, Inducing Laziness, Possible Dependency, and Connectivity Issues.

Insufficient Knowledge and Inaccuracies

Students utilizing ChatGPT as a writing instrument encountered difficulties pertaining to restricted knowledge and erroneous information. Artificial intelligence operates by examining data gathered from humans, hence its outcomes are constrained by the information it has assimilated. It is crucial to understand that AI is not a human entity; it is a technology developed by people to facilitate human labor. Despite its programming being designed to emulate human cognitive processes, AI can never completely emulate human cognition. This comprehension underscores that AI is incapable of delivering genuine information and innovative thought.

“Because ChatGPT is a machine and the data provided is often limited, the information provided is sometimes not usable by me because it is not accurate according to my request. When I need additional data, sometimes ChatGPT cannot provide it, and ChatGPT does not update data before 2021...” (P1:BS)

“ChatGPT doesn't always provide clear answers.” ChatGPT sometimes lacks the most up-to-date information because its database doesn't cover very recent events, and its content isn't always accurate or factual. (P3:MAR)

While ChatGPT delivers information rapidly, the accuracy of the data may occasionally be lacking or misaligned with specific inquiries. When solicited for more comprehensive data or current information, ChatGPT is occasionally unable to furnish it due to its database being restricted until 2021. Consequently, ChatGPT was incapable to supplying current data.

“Moreover, I find that the responses generated are occasionally inaccurate, as they sometimes recycle information that is not contextually relevant.” (P4:SDS)

Other students perceived that the responses produced by ChatGPT were occasionally erroneous and at times resembled a rehashing of existing knowledge. This may suggest that while ChatGPT is capable of producing text or responses, it exhibits certain deficiencies in accuracy and originality of the material.

*“My difficulty is that ChatGPT sometimes makes mistakes in analyzing my writing.”
“When I ask for grammar analysis, it sometimes makes mistakes” (P5:NAP)*

Conversely, students noted that ChatGPT occasionally struggled with comprehending and assessing their grammar. This is evident when students seek assistance with grammar verification, as ChatGPT occasionally delivers analyses that are inaccurate or unsatisfactory. This issue demonstrates that while ChatGPT can deliver prompt feedback, the quality of its analysis occasionally need enhancement to satisfy user expectations for precision and accuracy. Ngo (2023) emphasizes that ChatGPT may occasionally provide incorrect information, especially on less-cited subjects, and its data constraints can result in mistakes. Wibowo et al. (2023) and Bibi & Atta (2024) highlighted that users occasionally dispute the trustworthiness, validity, and authenticity of ChatGPT's outputs.

Alongside the above noted issues, students also recognized network disruption as a significant issue in utilizing ChatGPT. As articulated by a student.

"In addition, ChatGPT often experiences errors and cannot provide answers, whether it is caused by an unstable internet connection." (P3:MAR)

This indicates that a reliable internet connection is essential for optimizing the utilization of ChatGPT. Network complications are a substantial impediment that can detract from the user experience when employing ChatGPT as a writing instrument. Zhai (2023) asserts that numerous AI systems depend on internet access for optimal functionality. This may pose difficulties in areas with restricted or inconsistent internet connection. Restricted internet connection can impede the optimal utilization of ChatGPT, so obstructing students from fully benefiting from the program. In such circumstances, students may need to seek alternative options or await more reliable internet connectivity to proceed with their work.

The findings from the interviews with five EFL students indicated that ChatGPT might enhance students' writing skills; however, it is essential to utilize this AI as a self-study resource and classroom tool under appropriate guidance and supervision. Prior to the implementation of AI technology, educators and learners need receive training. Consequently, along with Stokel-Walker's 2022 findings, ChatGPT, as an advanced language model, is highly effective for content creation and language skill enhancement. It is crucial to utilize it judiciously and adhere to regulations to protect academic integrity (Liu, 2023). Consequently, although ChatGPT can serve as a beneficial resource, students must recognize its limitations and employ ways to address these concerns, including verifying its responses and utilizing their critical thinking abilities.

Inducing Laziness and Possible Dependency

The advent of technology like AI has both advantages and possible risks, particularly those that may have adverse effects. A detrimental effect of ChatGPT usage among students is the potential for fostering complacency in their learning and impeding their progress. Interview findings indicate that ChatGPT is expected to adversely affect both themselves and their peers. Consequently, students must navigate the difficulty of utilizing these technologies judiciously and cautiously to mitigate dangers and foster an active and engaged learning experience.

"Honestly, the frequency of using ChatGPT has created dependency, so that sometimes I feel lazy and have difficulty thinking independently, only relying on the tool." (P5:NAP)

Student statements suggest that over reliance on AI ChatGPT may result in dependency. This may foster a sense of lethargy in exerting autonomous effort, since individuals often depend on the technology for generating thoughts and ideas.

".....often using AI like this sometimes creates dependency. Well, this is also what can create a sense of laziness to try on your own...." (P2:SS)

The results of the present study align with the conclusions of Ahmad et al. (2023), indicating that AI technology may diminish human decision-making capacity and promote lethargy. Some questioned students acknowledged the dual nature of AI, emphasizing the necessity for students to utilize technology judiciously.

Consistent with the aforementioned problems, the students had comparable views on the utilization of ChatGPT as a writing instrument. The EFL students concurred that the convenience provided by ChatGPT, which facilitates a more efficient approach, may inadvertently foster laziness and engender a reliance on this technology.

"Moreover, frequent use of ChatGPT can lead to dependency, as it facilitates our tasks swiftly and effortlessly" (P1:BS)

The interview data indicate that excessive use of ChatGPT may result in reliance among students. P1 stated that regular utilization of ChatGPT may foster dependency in users, as the application might facilitate task completion. accomplished swiftly and effortlessly. Understanding the limitations of this technology is crucial for students to cultivate independent thinking skills and avoid complete dependence on tools like ChatGPT. This is further corroborated by the accounts of other students who underwent similar experiences.

"Honestly, the frequency of using ChatGPT has caused me to become addicted..." (P5:NAP)

The students recognized the challenges they encountered and cautioned against the potential drawbacks of excessive dependence on AI tools, highlighting the risk of diminished motivation and a sense of reliance stemming from the convenience and efficiency with which AI ChatGPT facilitated their academic endeavors. Bailey & Withers (2018) noticed that English language learners frequently depend excessively on AI tools. Consequently, the generated content may exhibit similarities and exhibit a deficiency in natural language utilization. Their perspectives on utilizing ChatGPT as a resource demonstrated an understanding of the tool's constraints and possibilities. They recognize that ChatGPT is merely a machine utilized as a tool. They underscored the necessity of obtaining information from supplementary sources for reference purposes. EFL students asserted the necessity of depending on their own knowledge and critical skills for the analysis and processing of information.

The increasing reliance on AI tools like ChatGPT in educational settings has raised concerns about inducing laziness and dependency among students. While these tools offer significant benefits, they can also hinder critical thinking and problem-solving skills if not used judiciously. To mitigate these issues, several strategies can be implemented, focusing on integrating human feedback, limiting usage contexts, fostering independent learning and develop critical thinking.

1. Integrating Human Feedback

One effective strategy to counteract dependency on ChatGPT is to integrate human feedback into the learning process. This approach encourages students to seek guidance from instructors or peers after using AI tools. Research indicates that combining AI assistance with human input enhances learning outcomes by promoting critical engagement with the material (Li et al., 2023). For instance, students could be required to submit their AI-generated content alongside a reflection or critique of the information provided by ChatGPT. This practice not only reinforces their understanding but also cultivates critical thinking skills. Additionally, educators can design assignments that require students to evaluate the accuracy and reliability of information generated by ChatGPT. By prompting students to assess AI outputs critically, they develop a more discerning approach to information consumption, which is essential in an age dominated by digital content.

2. Limiting Usage in Specific Contexts

Another strategy involves setting clear boundaries around the use of ChatGPT in educational contexts. Educators can establish guidelines that specify when and how AI tools should be used, ensuring that they complement rather than replace traditional learning methods. For example, AI may be permitted for brainstorming ideas but restricted during assessments or exams where independent thought is crucial (Xiang & Teo, 2024). Implementing strict usage policies can help maintain academic integrity while encouraging students to engage more deeply with their studies. Research suggests that limiting the contexts in which AI tools are used fosters a more balanced approach to learning, allowing students to benefit from technology without becoming overly reliant on it (Li et al., 2023).

3. Fostering Autonomous Learning

Promoting autonomous learning is vital in reducing dependency on AI tools like ChatGPT. Educators can implement strategies that encourage self-directed learning, such as project-based assignments that require students to explore topics independently before seeking assistance from AI (Pradana et al., 2023). This method not only enhances students' research skills but also builds confidence in their ability to tackle complex problems without immediate recourse to technology. Moreover, integrating activities that promote collaboration and communication among peers can help mitigate the isolating effects of relying solely on AI for answers. Group discussions and collaborative projects encourage students to share insights and challenge each other's thinking, fostering a richer learning environment (Li et al., 2023).

4. Developing Critical Thinking and Creativity

To further combat laziness induced by over-reliance on ChatGPT, educational institutions should emphasize the development of critical thinking and creativity within their curricula. Assignments designed to challenge students' innovative thinking—such as open-ended questions or creative problem-solving tasks—can stimulate engagement and reduce the temptation to rely on AI-generated responses (Sok & Heng, 2024). Encouraging students to approach problems from multiple angles and seek out diverse sources of information will cultivate a mindset that values inquiry over convenience. This aligns with previous findings that highlight the importance of fostering creativity in education as a counterbalance to technological dependency (Hattie, 2009).

In conclusion, While ChatGPT offers valuable support for learners, its potential to induce laziness and dependency cannot be overlooked. By integrating human feedback, limiting usage contexts, fostering autonomous learning, and developing critical thinking skills,

educators can create a balanced approach that leverages the strengths of AI while mitigating its drawbacks. Implementing these strategies will not only enhance student engagement but also prepare them for a future where independent thought and creativity are paramount.

D. CONCLUSION

The research findings indicate that students possess a favorable perspective of utilizing AI ChatGPT as a writing aid, attributed to its beneficial influence on their English writing process, resulting in a notable enhancement of their writing skills. Four primary advantages of utilizing ChatGPT have been recognized: time efficiency, support in creating topic and sentence concepts, enhanced vocabulary, and improved grammar. Nonetheless, the students identified several concerns, including data constraints, inaccuracies, potential reliance, and connectivity issues. The data indicate that although ChatGPT serves as a beneficial writing assistance, students ought to employ it wisely, regarding it as a supplementary tool rather than a replacement for human education and additional resources. Moreover, several recommendations are proposed based on the findings. Students ought to persist in honing their talents and engaging in critical thinking. Educational institutions ought to advocate for the proficient utilization of AI solutions, guaranteeing that students maximize their benefits. Instructors must comprehend the role of ChatGPT to assist students in its ethical and effective application. Future study should involve a comparative analysis of ChatGPT with other AI tools and an examination of its efficacy across various competencies. This study's limitations encompass inadequately addressed ethical concerns and a limited sample size, highlighting the necessity for more research with a more diverse participant pool and varied approaches to get more generalizable outcomes.

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