

## **USING CHATGPT TO SUPPORT EFL WRITING: STUDENT INSIGHTS AND EXPERIENCES**

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### **ABSTRACT**

The rapid growth of digital technology in the Society 5.0 era has changed many aspects of education, especially in language learning where students face challenges in writing such as grammar, idea development, and confidence. To address these issues, artificial intelligence tools like ChatGPT are increasingly used to support learning. This study explores the perceptions and experiences of seventh-semester English Education students at Universitas Muhammadiyah Tangerang in using ChatGPT for academic writing. A qualitative descriptive method was applied, with data collected through a questionnaire of 30 students and interviews with 15 students. The findings show that students generally perceive ChatGPT positively, regarding it as easy, convenient, and supportive in enhancing motivation, confidence, and efficiency. Their perceptions also reflect critical awareness of potential risks such as inaccuracy, plagiarism, and over-reliance. In terms of experience, students reported using ChatGPT for grammar correction, paraphrasing, and idea generation, which made the writing process smoother and more manageable. Overall, the study concludes that ChatGPT can be a valuable tool for EFL academic writing when used critically and ethically, offering important implications for educators in integrating AI into language learning.

*Keywords:* Artificial Intelligence, ChatGPT, English Language Learning, Society 5.0 Era, Writing Skills

### **A. INTRODUCTION**

The development of digital technology in the 5.0 era has significantly transformed various aspects of life, including education. The rapid advancement of technologies such as Artificial Intelligence (AI), Big Data, and the Internet of Things (IoT) has changed how people interact, work, and learn. These technologies not only provide assistance but also fundamentally transform processes, making them more efficient and effective. In education, digital technology facilitates customizable, engaging, and accessible learning methods. According to Hardianti et al. (2024), digital technologies create more student-centered and personalized learning opportunities. Tools like Learning Management Systems (LMS), e-

learning platforms, and AI-driven applications enable personalization of learning materials to cater to individual needs. Society 5.0, a concept introduced by the Japanese government in 2016 through the "5th Science and Technology Basic Plan", emphasizes human-centered integration of advanced technologies (Fukuyama, 2018). As Yaraşı and Kanatlı Öztürk (2022) explained, Society 5.0 emphasizes the harmony between technology and human development, particularly in education. Unlike Industry 4.0, which focused on automation and digital industrialization, Society 5.0 prioritizes leveraging technology to address societal needs while placing humans at the center of development.

At University of Muhammadiyah Tangerang (UMT), the integration of technology into education has been widely adopted, particularly in the English Education Study Program (EngEdu). Students frequently utilize tools such as PowerPoint, Canva, Prezi, and educational games, along side LMS platforms like Edu Assembler, to enhance their learning experience. These tools encourage students to become independent learners, capable of exploring diverse resources. "digital natives" are people who grow up in a digital environment and are used to using technology from an early age (Wei, 2022). Based on this concept, it can be assumed that EngEdu students at UMT can be considered digital natives, as they have been raised in the digital era, which influences their preference for multimedia-based learning approaches such as videos, interactive applications, and games. Using technology can increase students' motivation and engagement in learning English (Wei, 2022). Consistent with this finding, the researchers observed that EngEdu students at UMT demonstrate greater enthusiasm for learning when technology is integrated into classroom instruction.

ChatGPT offers innovative solutions to challenges in mastering language skills, especially writing. As an AI-powered language model developed by OpenAI, ChatGPT generates text based on user input. Since its initial release in November 2022, ChatGPT has gained widespread attention for producing human-like text across various topics. The upgraded version, GPT-4, released in March 2023, further enhanced its contextual understanding and accuracy. ChatGPT can develop English language skills in an integrated manner. Shikun et al. (2024) also noted that AI-based chatbots support integrated language practice by combining reading, writing, and speaking activities. For reading, it helps analyze texts and facilitates in-depth comprehension. For listening, it provides transcripts and explanations of audio content. As a conversational partner, it aids in improving speaking skills (Salam, 2024). ChatGPT's most notable contribution lies in writing, where it delivers detailed feedback on grammar, sentence structure, and idea organization, while also assisting in brainstorming and revising drafts to help learners refine their writing skills effectively (Hoa & Khoa, 2024). Despite these advantages, its integration into education has sparked debate, particularly regarding its impact on students' learning behavior and academic integrity.

However, the use of ChatGPT in education has not received entirely positive responses. Some academics worry that students may become too dependent on AI in their learning process, which could hinder the development of their critical thinking and creativity. ChatGPT might cause students to lose the ability to develop their own original ideas, as they tend to rely on AI to generate content (Adiguzel et al., 2023). The issue of plagiarism is also a serious concern with ChatGPT, as students can directly use its output without proper attribution in their academic work (Jarrah et al., 2023). Furthermore, the accuracy of the information generated by ChatGPT is still in question. ChatGPT sometimes produces "hallucinations" or inaccurate information, especially when asked for specific data or

academic references, which can mislead students in their learning process (Ahmad et al., 2023).

Preliminary observations among 7<sup>th</sup>-semester EngEdu students at UMT revealed that during English learning in the 5.0 era, many students struggle to express their ideas in English writing. This reflects Rahman et al. (2025) view that students with higher technology familiarity show better readiness to adopt AI tools in their learning. Common issues they face include difficulties in following grammar rules and structuring sentences well, while the fear of criticism often prevents them from writing freely. The researcher also noticed that many students frequently use ChatGPT to help them complete their writing assignments. Therefore, this study aims to conduct further research on the use of ChatGPT by students in English language learning in this 5.0 era. This shows that students have a positive view of ChatGPT due to its usefulness and convenience in academic tasks Mun (2024). These challenges hinder their progress, highlighting the need for innovative teaching approaches. These challenges are common for EFL learners but can be addressed using AI tools like ChatGPT (Teng, 2024). ChatGPT provides detailed feedback on grammar, sentence structure, and idea organization, enabling students to improve their writing without the fear of making mistakes (Zulfa et al., 2023).

The aim of this research is to explore 7<sup>th</sup>-semester EngEdu students' perceptions and experiences in using ChatGPT to support their English writing skills within the context of Society 5.0. The findings are expected to provide valuable insights for students, educators, and institutions, enabling them to maximize the benefits of ChatGPT in English language instruction. Furthermore, this research seeks to contribute to the broader discourse on integrating AI in EFL education in Indonesia, emphasizing its potential to address common challenges in writing instruction.

## **B. METHOD**

This study employs a qualitative descriptive method aimed at exploring students' perceptions and experiences in using ChatGPT to enhance their English writing skills. According to Creswell and Creswell (2022), qualitative descriptive research is effective for exploring participants' lived experiences in detail. This methodological approach allows researchers to gain comprehensive insights into phenomena from the participants' perspectives (Busetto et al., 2020). The research was conducted at the University of Muhammadiyah Tangerang, located in Cikokol, Tangerang City, Banten. The site was selected due to its diverse student population, well-established English study program, sufficient technological resources, and logistical accessibility. A purposive sampling technique was used to select participants who had prior experience using ChatGPT. Tajik et al. (2024) emphasized that purposive sampling ensures that only participants with the most relevant experiences are included in the study. The participants were 30 seventh-semester students from the English Education Study Program at the University of Muhammadiyah Tangerang who had used ChatGPT extensively, especially in previous writing courses.

To collect data, this study used interviews and questionnaires. An open-ended Likert-scale (1–5) questionnaire consisting of 30 items was administered to 30 students, and structured interviews comprising 15 questions were conducted to explore 15 students' perceptions of using ChatGPT in academic contexts. Then, the data analysis process involves data reduction, data presentation, verification, and conclusion drawing, specifically adapted to analyze students' perceptions and experiences. following Sugiyono's model:



Figure 1. Data Analysis Framework (Sugiyono, 2015; Hidayatullah, 2024)

Interview data were classified and analyzed based on structured questions, with respondents allowed to use Indonesian for clarity, allowing for efficient data collection and analysis, facilitating comparison of responses across pre-determined variables (Taherdoost et al., 2016), while questionnaire data were analyzed by calculating mean scores across the indicators from previous studies (Chia & Lee, 2024), to understand overall student perceptions and reported impacts. In other words, interview data were. To ensure validity and reliability of findings regarding students' perceptions and experiences, triangulation was employed by cross-verifying data from interviews and questionnaires, while member checking allowed participants to verify the accuracy of their reported experiences and perspectives. Donkoh and Mensah (2023) also explained that triangulation increases the credibility and trustworthiness of qualitative research findings.

## C. FINDINGS AND DISCUSSION

These sections are organized into two primary categories that provide comprehensive insights into student experiences with ChatGPT.

### 1. Students' Perception of Using ChatGPT

Since this study aims to investigate students' perceptions and experiences in using ChatGPT for English writing support, the first step is to analyze their level of knowledge and awareness, as well as the benefits they perceive. Table 1 summarizes students' responses in these two categories.

Table 1. Students' Perceptions of Using ChatGPT

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
<b>Knowledge and Awareness</b>						
1.	I know what chatGPT is	70	26	3.3	0	0
2.	I have experience using chatGPT	60	33.3	6.7	0	0
3	I believe that the information from ChatGPT may not always be accurate	30	60	6.7	3.3	
<b>Perceived Benefits</b>						
3.	ChatGPT is easy to use	70	23.3	6.7	0	0
4.	ChatGPT is convenient to use	50	43.3	26.7	0	0
5.	ChatGPT answers are easily understood	26.7	56.7	16.7	0	0
6	I believe that ChatGPT can help enhance my motivation to learn	16.7	60	20	3.3	0
7	Using ChatGPT increases my confidence in my writing	16.7	63.3	16.7	3.3	0
8	Using ChatGPT helps me save time in doing my writing	23.3	70	0	6.7	0

### **Knowledge and Awareness**

In terms of knowledge and awareness, the majority of students demonstrated familiarity with ChatGPT. Most respondents reported knowing what ChatGPT is (70% strongly agree; 26.7% agree). This shows that ChatGPT is already well recognized among students. Similarly, for the statement "*I have experience using ChatGPT*", most students confirmed having hands-on experience, with 60% strongly agreeing and 33.3% agreeing, while only 6.7% were neutral and no one disagreed. These findings indicate that technology is quite familiar among the 7th-semester students of the EngEdu Study Program at UMT. They don't just know ChatGPT as an app, but they also understand its functions and uses. This knowledge is important for using AI technology to help with learning English. It also shows that students are keeping up with technology in the Society 5.0 era. The following excerpt illustrates how student 3 perceive and define ChatGPT in their own words:

S7: "Yes, I have used ChatGPT to help organize ideas, correct grammar, and make sentences more effective."

This quote shows that students do not just use ChatGPT casually but really understand its benefits in learning English. They can use ChatGPT's features to help organize ideas, fix grammar, and create better sentences. This shows that their experience with this AI technology is focused and fits their academic needs. With this understanding and experience, ChatGPT becomes a useful tool in the learning process, especially for developing English writing skills. These results are in line with Wei (2022) who explained that digital natives are already familiar with technology and tend to adapt quickly to new tools in learning. Similarly, Mun (2024) found that students see ChatGPT as useful and convenient in academic tasks. This shows that UMT students, as digital natives, are ready to integrate AI tools like ChatGPT into their learning and benefit from its features.

However, awareness of its limitations was also evident. A significant proportion (60% agree; 30% strongly agree) acknowledged that the information provided by ChatGPT may not always be accurate. This shows that students realize ChatGPT is not a perfect source and sometimes makes mistakes. Their awareness is important because it means they are cautious and do not just accept ChatGPT's answers blindly. Students understand that ChatGPT is very helpful for writing support, such as grammar or sentence improvement, but they also know that when it comes to facts or specific topics, the answers may be less reliable. This awareness also shows that students are starting to develop critical thinking. Instead of depending only on ChatGPT, they try to check the information with other sources if needed. By doing so, they can still get the benefits of ChatGPT without being misled by possible inaccuracies. Many students use ChatGPT more for language assistance rather than as a factual reference, which shows they are selective in how they use it. As expressed by Student 5:

S5: "In my opinion, it's fifty-fifty. Sometimes it's accurate, sometimes it's not. If the topic is general, it's usually accurate. But if it's more specific, it needs detailed data."

This student's response explains that ChatGPT works well with general topics but may struggle with detailed or specialized information. The student neither fully trusts nor completely rejects ChatGPT but evaluates it based on the situation. This balanced perspective shows that students are becoming more critical and responsible in using AI tools, which is an important skill for academic work in the digital era. This finding is consistent

with Ahmad et al. (2023) who explained that ChatGPT sometimes produces inaccurate information and students need to evaluate its responses critically. Jarrah et al. (2023) also warned that over-reliance on ChatGPT without checking sources could risk academic integrity.

### **Perceived Benefits**

Regarding the perceived benefits, students expressed highly positive perceptions. ChatGPT was regarded as easy to use (70% strongly agree; 23.3% agree) and convenient (50% strongly agree; 43.3% agree). Moreover, a majority of students considered its answers easily understood, with 83.4% either agreeing or strongly agreeing. Only a small percentage (16.7%) responded neutrally, and no students disagreed. This finding is supported by the data from the interview, as stated by student 4 and 3:

S4: "I use ChatGPT because it's easy to access. And also easy to use."

S3: "ChatGPT is also very easy to access. Its responses are very fast and understandable."

The questionnaire and interview results are consistent with Salam (2024) who noted that students accepted ChatGPT in learning because of its simplicity and accessibility. Wei (2022) also mentioned that technology-based learning can increase motivation because students feel more comfortable when the tools are easy to use. This indicates that ChatGPT's can encourage students to keep practicing their writing and engage more actively in learning. As supported by Afkarin dan Asmara (2024) who stated that ChatGPT enhances motivation because of its ability to provide clear and understandable feedback in real time.

Furthermore, regarding motivation to learn (Item 6), the majority of students agreed that ChatGPT contributes positively, with 76.7% (16.7% strongly agree; 60% agree) affirming its motivational value. Although 20% remained neutral and a small proportion (3.3%) disagreed, the overall tendency reflects a recognition of ChatGPT as a supportive learning tool. The interview data provide further insights into how students experience this motivational boost. Student 1 explained:

S1: "It's really significant in my opinion. It makes us excited to see good answers, so we feel motivated and want to do writing tasks again."

This comment supports the questionnaire results, illustrating that the quality of ChatGPT's responses can enhance motivation by making writing more engaging and less stressful. When students receive clear and helpful feedback, they feel encouraged to continue practicing, transforming writing into a positive and rewarding activity. Such motivation is not limited to completing a single task but also fosters a long-term interest in improving writing skills. By reducing the fear of making mistakes and providing immediate feedback, ChatGPT allows students to approach writing with greater consistency and confidence. These findings are consistent with previous studies. Wei (2022) noted that technology can create an enjoyable and engaging learning environment, while Yildiz (2023) emphasized that ChatGPT encourages active learning and builds motivation through rapid and relevant responses. Together, these perspectives confirm that increased motivation enables students to sustain their efforts and remain committed to developing their writing proficiency over time.

Similarly, confidence in writing (Item 7) was another notable benefit, with 80% (16.7% strongly agree; 63.3% agree) indicating that ChatGPT increased their confidence. Only a minority (16.7%) chose neutral, and 3.3% disagreed, suggesting that most students experience a boost in self-assurance when using the tool. These findings also were supported by the data from interview. Increased confidence is particularly beneficial for language learners who often experience anxiety when writing in English. When students feel more confident, they tend to take more risks by experimenting with new vocabulary and sentence structures. The interview responses provide concrete illustrations of this phenomenon. For instance, Student 7 remarked:

S7: "I feel more confident after using ChatGPT. Because ChatGPT can understand the mistakes in my writing and fix them."

This indicates that the use of ChatGPT can boost students' confidence. These findings are consistent with previous research. Chia and Lee (2024) argue that ChatGPT builds students' confidence by providing immediate corrections and serving as a constant support system available at any time. Similarly, Teng (2024) emphasizes that ChatGPT reduces writing anxiety, which allows students to engage in writing with greater comfort.

Finally, efficiency was the most strongly endorsed benefit. For Item 8, 93.3% (23.3% strongly agree; 70% agree) agreed that ChatGPT helps them save time in completing writing tasks. No respondents were neutral or strongly disagreed, and only a very small percentage (6.7%) disagreed. This finding also was supported by the data from interview. Student 2's testimony provides a concrete example of how this efficiency is experienced in practice:

S2: "ChatGPT is quite effective and efficient in helping with writing tasks. Because it can provide quick corrections to writing and help me understand my mistakes in writing."

This statement reinforces the questionnaire findings by showing that ChatGPT not only enables students to save time but also supports their learning process. Instant corrections allow them to complete tasks more quickly while simultaneously recognizing and addressing their mistakes. Compared to traditional feedback, which often requires more time, ChatGPT delivers immediate guidance that facilitates smoother planning, drafting, and revising. Thus, efficiency is not limited to task completion but also extends to making the overall writing process more effective and less burdensome. These results are supported by previous studies. Park (2024) highlighted that ChatGPT accelerates the writing process by providing instant corrections, while Mun (2024) emphasized its role in helping students better understand writing structures. Together, these findings align with the present study, confirming that efficiency is one of ChatGPT's strongest benefits, enabling students to maximize their learning time while continuing to improve the quality of their writing.

## **2. Students Experiences in Writing Activities Using Chat GPT**

To explore how students utilize ChatGPT in their academic writing, the questionnaire included items related to grammar correction, paraphrasing, and generating ideas for writing. The responses provide an overview of the extent to which ChatGPT supports students in handling different aspects of the writing process. The summary is presented in the following table.

**Table 2.** Students' Experiences in Writing Activities Using ChatGPT

No	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)
<b>Utilization of ChatGPT in Academic Writing Support</b>						
9.	I use ChatGPT to correct my grammar	13,3	63,3	10	10	3,3
10.	I use ChatGPT to paraphrase sentences	26,7	50	16,7	6,7	0
11.	I use ChatGPT to generate sentences or paragraphs (brainstorming) for my writing	33,3	56,7	6,7	3,3	0

In writing process, a majority of students reported relying on ChatGPT. In terms of grammar correction (Item 9), 76.6% (13.3% strongly agree; 63.3% agree) indicated they used the tool, while only a small proportion were neutral (10%) or disagreed (13.3%). Similarly, in paraphrasing sentences (Item 10), 76.7% (26.7% strongly agree; 50% agree) expressed positive responses, with very few expressing neutrality (16.7%) or disagreement (6.7%). An even higher positive response was found in using ChatGPT for generating sentences or paragraphs as part of brainstorming (Item 11), where 90% (33.3% strongly agree; 56.7% agree) agreed, confirming the tool's effectiveness in idea development and content creation. These findings show that grammar correction is one of the main reasons of 7th-semester students of the English Education Study Program at UMT in using ChatGPT. Student 8 interviews provide specific insights into how this grammar assistance functions in their writing process:

S8: "ChatGPT really helps my grammar because usually it's messy, but when I use ChatGPT, it becomes more structured."

The statement above supports the questionnaire findings that ChatGPT not only helps correct grammar errors but also improves the overall quality of writing structure. It is in line with the statement of Hoa & Khoa (2024), who explained that students benefit from ChatGPT when revising drafts and improving sentence quality. Similarly, Teng (2024) emphasized that ChatGPT provides detailed feedback that can help learners refine their writing skills. Additionally, Zulfa et al. (2023) also emphasized that AI tools help learners improve their academic writing through clarity of responses and suggestions. These findings confirm that ChatGPT's clarity plays an important role in supporting student writing. As claimed by Song and Song (2023) that ChatGPT provides detailed feedback on grammar, sentence structure, and idea organization, helping students improve their writing without the fear of making mistakes. Therefore, ChatGPT becomes not only a supporting tool but also an important part of their learning experience. With this, students can write more clearly, correctly, and effectively, which helps them become more confident in their writing.

#### D. CONCLUSION

This study investigates students' perceptions and experiences of using ChatGPT in English writing. The findings show that students are both familiar with and experienced in using ChatGPT, while remaining aware of its limitations, particularly regarding accuracy. Students reported several benefits, including increased motivation, greater confidence, and improved efficiency. They also highlighted ChatGPT's role in grammar correction, paraphrasing, and



idea generation, which supports both the technical and affective aspects of writing. Interview data further confirmed that ChatGPT reduces anxiety, provides quick feedback, and makes the writing process more manageable. In conclusion, ChatGPT serves as a valuable tool that supports students' writing development by enhancing accuracy, efficiency, and self-confidence. While critical evaluation is still necessary, the integration of AI tools such as ChatGPT can positively contribute to language learning when used responsibly.

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