


THE USE OF CHATGPT IN WRITING: ENGLISH STUDENTS’
PERCEPTION AND SATISFACTION”

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ARTICLE INFO	ABSTRACT
<p>Received: July 13, 2025 Revised: July 17, 2025 Accepted: August 20, 2025 Published: August 30, 2025</p> <p>Keywords: ChatGPT Student’s Perception Artificial Intelligence (AI)</p>	<p>Chat GPT, a generative language model recently created by OpenAI, has received widespread criticism from people around the world. ChatGPT illustrates both the potential opportunities and challenges in education. This research aims to investigate the nuances of students' use of ChatGPT, an AI-powered English writing assistant, with a focus on their opinions, experiences, and overall happiness. Because of its potential to enhance students' writing abilities, the use of artificial intelligence (AI) as an English writing assistant has drawn attention as the field continues to transform the educational landscape. using semi-structured interviews and a qualitative method approach. Uncovering the complex elements that influence students' opinions on ChatGPT is the goal of this study. To give a thorough knowledge of the tool's efficacy, the research will examine the user interface, adaptation to different writing styles, and the perceived influence on writing skill.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> <div></div>
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INTRODUCTION

The ever-changing field of artificial intelligence (AI) and its incorporation into educational systems have sparked a renewed interest in how technology influences education (Tossell et al., 2024). Nevertheless, learners of English as a Foreign Language (EFL) find it difficult to write since there aren't enough relevant lexical resources to motivate them to write in a meaningful way. They often struggle with time restrictions that limit their motivation, making it difficult for them to devote enough time and energy to honing their writing skills

(Hasanah & Nurcholis, 2024). They may be challenging to write in English, especially for pupils who are new to the language or have had little exposure to it. Writing training includes teachers' specialised criticism and support to help students improve their English writing abilities (Pratama & Hastuti, 2024). This may be time-consuming and difficult, especially when working with bigger groups or a diverse student body. For all writers, whether they are seasoned pros or beginners, ChatGPT is an AI-powered English writing tool that can help them write literary works. With the many uses of AI in education, ChatGPT, an OpenAI language model, has shown itself to be a useful tool for enhancing language-related activities. The current educational landscape in 2025 is characterized by a significant integration of artificial intelligence (AI) tools, which will transform teaching and learning at all levels, with significant progress and persistent challenges worldwide. In this context, the use of advanced AI tools such as ChatGPT in education has become a promising development, especially for improving students' writing skills. ChatGPT is recognized for its ability to provide personalized assistance, enhance language learning, and facilitate the resolution of complex problems. For English learners, ChatGPT offers significant advantages in writing tasks, as it provides quick feedback, helps generate ideas, improves grammatical accuracy, and facilitates time management. These features contribute to enhancing student engagement and autonomy in their writing processes.

However, there are some concerns, such as the risk of overreliance on AI results, occasional inaccuracies in the information provided, and technical issues such as internet connectivity. Teachers emphasize the importance of using ChatGPT as a complementary tool that should be supplemented with critical thinking and verification of AI-generated content from reliable sources. Issues related to academic integrity, data privacy, and equitable access to AI tools also require ongoing attention. The digital divide means that students in resource-limited environments may encounter barriers to accessing AI-enhanced education, which could exacerbate educational inequalities.

In general, the integration of ChatGPT into educational settings aligns well with current needs to personalize learning, reduce teacher workload, and support the development of 21st-century skills in students. It has the potential to transform writing instruction for English learners by fostering creativity, improving language proficiency, and facilitating access to

feedback. However, rigorous guidance and ethical use policies are essential to maximize its educational benefits and address its potential drawbacks.

The knowledge gained from this study will be valuable for education, Teachers, and Students, helping them understand the implications of integrating ChatGPT into educational settings and guiding them toward responsible and effective use of this technology, which is related to this research with a focus on two research questions.

1. How do English students perceive and experience the use of ChatGPT in their academic writing process?
2. How do the participants who use ChatGPT as a writing feedback tool perceive the impact of ChatGPT as a feedback tool on their writing?

Literature Review

The use of AI technologies for writing in other languages has grown in popularity. Students were able to increase both the volume and calibre of their L2 writing, according to earlier research (Levine et al., 2025) using AI technologies, and determine that the students like feedback and lower their cognitive hurdles (Fitriani & Rachman, 2025). ChatGPT's launch in November 2022 has completely changed the AI landscape by using massive volumes of data to overcome the shortcomings of earlier AI technologies. The AI-powered ChatGPT tool, created by OpenAI, may be used to improve students' writing skills in a variety of language learning courses (Gutai, 2024).

Considering ChatGPT's recent release, the education community has shown a great deal of interest in its adaptable learning features. This may serve as a substitute for dictionaries and serve as an example of more sophisticated overseas learning techniques, but an excessive dependence on technology might endanger kids' education (Algrin et al., 2025; Pham, 2025). In addition to numerous other uses, students often utilise them as part of their language study, regardless of whether foreign language professors approve or disapprove of their use (Bibi & Atta, 2024). This study aims to offer meaningful insights into the ongoing conversation about how effective AI can be in helping students improve their writing. It begins by acknowledging the growing influence of AI in education, especially in how it shapes teaching and learning practices. As AI continues to develop, more educators are exploring its potential to enhance their teaching approaches (Janković & Kulić, 2025) Using data from a descriptive qualitative method, analyse ChatGPT's potential for helping with essay writing in detail and assess its efficacy. The ChatGPT platform, accessible via a web browser at openai.com or chat.openai.com, was directly accessed for the research.

This research aims to investigate the nuanced link between students' opinions, experiences, and general contentment with writing assistance in English. In today's digital era, various technologies have been developed to assist students in their academic work. As a result, the use of such tools has become an essential and often unavoidable part of the learning process, especially in English language education. For EFL students, mastering English—particularly writing—can be a significant challenge. As Maharani notes, writing is often considered one of the most difficult skills to develop (Salsabila et al., 2024). Effective written communication plays a vital role in both academic and professional success. (Wang et al., 2024) stated that the ability of ChatGPT to express ideas clearly and adapt to different language contexts is a key component of quality education. While traditional forms of writing support—like peer feedback and teacher guidance—remain important, the emergence of AI-powered tools such as ChatGPT marks a new chapter in how students engage with the writing process.

The general satisfaction of students with ChatGPT as a tool for assisting with English writing is also examined in this study. Even though the use of AI-based tools, like ChatGPT, in education has increased quickly, most of the literature that is currently available concentrates on their technical capabilities, general applications, or possible risks rather than the experiences and satisfaction of students, particularly when it comes to writing in English as a foreign language (EFL). Prior research has frequently looked at AI from the standpoint of learning objectives or teacher perception, but little is known about how students view the tool, how they use it in their writing, and how it impacts their abilities, output, and self-esteem.. By explicitly examining English language learners' satisfaction and perceptions of ChatGPT as an academic writing tool, this study fills this gap. It looks into the usefulness and difficulties of using ChatGPT for writing assignments as well as how it affects students' motivation and sense of self. The goal of the study is to find out how English college students used ChatGPT to create their writing submissions. By concentrating on students' firsthand experiences, this research offers a more nuanced view of AI-assisted writing in higher education and offers insights that can contribute to a more effective and responsible integration of these tools into the teaching of writing in English as a foreign language. We'll also examine the opinions of students on ChatGPT.

The importance of this research lies in its contribution to the growing body of literature on the pedagogical implications of AI-assisted writing in English as a foreign language (EFL) contexts. As AI tools such as ChatGPT become increasingly common in higher education, there is an urgent need to critically evaluate their effectiveness, potential limitations, and implications for student learning. The findings of this study are expected to inform educators, curriculum developers and how to integrate AI into writing instruction to improve learning outcomes while mitigating risks such as overdependence, diminished critical thinking, and academic integrity issues. Furthermore, by providing insight into student satisfaction and usage patterns, the study offers practical guidance for fostering the responsible and pedagogical adoption of AI in language teaching.

RESEARCH METHOD

This research employs qualitative research. A qualitative method was selected because this study seeks to gain an in-depth understanding of students' perceptions and satisfaction with the use of ChatGPT in writing. Such aspects are subjective and influenced by personal experiences, making them more effectively explored through descriptive data rather than numerical measurements. This approach enables the researcher to provide richer insights into how and why they perceive and respond to the learning experience in certain ways.

A qualitative method designed to investigate the use of ChatGPT based on student perception and satisfaction among English Students. The qualitative component includes interviews with students to gain a deeper understanding of their experiences and perceptions. This allows for a more thorough investigation of the topic and the obtaining of valuable information for teachers to incorporate ChatGPT into their writing instruction.

Population and Sample

This study was conducted at the English Education Department of Universitas Muhammadiyah Kalimantan Timur (UMKT), where a research project involving 6 active students in English education utilized ChatGPT as part of their learning process, specifically in a writing class. This study involved interviews with six EFL students who were part of the same writing class. All interviews were conducted individually to allow each participant to speak openly and comfortably about their personal experiences.

Instrument

This research investigated the efficacy of ChatGPT, an AI writing assistant, in assisting students with their English writing using a qualitative methodology. The conclusions are derived on a qualitative examination of students' opinions, experiences, and satisfaction levels using ChatGPT. The instrument will allow them to freely express their experiences, preferences, and rationales without being limited by predefined answer choices. The data for this research were collected through a questionnaire given to the participants. A combination of random sampling and quota sampling was used to select respondents. Random sampling is a widely used method in academic research for gathering data from a broader population.

The researcher created an interview protocol that included five multiple questions concerning the pros and cons of using ChatGPT. The informants for the interview were identified using the convenience sampling technique. Following (Mun, 2024). The interviews are conducted with participants to get straightforward answers. Before the interviews started, respondents were informed about the purpose of the interview and their part in it.

Additionally, the researcher assured them they would maintain their anonymity because only numbers would be used to identify them when reporting findings. Participants were open to letting their answers be recorded when the researcher asked if they would feel hampered by it before the actual questioning started. Finally, participants had the choice of interviewing in English or Bahasa Indonesia. The interview's findings are reported in Table 2.

Data Analysis

Table 1. Data analysis for each instrument

Instrument	Data Type	Analysis Method
Semi-Structured Interview (participants)	Qualitative	Content analysis (Perspective and Satisfaction)

This study will employ qualitative methods to analyze data collected from one instrument: a semi-structured interview with multiple questions. The responses from the semi-structured interview will be analyzed using qualitative content analysis. This study used a thematic analysis approach to examine the interviews, data collected from six students involved in using ChatGPT as a platform for learning. The codes will then be grouped into broader themes. Finally, the emerging themes will be interpreted to address the first research question regarding how ChatGPT can be a tool for English learners. The findings will be reported descriptively, supported by direct quotations to illustrate each theme. The intervention was designed to be interactive and accessible. It leveraged the features of the ChatGPT platform to facilitate collaborative learning, peer feedback, and ongoing practice.

The intervention took place over and involved structured activities to improve students' writing abilities. This thematic analysis allowed the researcher to explore students' viewpoints deeply and meaningfully, highlighting not only the benefits of WhatsApp use in essay writing but also the challenges that came with it.

The interview method is combined with surveys to pose a number of questions on the benefits and drawbacks of ChatGPT for students. In order to get direct answers, the participants are interviewed in person. The interview's findings are reported in Table 2.

RESULT

The data for this research were obtained through an in-depth analysis of student participants' responses to interviews. The findings provide insights into students' perceptions of ChatGPT as an AI-supported tool for enhancing English writing skills. The interview method is combined with surveys to pose a number of questions on the benefits and drawbacks of ChatGPT for students. In order to provide students the freedom to respond to the questions without being constrained by English, the interviews were conducted in person, one-on-one, and asked in either English or Bahasa Indonesia. In order to get direct answers, the participants are interviewed in person. The interview's findings are reported in Table 2.

Table 2

Students' Interviews about the Varied Satisfaction Level		
No.	Themes	Transcription of Students' interviews
1-	ChatGPT is comfortable to use	<p>S:1 In addition to being useful, I find ChatGPT to be user-friendly and feel at ease while completing the English writing assignments it generates.</p> <p>S:2 These days, I find it more beneficial to use AI writing aids for my English writing. My scores have improved, and I feel that my mistakes have helped me develop.</p> <p>S:3 In particular, AI technologies make learning simpler, and I am very at ease with them. They play a major role in producing high-quality English material. ChatGPT's quality definitely helps me locate the answers to my assignment.</p> <p>S:4 It helps me a lot to finish the chores. It's incredibly simple to use and handy.</p> <p>S:5 Of course ChatGPT is comfortable to use because how flexible and we can search everything we want to know.</p> <p>S:6 ChatGPT is helpful for me, and really helpful when I used for my homework to learning and find new ideas.</p>

<p>2- ChatGPT helps you generate creative and well-structured written content.</p>	<p>S:1 ChatGPT is quite useful and innovative in helping me create material, particularly when I write articles or anything else.</p> <p>S:2 Undoubtedly, ChatGPT facilitates the generation of new ideas; but, how they utilise ChatGPT to improve their capacity to think and produce well-structured, ordered material is up to them.</p> <p>S:3 Indeed, it does assist me in obtaining organised material. But sometimes, when I utilise ChatGPT for specific writing topic, there are flaws in their prompt.</p> <p>S:4 There are benefits and drawbacks to utilising AI tools for content creation. While AI helps me write more structured material and helps me come up with fresh ideas, I don't want to become too dependent on them.</p> <p>S:5 AI provide me to write better, especially for content writing, and helpful for finding new ideas.</p> <p>S:6 ChatGPT helps me create new ideas when I am writing for my video content, and ChatGPT can organize my content ideas.</p>
<p>3- ChatGPT positively impacts your writing productivity</p>	<p>S:1 I have been able to write more efficiently thanks to ChatGPT as it gives me immediate ideas and practical advice.</p> <p>S:2 My writing productivity is positively impacted by ChatGPT, which makes the draughting process more effective.</p> <p>S:3 Although ChatGPT has a beneficial impact on my writing abilities since it helps me come up with more creative ideas in every aspect, I felt lazy when I tried to complete my writing because of how simple it is to use.</p> <p>S:4 No, I really felt that I was unable to realise my full literary potential because I was so dependent on ChatGPT.</p> <p>S:5 Yes, it has a positive impact for my productivity, and it help myself to be more efficient for time management when I have a deadline project.</p> <p>S:6 Yes, of course AI tools these days can help me find new ideas for my productivity to find different narrative or new concept for my writing project or creating content.</p>

4-	ChatGPT overcomes writer's block or generate ideas	<p>S:1 ChatGPT helps me come up with ideas on a frequent basis. It helps me when I'm experiencing writer's block and my mind is unable to come up with enough thoughts. My thought process has improved, and I believed that ChatGPT really assisted me in thinking more imaginatively.</p> <p>S:2 Yes, ChatGPT is a very helpful tool for coming up with ideas since it supports me whenever I'm having trouble writing. I just use ChatGPT to get second perspectives. In order to provide me greater clarity, it also helps me locate an alternative viewpoint from a fresh angle.</p> <p>S:3 Yes, it is beneficial. Once, I was unable to write because I was puzzled. I use ChatGPT as a tool to come up with fresh ideas and examples for my material, and it also offers original and creative writing tips.</p> <p>S:4 In my opinion, it is the most useful tool available to students—that is, when I want to write anything. Despite the challenges I confront, they have helped me come up with better ideas.</p> <p>S:5 Yes, it helps. A moment ago I have writer's block, so I used ChatGPT to find a new ideas or concept for my writing content.</p> <p>S:6 Yes, it helps because of how good AI tools in this days such as ChatGPT or any other AI tools can overcomes writer's block to find a new creative ideas.</p>
5-	ChatGPT will play a significant role in education	<p>S:1 I think ChatGPT may be a useful educational tool in the future that helps students learn and improve their writing abilities at the same time.</p> <p>S:2 AI writing assistants have the potential to improve students' writing abilities and expand their learning opportunities, thus I do think they will be important in education. Students may get comments and direction from AI, which aids in the development of their writing skills.</p> <p>S:3 Students gain from it in the sphere of education. It is not as helpful, in my experience, if it is simply utilised to use ChatGPT to locate an answer. Because, when used carelessly, it may sometimes seem like plagiarism and unauthentic.</p> <p>S:4 It has a big impact on education and learning systems because it makes it easier for instructors and students to understand their work.</p> <p>S:5 ChatGPT has a significant role for education in the future, because AI tools has been used in education institution, and AI tools have multipurpose in future education.</p> <p>S:6 Yes, I believe that AI tools can play significant role in education in the future, and these AI tools can help student or teacher in the</p>

The interview analysis revealed a range of perspectives and key themes regarding the use of ChatGPT and other AI writing tools for English writing. While several students highlighted the benefits of using ChatGPT, others pointed out some of its limitations and areas of concern. This kind of effect is common across many technologies. Because of certain limitations, users—especially students—still need to cross-check information themselves. While ChatGPT positively supports students in developing their English writing skills, it also comes with drawbacks. Some students mentioned that if the tool is not used properly and ethically, it could hinder their writing development. They acknowledged that although ChatGPT has its strengths, it also has weaknesses that should be considered.

Discussion

The results indicate that, in general, students perceive ChatGPT positively as a writing assistant, valuing its ease of use, idea generation, productivity support, and role in overcoming writer's block. Most participants found the tool intuitive and effective for producing creative and well-structured content, which is consistent with previous studies highlighting the potential of AI to improve writing performance (Bibi and Atta, 2024; Fitriani and Rachman, 2025).

ChatGPT also increased efficiency by offering instant suggestions, although some students warned about the risk of relying too heavily on it, as it could limit the development of independent skills (Janković and Kulić, 2025). Its ability to offer alternative perspectives proved valuable in addressing writer's block, supporting Gutai's (2024) assertion about the role of AI in stimulating creativity.

Participants also recognized ChatGPT's potential in future education as a tool for feedback and guidance, but emphasized the importance of ethical use to avoid plagiarism and maintain originality. Overall, while ChatGPT improves writing processes and learning experiences, its effective integration requires balanced use, critical engagement, and appropriate academic supervision.

CONCLUSION

In conclusion, this study highlights the significant impact ChatGPT has on students' writing processes. The findings indicate that students generally hold positive views of ChatGPT and appreciate the support it offers in various aspects of English content creation. Moreover, the study underscores the diverse experiences students have with the tool, showing its adaptability to different writing preferences and styles. The study also highlights the diverse ways students interact with ChatGPT. Several suggestions are made for future research and practice in light of the results and the constraints of the study in order to avoid copyright

infringement, bias, or improper treatment of the information they create; more assistance and training are needed.

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