

TEACHER'S AND STUDENTS' PERSPECTIVES ON USING CHATGPT AS A TOOL FOR ENHANCING ENGLISH WRITING STRATEGIES: AN EXPLORATORY STUDY

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Abstrak

The rapid development of artificial intelligence (AI) has influenced the use of technology in English language teaching, particularly in academic writing. One AI-based tool that has received significant attention is ChatGPT, which is widely used by students and teachers as a writing assistant. This study aimed to explore teachers' and students' perspectives on the use of ChatGPT in enhancing English writing, focusing on perceived usefulness and perceived ease of use based on the Technology Acceptance Model (TAM). This study employed a qualitative approach using a case study design. The participants consisted of one English teacher and two students who had experience using ChatGPT in English writing activities. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that the teacher perceived ChatGPT as a useful tool to support students in generating ideas, developing outlines, and revising their writing, although it should not replace students' independent thinking. From the students' perspectives, ChatGPT was perceived as helpful in understanding writing tasks, organizing ideas, and clarifying learning materials. However, both the teacher and students emphasized the importance of careful use, revision, and ethical awareness to avoid overreliance and plagiarism. Overall, the study concludes that ChatGPT can support English writing when it is used responsibly, accompanied by lecturer guidance and students' critical evaluation.

Keywords: ChatGPT; English writing; teachers' perspectives; students' perspectives; Technology Acceptance Model

INTRODUCTION

The rapid development of artificial intelligence (AI) has significantly influenced various aspects of education, particularly in language learning. One of the most widely discussed AI-based tools in recent years is ChatGPT, which has attracted attention for its potential to support students in academic writing. In English as a Foreign Language (EFL) contexts, writing is often considered a challenging skill because it requires students to manage ideas, grammar, vocabulary, and organization simultaneously. As a result, many students rely on technological assistance to improve the quality of their writing.

Previous studies indicate that AI-based writing tools can assist students by providing instant feedback, generating ideas, and helping with language accuracy. Fitria (2023) highlights that ChatGPT is effective and easy to use as a writing assistant in academic contexts. Similarly, Mahapatra (2024) reports that the use of ChatGPT can improve students' writing performance and reduce writing anxiety through personalized feedback. In addition, Bibi and Atta (2024) find that students generally show positive attitudes toward ChatGPT, particularly due to its perceived usefulness and ease of use

in supporting English writing tasks. These findings suggest that ChatGPT has considerable potential to enhance students' writing experiences.

Several previous studies have also discussed the role of AI-based writing tools in supporting students' writing development. For example, Anggeraja et al. (2024) report that the use of ChatGPT can help students improve their writing ability by providing ideas and language support during the writing process. Similarly, Soelistiyowati et al. (2024) explain that ChatGPT can support college students in developing writing strategies, although students still need guidance to use the tool effectively. These studies indicate that AI tools such as ChatGPT can function as supportive learning resources rather than replacing students' writing efforts.

In addition, research focusing on students' learning behavior shows that AI tools may assist students in becoming more independent writers when used properly. Bella et al. (2025) highlight that AI writing tools can support self-regulated writing by helping students plan, monitor, and revise their writing. However, other studies emphasize that students need to remain critical when using AI-generated content to avoid overdependence and plagiarism (Montenegro-Rueda et al., 2023; Song & Song, 2023). Therefore, the integration of ChatGPT in writing instruction requires careful guidance from teachers to ensure that students still engage actively in the writing process.

However, the integration of ChatGPT in education also raises several concerns. Some studies emphasize ethical issues, academic honesty, and students' overdependence on AI tools (Božić & Poola, 2023; Huallpa et al., 2023). Without proper guidance, students may rely excessively on ChatGPT, which could reduce their critical thinking and originality in writing. Therefore, teachers play an important role in regulating and guiding the use of AI tools in the learning process. Teachers' perceptions and acceptance of ChatGPT strongly influence how the technology is implemented in classrooms (Widianingtyas et al., 2023; Mabuan, 2024).

Most existing studies primarily focus on students' perspectives or the technical benefits of ChatGPT in improving writing skills (Fitria, 2023; Mahapatra, 2024; Bella et al., 2025). Although these studies provide valuable insights, limited attention has been given to examining both teachers' and students' acceptance of ChatGPT using a clear theoretical framework. The Technology Acceptance Model (TAM), which emphasizes perceived usefulness and perceived ease of use, is commonly used to explain individuals' acceptance of technology (Davis, 1989; Tyas & Darma, 2017). However, research applying TAM to explore both teachers' and students' perspectives on ChatGPT in EFL writing contexts remains limited.

Therefore, this study aims to fill this gap by exploring teachers' and students' perceptions of ChatGPT in English writing instruction through the lens of the Technology Acceptance Model. Specifically, this research seeks to answer the following research questions:

1. How do teachers perceive the usefulness and ease of use of ChatGPT in English writing instruction?
2. How do students perceive the usefulness and ease of use of ChatGPT in supporting their English writing activities?

METHOD

Research Design

This study employed a quantitative research approach using a survey design. According to Creswell (2014), quantitative research is suitable for measuring participants' perceptions and attitudes

through numerical data. This design was chosen to examine teachers' and students' acceptance of ChatGPT in English writing instruction based on the Technology Acceptance Model (TAM).

The Technology Acceptance Model proposed by Davis (1989) was used as the theoretical framework of this study. TAM focuses on two main constructs, namely perceived usefulness and perceived ease of use, which are commonly used to explain users' acceptance of technology. Therefore, this model was considered appropriate to explore how teachers and students perceive the use of ChatGPT in supporting English writing activities.

Data Collection

The data were collected using a questionnaire as the main research instrument. The questionnaire was developed based on the constructs of the Technology Acceptance Model proposed by Davis (1989), focusing on perceived usefulness and perceived ease of use of ChatGPT. The questionnaire items were presented in the form of close-ended statements using a Likert scale, which is commonly used to measure participants' levels of agreement in survey research (Creswell, 2014).

The questionnaire was distributed online to English teachers and students who had experience using ChatGPT for English writing purposes. Before distribution, the questionnaire was reviewed to ensure that the items were clear and relevant to the research objectives. Participants were informed about the purpose of the study and asked to respond based on their actual experiences.

Data Analysis

The data obtained from the questionnaire were analyzed using descriptive statistical analysis. According to Creswell (2014), descriptive statistics are used to summarize and describe quantitative data through frequencies, percentages, and mean scores. In this study, the data were analyzed by calculating the mean scores of each questionnaire item to identify participants' perceptions of the usefulness and ease of use of ChatGPT.

The results of the analysis were presented in the form of tables to provide a clear overview of teachers' and students' responses. The findings were then interpreted to answer the research questions and to explain how ChatGPT was accepted by teachers and students in English writing instruction.

FINDINGS

Teachers' Perspectives on the Use of ChatGPT in Enhancing English Writing

The findings indicate that the teacher perceived ChatGPT as a technological tool that has strong potential to support students' academic writing processes. According to the teacher, ChatGPT can be integrated into several stages of writing, particularly during the planning and revising stages. However, the teacher consistently emphasized that ChatGPT should not replace students' independent thinking or writing practices.

The teacher stated that the use of ChatGPT is acceptable in the current educational context due to the rapid development of technology. Nevertheless, the teacher clearly positioned ChatGPT only as an assistant in the learning process:

"I think the use of ChatGPT is acceptable because times have changed and technology is developing rapidly. However, ChatGPT should only serve as an assistant, not as a replacement for students' intellectual efforts in learning." (T1)

In terms of its practical use, the teacher explained that ChatGPT could assist students in several writing-related activities, such as finding references, constructing outlines, and analyzing drafts:

“ChatGPT can provide references, help develop outlines, and even analyze writing and give feedback.” (T1)

The teacher further explained that ChatGPT is most effective when students are first required to work independently before using AI assistance. This approach was intended to ensure that students still develop their writing skills through manual practice:

“At the beginning, I instruct my students to work manually first, so they can learn by themselves.” (T1)

Despite acknowledging the benefits of ChatGPT, the teacher also expressed concerns related to ethical issues and academic integrity. One of the main concerns was the absence of clear institutional regulations regarding the use of AI tools in academic writing. According to the teacher, clear guidelines are needed to help lecturers monitor originality and prevent misuse:

“There should be clear rules in the future so lecturers have guidance, such as setting similarity limits and writing references.” (T1)

Overall, the findings show that the teacher perceived ChatGPT as a beneficial instructional tool that can support students' writing development. However, its use must be accompanied by lecturer supervision, ethical awareness, and clear academic guidelines to ensure responsible use.

Students' Perspectives on the Use of ChatGPT in Enhancing English Writing

From the students' perspectives, ChatGPT was perceived as a helpful tool that supported their writing process, particularly when they experienced difficulties in understanding assignments or generating ideas. Both students reported that ChatGPT assisted them when they felt confused, especially at the early stage of writing.

Student 1 (S1) stated that ChatGPT was mainly used to help generate outlines and organize ideas before starting to write. However, he acknowledged that the language produced by ChatGPT could not be directly used without revision:

“I mainly use ChatGPT to find outlines. ChatGPT cannot be used instantly because sometimes the language feels inappropriate. Sometimes it is too academic, and sometimes it is too simple, which makes it confusing.” (S1)

Student 1 further emphasized that the use of ChatGPT required careful revision to avoid plagiarism. He explained that directly copying AI-generated text could result in high similarity scores:

“I still need to paraphrase the text from ChatGPT to avoid plagiarism. If ChatGPT is used without paraphrasing, the plagiarism score can be very high.” (S1)

In addition, Student 1 described ChatGPT as a practical solution when he was confused and hesitant to ask lecturers or friends for help:

“Sometimes it becomes a solution when I am already confused and do not know who to ask. It can be considered the last option.” (S1)

Meanwhile, Student 2 (S2) highlighted ChatGPT's role in helping him understand learning materials more clearly. Although his response was brief, it indicates the supportive role of ChatGPT in facilitating comprehension:

“It helps me understand the material better.” (S2)

This finding suggests that, for Student 2, ChatGPT functioned not only as a writing assistant but also as a learning support tool that helped clarify writing-related materials. Although the

contribution of Student 2 was less extensive compared to Student 1, his response still reflects a positive perception of ChatGPT as a helpful educational resource.

Overall, the findings from the students' perspectives indicate that ChatGPT was perceived as a supportive tool that enhanced their writing process and understanding, as long as it was used carefully and accompanied by personal effort, revision, and critical evaluation.

DISCUSSION

This section discusses the findings of the study by relating them to previous studies that have been presented in the introduction. The discussion aims to explain how the findings answer the research questions and how they are supported by relevant literature regarding the use of ChatGPT in English writing.

Based on the findings, the teacher perceived ChatGPT as a tool that can support students' writing processes, particularly in helping them generate ideas, develop outlines, and revise their writing. This finding is in line with previous studies which stated that ChatGPT can be used as an assisting tool in academic writing when it is used appropriately (Fitria, 2023; Mahapatra, 2024). The teacher's perspective shows that ChatGPT is acceptable in the learning process as long as it does not replace students' independent thinking. This view supports Nguyen (2024), who emphasized that AI tools should function as learning assistants rather than substitutes for students' cognitive efforts.

Furthermore, the teacher highlighted the importance of lecturer supervision and clear regulations in using ChatGPT. This finding is consistent with previous research which raised concerns about ethical issues, plagiarism, and overreliance on AI-generated content (Huallpa et al., 2023; Xu & Jumaat, 2024). The absence of clear institutional guidelines may lead to misuse of ChatGPT in academic writing. Therefore, the teacher's suggestion regarding the need for similarity limits and proper referencing reflects the importance of maintaining academic integrity when integrating AI tools into writing instruction.

From the students' perspectives, the findings indicate that ChatGPT was perceived as a helpful tool, especially when students experienced difficulties in understanding writing instructions or generating ideas. This result supports earlier studies which found that ChatGPT can help students reduce confusion and support them during the early stages of writing (Fitria, 2023; Mahapatra, 2024). Student 1 reported that ChatGPT helped in generating outlines and organizing ideas, which aligns with previous findings that AI tools are useful in assisting idea development and structuring writing.

However, the findings also show that students were aware of the limitations of ChatGPT. Student 1 mentioned that the language produced by ChatGPT could not be used directly and needed to be revised and paraphrased. This finding is consistent with Xu and Jumaat (2024), who stated that AI-generated texts often require critical evaluation to match academic writing standards and to avoid plagiarism. The students' awareness of plagiarism risks indicates that they did not fully depend on ChatGPT, but instead used it as a supporting tool.

In addition, Student 2 perceived ChatGPT as a tool that helped him understand the learning material better. This finding supports previous studies which suggested that ChatGPT can function not only as a writing assistant but also as a learning support tool that helps students comprehend difficult materials (Umamah, 2024). This suggests that ChatGPT may contribute to students' learning by providing explanations that support their understanding of English writing.

Overall, the discussion shows that both the teacher and students perceived ChatGPT as a supportive tool in enhancing English writing. These findings are consistent with previous studies which emphasized that the effectiveness of ChatGPT depends on how it is used in the learning process. When ChatGPT is used responsibly, accompanied by lecturer guidance, and followed by students' own revision and effort, it can support students' writing development without reducing academic integrity.

CONCLUSION

This study aimed to explore teachers' and students' perspectives on the use of ChatGPT in enhancing English writing. Based on the findings and discussion, it can be concluded that ChatGPT was perceived as a supportive tool in the writing process when it was used appropriately and responsibly.

From the teacher's perspective, ChatGPT was considered acceptable and useful in assisting students during several stages of writing, such as generating ideas, developing outlines, and revising written work. However, the teacher emphasized that ChatGPT should function only as an assistant and should not replace students' independent thinking and writing efforts. The teacher also highlighted the importance of lecturer supervision and clear institutional regulations to prevent misuse and to maintain academic integrity.

From the students' perspectives, ChatGPT was perceived as helpful in supporting their writing activities, particularly when they experienced difficulties in understanding writing instructions or organizing ideas. The students acknowledged that ChatGPT could not be used directly without revision and paraphrasing, as this could lead to plagiarism issues. This indicates that the students were aware of the limitations of ChatGPT and attempted to use it carefully as a supporting tool rather than a main source of writing.

Overall, the findings suggest that ChatGPT can contribute positively to English writing when it is used as a supplementary tool and accompanied by critical evaluation, personal effort, and lecturer guidance. Therefore, the use of ChatGPT in academic writing should be managed carefully to maximize its benefits while minimizing potential risks related to overreliance and academic dishonesty.

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