



## Lecturers' Perspectives on The Use of Chat GPT (Generative Pre-training Transformer) in English Writing Classes

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### Abstract

This study aimed to figure out how English Language and Literature Department lecturers' perspectives on the use of chat GPT (Generative Pre-training Transformer) in English writing classes. This research used a qualitative descriptive design. The participants in the study were eight English Language and Literature Department lecturers who have taught and currently teaching in writing classes and have found student assignments that use AI or chat GPT. The data were collected using open-ended questionnaires and interviews. The findings showed that English Language and Literature Department lecturers' have a positive perspective on the use of chat GPT in writing class. Besides that, the data revealed some students still often misused the chat GPT to complete writing tasks. Related to this, lecturers apply strategies to detect student assignments that use AI assistance or Chat GPT by using Turnitin application and checking the students writing pattern. Therefore, educators or lecturers are strongly advised to be able to develop their potential in following the era of technological development by utilizing various applications that can detect student assignments using AI assistance or chat GPT and the like.

### Keywords:

*Lecturer Perspectives, Chat GPT, English Writing*

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## INTRODUCTION

In learning English, writing becomes one of the most crucial skills for students to succeed in their academic life. Even though writing is a very important skill in English, it is not easy to master this skill. This happens because learners tend to find it hard to develop ideas, to produce inappropriate sentence structures, and to

have lack of vocabulary mastery, as well as motivation to write (Alfaki, 2015; Cole & Feng, 2015; Farooq et al., 2012). Other obstacles make learners difficult in the writing process, including not reading enough, not having enough writing practice, and not being able to develop good thinking skills (Aunurrahman et al., 2016; Belkhir & Benyelles, 2017).

Language learning nowadays is starting to use the help of artificial intelligence. The existence of artificial intelligence makes things easier in various areas of life in the world, especially education (Abdalkader, 2022; Stepanenko & Stupak, 2023). One kind of artificial intelligence that has been used more frequently since the beginning of 2023 is Chat GPT (Chat Generative Pre-trained Transformer) (Biswas, 2023; Fuchs, 2023). The capabilities of Chat GPT itself have been used in various fields in the world (Kalla et al., 2023). The use of technology is undeniable in the field of education, technology has begun to be introduced and implemented by most schools because technology helps teachers and students in the learning process (Gabriel, 2020; Mohite, 2020). The use of artificial intelligence in education has had a major impact on the world of education, including increasing appropriate resources and increasing other effectiveness (Chen et al., 2020; Huang et al., 2021). Therefore, technology is very important in the world of education today and educators are suggested to use technology in their learning.

In the context of English learning, technology use in the form of Chat GPT can make it easier to improve students' abilities, especially students' writing abilities. Chat GPT is very important in the teaching and learning process, especially in writing skills (Pingmuang & Koraneekij, 2022). Despite many advantages of Chat GPT for improving writing skills, there is also much debate about the drawbacks of Chat GPT itself for students. Anu and Ansah (2023) also present that another weakness of Chat GPT is that as a Chat GPT user, users will lose their thinking creativity and become too lazy to think because users only rely on help from Chat GPT.

Studies on chat GPT in writing have been conducted by some scholars. First, Algaraady and Mahyoob (2023) concentrate to investigate the effect of using chat GPT on detecting foreign language learners' English writing errors compared to human instructor assistance. Second, Haggag (2023) focuses with the use of Chat GPT in developing descriptive paragraph writing skills and also the grammar usage of EFL students. Next, Hang (2023) deal on the perspectives of several EFL teachers on the use of Chat GPT in teaching writing classes. Another study conducted by Fitria (2023) focuses on reviewing how to chat GPT in writing English essays. Lastly, the study conducted by Shidiq (2023) focuses on the use of the chat GPT and its challenges in terms of developing creative writing skills.

The Previous studies about use chat GPT only focus on the impact of using it in writing at higher school. Besides that, the earlier studies also used an experimental method that tested the use of chat GPT in writing class. Meanwhile, the present study focus on lecturers' perspectives on the impact of the use of chat GPT, strategies in detecting assignments from chat GPT, and strategies in preventing and overcoming excessive use of chat GPT in English writing classes.

## **RESEARCH METHOD**

The researchers chose descriptive qualitative as the research design. In descriptive research, researchers explored and described a phenomenon based on the research problem that occurs. This research aimed to explore lecturers' perspectives on the use of Chat GPT in writing class. The data in this research were lecturers' perspectives towards the use of Chat GPT in English writing class. The participants in this study were eight lecturers of English Language and Literature Department who are currently and have also taught writing courses and have found student assignments that use Chat GPT.

The researchers collected data from open ended questionnaire and interview. Researchers provided an open ended questionnaire and an interview with ten questions adapted from Hang (2023) and Rajabianti (2021). The researchers gave an open-ended questionnaire to eight English Language and Literature Department lecturers who teach writing classes. After collecting data through an open-ended questionnaire, the researchers also conducted interviews with four English Language and Literature Department lecturers who had been selected to collect incomplete research data.

After collecting data, the researchers analysed the data through several steps such as reducing the data that has been collected by clarifying the data that has been obtained based on its category. Then, the researchers displayed the data where the data that have been obtained and reduced and then analysed and a report is made based on the code that has been made. Finally, the data obtained were made in the form of conclusions.

## **RESULT AND DISCUSSION**

### ***Research Finding***

Based on the results of the open-ended questionnaire and interviews, it was found that there are several lecturers' perspectives on the use of Chat GPT (Generative Pre-training Transformer) in English Writing Class. The perspectives of eight lecturers towards the use of Chat GPT vary in each writing class.

#### **1. Lecturers' Perspectives toward impact of using Chat GPT**

Based on the results of open-ended questionnaires and interviews, the perspectives of English language and literature department lecturers on the use of Chat GPT in writing classes have been found. From the data analysis, it was found that all lecturers gave positive responses to the use of Chat GPT in their classes. The results regarding the use of Chat GPT in writing classes as follow :

##### **a. Advantages of using chat GPT in Writing Class**

Based on the results of data collection through open-ended questionnaires and interviews with eight English Language and Literature Department lecturers about the use of Chat GPT in writing classes, the lecturers shared that Chat GPT can help users in doing activities in all fields such as gathering information, getting ideas, increasing vocabulary, and making it easier for users to complete their assignments. The views given by the eight lecturers regarding Chat GPT are very good because it can provide convenience in various ways. Lecturers also said the use of Chat GPT can provide benefits if

users use it wisely and properly. For the use of Chat GPT in class, the 8 lecturers did not prohibit their students from using Chat GPT, they only allowed their students to use it to gather information from sources. The following are statements from 8 lecturers on the advantages of using Chat GPT :

*“It can help students to develop the idea, gain some information, etc. As long as, the writing is still done by themselves. Actually, if they can make good use of it, chat GPT can help them in many ways, without having to cause dependence.”* (Lecturer 1)

*“I believe that if used properly, AI will be very useful to help students find additional resources to help them with understanding how to write. AI helps students learn things by themselves. Since it is able to provide answers to a wide range question anytime. This could actually help students become more independent on their own learning and be aware of the capabilities of learning tools that are available around us. At the same time, this will decrease the students’ reliance to the presence of teacher.”* (Lecturer 2)

*“At least they could escalate the number of their vocabularies & learn how to form the complex sentence too. They could gain information how to write effectively, since those apps gives varieties of sentences.”* (Lecturer 3)

*“It could help the writer create bullet points to give ideas what to write. But some abuse the use of it.”* (Lecturer 4)

*“One of platforms that anyone can use to help their works, such as, translate any languages into English, answer any kinds of questions that users ask, help students to do their assignment like writing task, even help user to make a conversation.”* (Lecturer 5)

*“The impacts actually depend on the students. When they use it to enrich their language inputs, they will get a great impact for their language development.”* (Lecturer 6)

*“Well, for example, if the Chat GPT can organize or get information or brainstorming is good.”* (Lecturer 7)

*“Maybe it's okay if he wants to find ideas, So, like the chat GPT can provide any idea for example. Yes, it might help for someone who is already familiar with writing like how to write, main idea, where to put when to move to the next paragraph. It might help to provide some vocabulary that is rarely used. There's some sentence consumption that we can also use as an example.”* (Lecturer 8)

### **b. Drawbacks of using chat GPT in writing class**

When lecturers were asked about the impact of using chat GPT in writing classes. As said before, lecturers said that the use of chat GPT also has a negative side, especially for students in writing classes. Almost all lecturers said that the negative side of the chat GPT itself for students in writing classes, include that they will become lazy because they only take the results from the chat GPT without changing it at all, so they become dependent on the chat GPT. In addition, they also lose their writing skills because they misuse the technology. The following are statements from 8 lecturers on the drawbacks of using Chat GPT :

*“Most of students use chat GPT a lot. They use it not to help them in getting information, but they use it to do their whole assignment. So, they don’t have to think about how to solve the problems and finish the task anymore. They give it all to chat GPT. It is really bad. It impact a lot on the student independently in writing. They are too dependent on chat GPT to come up with original ideas. Another impact is that their writing skills are not good.”* (Lecturer 1)

*“Overuse of AI however creates strong reliance that makes students are less focused on improving their own capabilities. In terms of writing in English, students are expected to explore and express their ideas, opinions, and thoughts while making sure to produce texts in a good, coherent, and cohesive structure. However, in many instances, students took a shortcut using AI to generate the texts for them. This results in an unoriginal text which actually breaches the integrity right for the text.”* (Lecturer 2)

*“Actually, for the chat GPT, there is no negative side. It depends on the students who use it either positively or negatively. It is the same with Google because the purpose of the application is to make it easier. But what kind of convenience, is it too easy or facilitates things that they considers as practice. To what extent can they also utilize it for good or bad.”* (Lecturer 3)

*“some abuse the use of it.”* (Lecturer 4)

*“The students will get nothing for their writing ability. Chat GPT might help them to do the writing task for accomplishing the task given by the lecturer only. Yet, it is not their own writing. Thus, when the lecturer gives feedback, it will be useless.”* (Lecturer 5)

*“If they use it only to cope their task problems without understanding and adjusting to the purpose, they will be more lazy students and will have a bad habit on cheating as well as relying on others, including human and machines.”* (Lecturer 6)

*“The only negative side is that at least students do not paraphrase and copy and paste information or text obtained from the chat GPT.” (Lecturer 7)*

*“For those who don't understand writing, it will plunge them into the abyss. Similarly, when we use Google Translate, if your Indonesian is excellent, the results from Indonesian to English will be good. But if the English is messy, the output in google translate will also be messy. So, the downside is not good for those who don't understand. For those who use chat GPT, I think they also don't understand what they write if we ask.” (Lecturer 8)*

**c. Concerns about the use of chat GPT in learning**

Based on the results of the open ended questionnaire and interviews with eight lecturers, the misuse of chat GPT for students certainly makes them very worried because it is closely related to their writing skills. They also cheat in the process of writing activities. It can be seen from the lecturers' perspective as follows:

*” Very concern. Because it is related to the students’ skill in writing.” (Lecturer 1)*

*“I feel very concerned for students’ use of AI in the writing class, especially if they were not using it to support their learning but instead cheating such as asking the AI to generate a text for them.” (Lecturer 2)*

*“As lecturer we need to know how to operate those apps. We also need to learn how to check whether the use fully of AI or chat GPT. Students need critical thinking skills to be selective about good vs bad output of those apps. Sometimes, they blindly trusting the output. We don’t know those app provide accurate information or not.” (Lecturer 3)*

*“Highly concerned. I got writing class for the first time this semester and I’ve done many things that could prevent them in using Chat GPT.” (Lecturer 4)*

*“I am really concerned. I almost always remind my students to do their writing activity by themselves and prohibit them to use any artificial intelligences or chat GPT. When I found the student’s writing not real their own writing, I will comment about it in my feedback” (Lecturer 5)*

*“I put a high concern on detecting plagiarism the students’ works through Turnitin check. All tasks I give to my students enforce zero plagiarism. Therefore, I will not accept all plagiarism-detected works. “(Lecturer 6)*

*“ I was really worried, so I anticipated this in two ways. Firstly, for the tests, I would not ask them to do online tests or online assignments. I give them offline tests so that they know their abilities in front of themselves.*

*Secondly, I use a plagiarism tracking machine, such as Turnitin. From the Turnitin application, I can see the level of plagiarism in the students' assignments. Then, I will report it to the students themselves.”* (Lecturer 7)

*“Usually, the kids who use chat GPT are the kids who are not confident. They don't have the writing skills, the English skills, and I always say that it's like you're cheating yourself because it's not your work. The point is that it's okay to be simple and it's okay to be wrong.”* (Lecturer 8)

## **2. Lecturers' Perspectives In Detecting using Chat GPT**

### **a. Frequency of use of chat GPT**

Based on the results of the open-ended questionnaire and interviews with 8 English lecturers, L1, L2, L5, L6, L7 and L8 said that they had found student assignments that used AI assistance in their assignments. They also told that in almost every class they held, there must have been one or more assignments detected using AI. In contrast L3 and L4 explained that they had never found any of their students' assignments that used AI assistance, but they were sure that their students must have used AI assistance to complete their assignments. They always give assignments to students in class and do not allow their students to use gadgets in class. The following are statements from 8 lecturers on detect of using Chat GPT in them class :

*“Very often, in one writing class there can be 3 or 4 or even more people who use AI for a writing assignment, without changing or incorporating any of their ideas.”* (Lecturer 1)

*“In my time of supervising students' writing assignments, I found several students using AI to help them with the writing. It was found in more than 5 out of 22 students. I do not find these types of case very often, but the fact that students are misusing the AI for an assignment that heavily points on originality is still disturbing.”* (Lecturer 2)

*“I am not sure those students use chat GPT or not, however, number of them use AI to complete their writing.”* (Lecturer 3)

*“I did most of the writing activities in the classroom and banned the use of any electronic devices. Therefore it's very minimal.”* (Lecturer 4)

*“Actually, I did not really know about the application they used. I just read from the result of their writing then I gave questions to them about it. They seemed difficult to explain. From that, I assumed that they used one of AI applications. Until now, no one wants to admit. I feel more certain when I compared the result of their writing at Midtest with their writing assignments. They were so much different.”* (Lecturer 5)

*“Very often. Most of them let it do their works without any adjustment.”*  
(Lecturer 6)

*“For student assignments, they often and almost in every assignment they plagiarise by taking and using AI as their assignment. And even worse is the thesis, there are students under my guidance using AI to process data and also present data, and I found out during the exam. Chat GPT results and student assignment results are different, they can be tracked and seen, and it is indeed very different. Probably almost 50% of them use chat GPT .”* (Lecturer 7)

*“When I was online, I often found it. For now, I will be detected by me, and I will know about it. It's also erratic and not many people use it. I warned them at the beginning to try using chat GPT or other AI because I would be caught by me.”* (Lecturer 8)

#### **b. Strategies for detecting student assignments**

Based on the results of an open-ended questionnaire and interviews with eight English lecturers about their strategies in detecting AI-assisted student assignments. The lecturers reported that they use various strategies in detecting their students' assignments. There are two ways they detect student assignments such as looking at the writing pattern of the student's assignment and asking for help from the turnitin application to detect it. It can be seen from the lecturers' perspective as follows:

*“I use turnitin. Sometimes I know they use chat GPT by reading their sentence. The sentence that use unfamiliar words and the students themselves cannot explain the meaning of the sentence, usually means that they use chat GPT and they admit it.”* (Lecturer 1)

*“I used Turnitin to detect students' similarity score and at the same time it also reads whether the text had been generated by AI or not.”* (Lecturer 2)

*“I have a bank of their writing. I read their writing, I could find their pattern in expressing their idea. If they use different pattern, I assumed them using AI or apps.”* (Lecturer 3)

*“I would do some skimming and scanning. I would notice some words that I think a bit too fancy for the level of students' comprehension. Then confront them. Or I'd use Turnitin.”* (Lecturer 4)

*“I read their writing result, then gave the students questions about it, also compared it to their writing midtest result.”* (Lecturer 5)

*“Checking them by using Turnitin plagiarism checker, and detecting them through any Search Engine Machines.”* (Lecturer 6)



*"I anticipate this in two ways. Firstly, for the tests, I will not ask them to do online tests or online assignments. I give them offline tests so that they know their abilities in front of themselves. Secondly, I use a plagiarism tracking machine, such as Turnitin. From the Turnitin application, I can see the level of plagiarism in the students' assignments. Then, I will report it to the students themselves."* (Lecturer 7)

*"It's not difficult because we know their abilities. I was also curious and I tried to check Turnitin and I didn't find it. The Turnitin shows that the citation is 0% and Turnitin is also not an AI detection. So, we have to have something more sophisticated. But if the home taken assignments are indeed very likely that they see the artificial intelligence the anticipation is that I will call them and ask about it. because the exam is offline so there is no opportunity."* (Lecturer 8)

### **3. Lecturers' Perspectives on preventing and overcoming of excessive use of Chat GPT in English Writing Class**

Based on the results of the open-ended questionnaire and interviews with eight English lecturers regarding the strategies they can do in preventing and overcoming the excessive use of chat GPT for students. The eight lecturers who have filled out the questionnaire and who have been interviewed said that in preventing and overcoming students who are dependent on using AI assistance or chat GPT they anticipate with various strategies. L1, L2, L4 said that they usually give assignments to students directly in class without allowing them to use any gadgets. Meanwhile, L3 and L5 always give warnings to their students not to overuse chat GPT especially in writing classes. In addition, L6, L7, L8 anticipate the excessive use of chat GPT by giving direct punishment to the students concerned such as giving zero marks or failing the class. The statements are as follows :

*"I prevent the use of chat GPT by giving a writing practice in the class, if it should be a homework, I will check their writing and ask them some information about the content, or I check it using turnitin. Besides, I have "on the spot" test to see their skill in writing."* (Lecturer 1)

*"Variations of assignment could be one way to prevent the overuse of AI. For example, students were given time to complete assignment in the class without using their gadget."* (Lecturer 2)

*"Nothing I can do, except warn them to not to use those apps to much."* (Lecturer 3)

*"I try to do all the writing in the classroom with no use of electronic devices. Which is a shame. It's like we're moving backwards in time, without any help from the internet."* (Lecturer 4)

*“By reminding them from the beginning not to use any AI applications including Chat GPT. If I find find this case, punishment will be given.” (Lecturer 5)*

*“By showing the proof of my effort in detecting it, and giving them punishment by rejecting the plagiarism-detected works.” (Lecturer 6)*

*“If they are caught using chat GPT, I will immediately give all of their assignments zero score. Hmm, if they want to be deterred. I call them and tell them that their grade is zero, and if they want to wake up and try I will give them a correction, but if they want to be like that, please bring an assignment like that.” (Lecturer 7)*

*“As a lecturer, I have to be very extra careful in reading the students' assignments. I don't want to miss it even though Turnitin can't detect it now. I must really read and if necessary interview or call and ask the student again.” (Lecturer 8)*

### **Discussion**

Based on the findings above, the use of chat GPT, especially in the academic world, is something that makes it very easy for users, especially students, to do their assignments. The use of chat GPT or other types of AI in the academic environment, especially in writing classes at the English Language and Literature Department, is something that needs to be anticipated by writing lecturers. One of the lecturers' perspectives on the impact of using chat GPT in writing classes is that it depends on the users themselves in utilizing the technology. They do not mind if students in their classes ask for chat GPT help, but the students should use the technology wisely such as to gather information only. They also considered that the technology was very good at helping its users. That relates to the statement of Cunningham-nelson et al (2019) in Rathore (2022). They found that the use of chatbots in learning can help students to obtain additional material. As for the negative side, students will become stupid and lose their ability to develop ideas because they take work that are not theirs.

Next, lecturers have strategies for detecting student assignments that use chat GPT. They have various ways of checking student assignments such as by looking at the writing pattern of each student's assignment, where the writing pattern of each individual must be different. According to Božić (2023), teachers can easily detect AI-assisted student assignments by spotting vocabulary and sentence structure errors that do not match their students' writing level.

Lastly, it can be seen that English lecturers also have strategies in preventing and overcoming students' excessive use of chat GPT. There are several separate strategies for eight English lecturers dealing with students who use chat GPT excessively. First, some lecturers give assignments to students directly in class without allowing their students to use gadgets. Second, if there is an assignment that is required to be done at home, the lecturer will also allow students to ask for help

from other people or applications such as AI, but they are not allowed to copy all the results of the application and must change the text generated from the application. Third, there are also lecturers who immediately give sanction and fail their students if they are caught using AI. In the research conducted by Cotton et al (2023), several strategies used by university staff to prevent and reduce the use of chat GPT are assigning students with projects that use their critical thinking skills and asking them about the assignment they have made, if they complete the assignment with their efforts, they will understand the content of the assignment they have done.

## CONCLUSION

Based on the findings, it can be concluded that the English Language and Literature Department lecturers' perspectives on the use of chat GPT in writing classes can be seen from several indicators. First, English Language and Literature Department lecturers state that the use of chat GPT provides a positive side, namely to help get information or brainstorm, develop ideas, increase vocabulary, and make it easier for user to complete work. Conversely, for the negative side of the use of chat GPT, many students abuse the use of chat GPT by submitting all their assignments with the help of chat GPT such as taking all the text from chat GPT without changing the text back. Second, English Language and Literature Department lecturers have many strategies and ways of checking student assignments that use chat GPT assistance. The strategies ways they do to detect students assignments that use chat GPT include looking at the writing patterns of each student's assignment. Finally, the lecturers' perspectives in preventing excessive use of chat GPT on students is to always remind students before being given assignments. To overcome the excessive use of chat GPT on students, they will call and ask students regarding the assignments they have done. Once they are caught using chat GPT assistance, some lecturers give the students another chance to correct their assignments. However, some lecturers immediately fail the students as a punishment for them.

With this research, educators can better understand how the utilization of chat GPT can be utilized better. Besides that, students can also increase their knowledge and insight into technology in the form of AI applications that can make it easier for them to learn something. However, it is very important to note that students must be wise in using this technology.

Educators are recommended to try other detection apps that can help them in checking students' assignments. This study only focuses on figuring out lecturers' perspectives on the use of chat GPT in writing classes. In future research, the researchers hopes that the future research can explore the use of chat GPT widely such as students' perceptions of using chat GPT in writing classes, and also investigate how effective the use of chat GPT is in writing classes.

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