

## Improving Writing Skills Using Artificial Intelligence (AI) on the ChatGPT Platform

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### ABSTRACT

The development of digital technology, especially AI-based natural language processing such as ChatGPT, has opened up new opportunities in the world of education, especially in improving academic literacy skills. This study aims to determine (1) How the use of the Artificial Intelligence (AI)-based ChatGPT platform can improve students' writing skills in learning English (2) The positive impacts and challenges faced by students in using ChatGPT as a writing learning medium. By using a qualitative method with a literature study approach, this study analyzed various scientific articles, books, journals, and previous research reports. The results of the study (1) Based on an in-depth literature study, it can be concluded that the use of the Artificial Intelligence (AI)-based ChatGPT platform can significantly improve students' writing skills in learning English. Through responsive, adaptive, and personalized interactions, ChatGPT provides support in various aspects of writing such as structure, vocabulary, grammar, and style. This platform functions as a virtual tutor, a source of inspiration, and a reflection tool that encourages students to be more confident and active in writing (2) Based on the analyzed literature study, the use of ChatGPT has a significant positive impact on the development of students' writing skills. Students receive assistance in improving their writing structure, expanding their vocabulary, and gaining writing inspiration.

**Keywords:** *Skills, Writing Skills, AI, ChatGPT*

### INTRODUCTION

English writing skills are an important competency in higher education, particularly in the current era of globalization and digitalization (Glew et al., 2014; Siddiq, 2013). Writing is not merely about expressing ideas in text, but also reflects critical thinking skills, language logic, and sensitivity to correct structure and grammar. For students, this skill is one of the main requirements for compiling academic assignments, reports, scientific articles, and other scientific papers (Spalding & Vegas, 2002). Amidst the need to strengthen writing skills, various obstacles remain a major challenge for students, especially those who do not come from an English-speaking background. Difficulty in composing coherent paragraphs, limited vocabulary, minimal understanding of grammar, and lack of motivation are some of the obstacles often encountered in learning to write. These conditions result in students' writing skills not developing optimally (Cutler & Graham, 2008).

In the learning process, conventional approaches to teaching writing often fail to meet the challenges of the times. The use of lecture methods, manual writing exercises, or even individual corrections by lecturers are considered ineffective in building student motivation and confidence in writing (Yi, 2009). Moreover, differences in ability levels between students make

the learning process less equitable. On the other hand, the development of artificial intelligence (AI) technology has opened new horizons in various aspects of life, including the world of education. One AI application that is currently very popular and relevant in the context of developing writing skills is the ChatGPT platform. ChatGPT, as a representation of natural language processing (NLP)-based AI, has the ability to understand context, provide suggestions, correct language errors, and even construct logical paragraphs (Al-karasneh, 2014).

ChatGPT has been widely used by various groups to support writing activities, from essays and summaries to reports and academic articles. Its ability to provide instant and flexible feedback makes it a potential partner in improving writing skills, especially for students who need guidance outside of formal learning hours. Students, as a digital native generation, tend to be more responsive to the use of technology in learning (Alkamel & Alwagieh, 2024). The integration of AI into the learning process not only offers efficiency but also enables personalized learning that suits each individual's pace and learning style. Therefore, utilizing ChatGPT as a writing aid is a highly strategic step to improve the quality of writing learning in higher education (Yasmin et al., 2025).

However, despite ChatGPT's enormous potential, its use in the context of formal writing

skills learning in higher education is still relatively new and has not been comprehensively researched. Most of its use is still individual, informal, and not yet integrated into a systematic curriculum or teaching method. This raises questions about how effective ChatGPT is when used as a writing learning medium in the context of higher education (Ho et al., 2025). In this context, this study aims to address the need for a new approach to teaching writing skills that is more effective, adaptive, and relevant to current developments. This study will examine how the use of ChatGPT can help students improve their writing skills, both in terms of structure, vocabulary, grammar, and coherence (Seyri & Ghiasvand, 2025).

This research hopes to identify the best strategy for integrating ChatGPT into writing curricula or modules in higher education. This strategy encompasses providing effective instruction, guiding students in interpreting AI responses, and fostering critical awareness so that students do not become passively dependent on technology. ChatGPT's ability to provide contextual responses allows students to explore various writing styles. This opens up opportunities for students to not only improve their writing but also develop a more personal and creative identity and writing style. With AI assistance, students can also practice writing more frequently without always having to rely on lecturers. This has the potential to foster autonomous learning, a key goal of 21st-century education.

Using ChatGPT in writing lessons can also break down the psychological barriers that often arise when students have to write in a foreign language. When interacting with AI, students feel freer to express themselves without the pressure of human judgment. Furthermore, ChatGPT can be used to accommodate students' differing learning styles. For those who are more visual, AI can provide a systematic writing structure; for those who are more reflective, AI can help them reformulate their ideas more clearly.

Based on this reality, it is important for lecturers to understand how ChatGPT works and its potential so they can guide students to use it ethically and productively. This is part of the digital literacy that lecturers and students need to possess in the technological era. This study also considers the ethical aspects and limitations of using AI in writing lessons. On the one hand, AI can facilitate the learning process; however, on the other hand, there is potential for misuse if students simply copy the AI's results without a reflective process. Therefore, the integration of AI in

learning must be accompanied by the instillation of academic values, such as originality, honesty, and an understanding of the writing process itself (Giordano et al., 2024). In this way, ChatGPT does not become a tool for plagiarism, but rather a bridge to better writing quality.

Through this approach, students become not only technology users but also active learners who are able to use technology wisely to improve their competencies. This research is expected to provide theoretical and practical contributions to the development of technology-based writing learning methods. Theoretically, the results of this study will enrich studies on AI-based language learning and dialogic approaches to writing skills. Practically, this research can serve as a reference for lecturers in designing more innovative writing materials, and for educational institutions in formulating policies for the responsible use of AI technology in learning.

Furthermore, the results of this research can also open up collaboration between technology developers, educators, and educational institutions in creating more effective and contextual learning tools. In the context of Indonesian education, which is actively promoting digitalization and learning transformation, this research is highly relevant and timely. The use of AI like ChatGPT has the potential to accelerate this transformation process. As a generation facing a technology-dominated workforce, students need to be equipped with writing skills that are not only technical, but also adaptive, creative, and digitally literate. With good writing skills, students will be better prepared not only for the academic world but also for the professional world, where written communication is a key competency. Ultimately, this research is expected to create an AI-based writing learning model that is not only effective but also humanistic and rooted in educational values. In this way, technology like ChatGPT will not only be a tool but also a partner in shaping a generation of critical, creative, and responsible learners.

## **REVIEW OF RELATED LITERATURE**

### **Developing writing skills in English learning**

Developing writing skills in English language learning has become a major focus in education, especially in the digital era. One of the newest approaches that is starting to be widely utilized is the use of Artificial Intelligence (AI) technology. In this context, ChatGPT, a representation of generative AI, is becoming an

increasingly popular tool in supporting writing learning. ChatGPT can help students structure paragraphs, improve grammar, enrich vocabulary, and provide feedback on their writing. Therefore, the use of AI, specifically ChatGPT, represents a significant breakthrough in an adaptive and contextual approach to writing learning. (Meniado et al., 2024).

According to Myhill et al. (2023), the integration of AI in English language teaching facilitates personalized learning. ChatGPT, for example, can understand writing instructions, analyze language style, and provide near-human responses. This helps learners evaluate and improve their writing independently. With this two-way interaction, students are not merely passive recipients of material but also active learners who evaluate their writing based on AI input.

A study by (Baek et al., 2023) showed that using ChatGPT in writing lessons can increase students' confidence in writing. This is due to the direct feedback and lack of negative judgment, thereby minimizing the fear of making mistakes. ChatGPT also facilitates the exploration of creative ideas that might be difficult to develop without direct guidance from the instructor. This strengthens the role of AI as a flexible and non-judgmental learning partner.

From a linguistic perspective, ChatGPT can act as a writing model, demonstrating correct sentence structure, inter-paragraph coherence, and academic style. Several studies suggest that AI like ChatGPT can help users learn how to write essays, scientific articles, or personal narratives using good English grammar standards. This makes it easier for learners to internalize effective writing patterns naturally through interaction and replication.

**METHODOLOGY**

This study used a qualitative approach using the literature study method (library research) (Sugiyono, 2019). This approach was chosen because the main objective of the study is to explore in depth the concepts, theories, and previous findings related to the use of Artificial Intelligence (AI) technology, specifically ChatGPT, in improving writing skills in English language learning. According to Creswell (2012), literature study is a method carried out by reviewing various written sources such as books, scientific journals, articles, proceedings, and other relevant documents. In the context of this study,

the literature study approach was used to analyze and synthesize literature that discusses the relationship between writing skills, the use of AI technology, and the application of the ChatGPT platform in an educational context. Data sources in this study were secondary, obtained from: national and international scientific journals indexed by Scopus, Sinta, and Google Scholar, textbooks relevant to the theory of writing skills, educational technology, and artificial intelligence as well as scientific articles from seminar proceedings. The flowchart of this research is explained in the following figure:



**Figure 1. Research Flow**

**FINDINGS AND DISCUSSIONS**

**How the use of the Artificial Intelligence (AI) based ChatGPT platform can improve students' writing skills in English learning**

The use of technology in education is increasingly demonstrating its significance in today's digital era. Artificial Intelligence (AI) is a key innovation that has transformed the face of learning, including English language learning. One AI-based platform that is now widely utilized is ChatGPT, an intelligent chatbot developed by OpenAI. This platform offers various interactive features that students can utilize to develop their English writing skills. When ChatGPT launched in November 2022, it quickly captured public attention, reaching 1 million users in just five days

(Dwivedi et al., 2023). Currently, its active user base has soared to 200 million, making it one of the fastest-growing applications in history. Here are the statistics for ChatGPT usage:

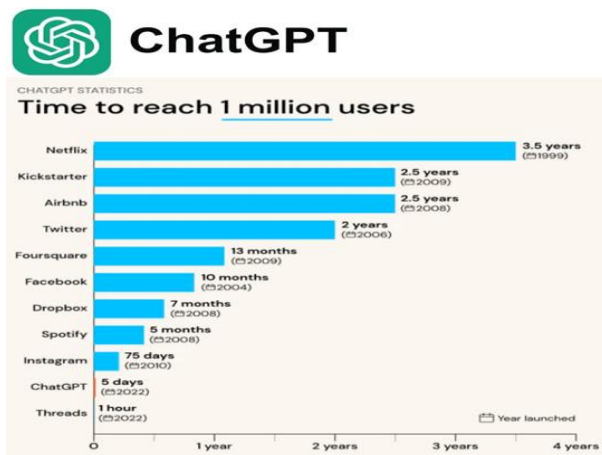


Figure 2. ChatGPT Usage Statistics Data

The recent launch of the ChatGPT app has also had a significant impact on the increase in user numbers. The combined total traffic for the ChatGPT app and website has surpassed nearly 1.6 billion. This number and ChatGPT web traffic will continue to increase as its models become more advanced. Thanks to the increasing flow of social media traffic, ChatGPT is gaining many new users. The bounce rate for ChatGPT users is around 30.94%. YouTube is the largest source of traffic for ChatGPT, with a huge market share of around 65%. The rest is split between Facebook and WhatsApp, as these two, along with YouTube, are among the top 3 sources for OpenAI. The main sources of traffic to the ChatGPT app and website, besides direct access, are organic search (9.1%), social media traffic (0.52%), and referrals (0.35%) (Vaghasiya, 2025).

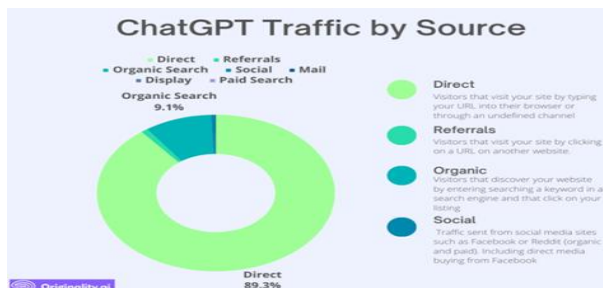


Figure 3. Mobile App Statistics for ChatGPT (Vaghasiya, 2025).

In the context of language education, writing is often considered the most complex productive skill. This is due to the various aspects involved in

the writing process, such as grammar, vocabulary, text cohesion and coherence, and writing style. Students learning English as a second language (ESL) often struggle to express their ideas in a systematic and consistent manner. Literature studies show that ChatGPT can function as a dialogue partner in the writing learning process. This platform not only provides answers but also provides examples of sentences, paragraphs, and essay structures. This significantly helps students understand how to construct logical and effective texts (Laily, 2015).

Several studies, such as those conducted by Aladini et al., 2025, have shown that using ChatGPT in language learning can improve grammatical accuracy and vocabulary richness in students' writing. ChatGPT provides a pressure-free experimental space where students can try out various forms of written expression and receive immediate feedback. This advantage benefits language learners who are hesitant to express themselves in writing. By using ChatGPT, students feel less afraid of making mistakes, as the platform is non-judgmental (Mizumoto et al., 2024).

In a literature review, it was found that one of the main challenges in learning to write is a lack of practice and a lack of quick and accurate feedback. Teachers or lecturers do not always have enough time to provide in-depth individual corrections and comments. This is where ChatGPT comes in as a responsive and personalized alternative solution. Research conducted by Al-Khresheh (2024) emphasized that the integration of AI technology in language classes has a significant impact on increasing learning motivation. Students feel more motivated to write because they receive immediate feedback. ChatGPT is able to identify grammatical errors and provide correction suggestions, even suggesting more appropriate synonyms according to the context (Rezeqi et al., 2024).

In project-based learning, students are asked to write articles, essays, or reports on specific topics. ChatGPT helps them design outlines, structure arguments, and even suggest quotes or references in the form of paraphrases. This helps students develop their ideas structurally and academically. Furthermore, ChatGPT's role is also evident in improving revision and editing skills. Many students struggle to assess their own writing. With the help of AI, they can compare their initial drafts with revised versions based on ChatGPT's suggestions. This helps develop metacognitive awareness of the writing process.

Literature from Ipanaqué-Zapata et al. (2023) states that the use of AI in writing learning plays a significant role in reducing students' mental burden. They no longer have to think about all the technical aspects simultaneously, as some can be assisted by AI. As a result, they can focus more on the content and ideas of their writing. The use of ChatGPT also enables personalized learning. Students can customize writing topics according to their interests, making writing more meaningful. AI can adapt the language style and difficulty level to suit the user's needs. This is not found in conventional, uniform approaches.

Furthermore, ChatGPT can be a tool for learning to write specific genres, such as narrative, descriptive, expository, or argumentative. The platform can provide examples of texts in these genres, complete with their characteristic structures and vocabulary. This allows students to directly learn the characteristics of each type of writing. A study by Salih et al. (2025) showed that students who used ChatGPT as a writing companion showed significant improvements in their writing assignment assessments, including grammar, coherence, and vocabulary. This demonstrates that AI platforms can function as effective digital tutors. However, some literature also warns of the potential for dependency. Students who rely too much on ChatGPT may lose their critical thinking skills when composing their writing. Therefore, supervision and a balanced pedagogical strategy are necessary in its implementation.

On the other hand, ChatGPT enables continuous writing practice. In the context of language learning, the frequency of practice significantly impacts writing ability. ChatGPT allows students to write daily without having to wait for feedback from lecturers. They can make this activity part of their daily routine. The platform also supports reflection on writing. Students can ask questions such as "How can I make this sentence more effective?" or "What's wrong with the structure of this paragraph?" ChatGPT then provides analysis that helps them rethink word choice or argument structure. Other literature (Meniado et al., 2024) shows that using ChatGPT encourages students' active engagement in the writing learning process. They become more confident in writing and more interested in exploring different writing styles. AI makes the learning process feel interactive, not monotonous.

Students who feel embarrassed to ask questions in class or lack the confidence to show their writing to lecturers can use ChatGPT as a

practice platform. This creates a safe space for learning. In certain cultural contexts, particularly in Asia, this feature is crucial in supporting inclusive learning. Using ChatGPT also provides collaborative opportunities. Students can digitally discuss with their peers while comparing the results of their interactions with ChatGPT. These discussions enrich the learning experience and encourage critical evaluation of the AI's suggestions. A literature review found that ChatGPT's effectiveness in improving writing skills is also influenced by how it is used. When used creatively, such as in writing poetry, short stories, or drama dialogue, students will become more accustomed to stringing together meaningful English words.

Most research suggests that lecturers strategically integrate ChatGPT into the curriculum. For example, assigning writing assignments that involve ChatGPT in the planning and drafting stages, while still emphasizing students' role in final editing and content evaluation. Lecturers can also use ChatGPT as an initial evaluation tool to detect plagiarism or unnatural writing styles. In this case, AI becomes part of a formative assessment that not only measures outcomes but also supports the learning process. The success of ChatGPT depends heavily on students' digital literacy. Those who have the skills to operate the platform and understand the limitations and potential of AI will be better able to utilize it optimally. Therefore, initial training is essential before full implementation.

AI-assisted writing learning also aligns with 21st-century learning approaches, which emphasize critical thinking, communication, collaboration, and creativity (Kurniawan, 2019; Rosnaeni, 2021). ChatGPT simultaneously promotes these four competencies through intensive and interactive writing practice. In other literature, ChatGPT is also referred to as a form of *scaffolded learning*, where students are given temporary assistance in complex learning processes, such as writing. This assistance can be gradually reduced as their skills improve. AI can be used to facilitate daily journaling, where students reflect on their activities or feelings in English. ChatGPT helps refine the writing so that it appears more professional while still reflecting the students' original ideas.

As a source of ideas, ChatGPT can help students who are experiencing writing block. They can ask questions about specific topics, writing structure, or even request initial brainstorming sessions. This makes the writing process less

intimidating for beginners. Many students stated that interacting with ChatGPT made them feel like they had a personal study partner. This strengthens the emotional connection to the learning process, which educational psychology literature suggests significantly impacts academic success. However, the literature also states that ChatGPT should not be the sole learning resource. Lecturers and academic literature should remain the primary reference, especially for scientific accuracy and cultural understanding in English. In assessment contexts, lecturers can ask students to explain how they used ChatGPT to compose their writing. This encourages critical reflection and ensures that students understand the thought processes behind the resulting text.

The style adjustment feature in ChatGPT allows students to learn to write for various audiences. They can write academic texts, formal emails, or fictional narratives as needed. This enhances their overall written communication skills. Lecturers can also encourage students to compare their own writing with the suggestions provided by ChatGPT. This comparison process encourages self-evaluation and increases awareness of the strengths and weaknesses of their own writing. In the long term, using ChatGPT can foster consistent writing habits. Students who become accustomed to writing with AI assistance will be better prepared to face academic and professional challenges that require written communication skills. Literature reviews indicate that ChatGPT contributes positively to improving students' writing skills, particularly in aspects of grammatical accuracy, argument structure, paragraph development, and vocabulary expansion. This makes AI an adaptive and multifunctional learning support tool. However, there are ethical challenges that require attention. For example, using ChatGPT to generate entire academic assignments without any original contribution. Therefore, academic ethics and an understanding of the limits of AI use need to be emphasized from the outset (Fertier et al., 2020).

ChatGPT can also be used in task-based learning, where students are asked to complete specific tasks such as writing a cover letter, research proposal, or film review. This makes learning more applicable. In blended or hybrid learning, ChatGPT acts as a bridge between online and offline learning. Students can use this platform outside of class as a tool for independent practice, while face-to-face classes are used for discussion and reflection. Another advantage is that ChatGPT can be used anytime and anywhere. This

overcomes the limitations of time and space in the learning process. Students do not have to wait for lecturers to start writing or receive corrections (Hsu & Silalahi, 2024).

Students from diverse backgrounds, both in terms of their native language and English proficiency, can customize their interactions with ChatGPT. The platform is inclusive and non-discriminatory. The AI platform also encourages contextual and authentic use of English. Students learn to write based on real-life situations, rather than simply memorizing rules. This enhances the practical use of language in everyday life. With all its features and potential, ChatGPT expands the conventional boundaries of writing learning. It marks a paradigm shift from instructional learning to collaborative, technology-based learning.

Based on an in-depth literature review, it can be concluded that the use of the Artificial Intelligence (AI)-based ChatGPT platform can significantly improve students' writing skills in English learning. Through responsive, adaptive, and personalized interactions, ChatGPT provides support in various aspects of writing, such as structure, vocabulary, grammar, and style. The platform functions as a virtual tutor, a source of inspiration, and a reflection tool, encouraging students to be more confident and active in their writing.

However, the success of AI integration in learning depends heavily on its wise, ethical, and pedagogical use. Therefore, lecturers play a crucial role in guiding and supervising the use of ChatGPT, ensuring it complements, not replaces, the learning process. This technology integration also requires increased digital literacy and critical awareness among students. When used optimally, ChatGPT can be a strategic partner in shaping a generation of adaptable, creative, and globally competent learners.

### **What are the positive impacts and challenges faced by students in using ChatGPT as a medium for learning writing**

The development of artificial intelligence (AI) technology has brought various innovations to the world of education, one of which is the use of ChatGPT as a learning medium, particularly in developing students' writing skills. ChatGPT, developed by OpenAI, has the ability to answer questions, provide suggestions, and generate coherent and contextually relevant text. With these capabilities, ChatGPT is starting to be widely used by students to support the process of learning to write in English. Various literature studies show that ChatGPT has a positive impact on improving

students' writing skills. Students can easily find references, improve sentence structure, and even generate new ideas to incorporate into their writing. This is certainly very helpful, especially for those who have difficulty constructing coherent and logical paragraphs (Salih et al., 2025).

One of the main advantages of using ChatGPT is its ability to provide instant feedback. As students type a sentence or paragraph, ChatGPT can provide revisions or suggestions for improvement immediately. This offers an alternative to lecturer or peer revisions, which can sometimes take longer. Other literature reveals that ChatGPT also helps students enrich their vocabulary. Students can ask questions about synonyms, antonyms, or even idioms in English. This ability makes students more confident in writing and constructing lexically diverse sentences. ChatGPT's ability to produce text with an appropriate style and structure also gives students a sense of what good academic writing looks like. Students can more clearly observe sentence patterns, argument structure, and the use of cohesion and coherence in the text. This helps them internalize the ideal writing format.

However, using ChatGPT is not without its challenges. Some students become overly reliant on this AI, reducing their efforts to think critically or develop their own ideas. This type of dependency has the potential to hinder the active and creative learning that should be part of the academic process. Another challenge is the risk of plagiarism. Some students who lack a grasp of academic ethics may simply copy the output from ChatGPT and claim it as their own work. This raises serious academic integrity issues and requires attention from educational institutions.

A literature review by Ding et al. (2024) highlighted that while AI writing tools like ChatGPT can improve academic performance in the short term, there are concerns about a decline in students' original ability to express ideas. In the long term, this could negatively impact the development of critical thinking and logical thinking skills. Training in the ethical use of ChatGPT is crucial. Students should be taught how to use AI as an aid, not as a complete replacement for their cognitive efforts. This is crucial for maintaining a dignified quality of education.

Another advantage of ChatGPT is its flexibility. Students can access AI assistance anytime and anywhere. This is especially beneficial for those with busy schedules or those who need assistance outside of campus. Regarding learning motivation, several studies have shown

that students feel more motivated to write when using ChatGPT. This is due to the speed and accuracy of the responses. These quick responses spark curiosity and a spirit of exploration. Furthermore, ChatGPT encourages self-directed learning. Students have more freedom to control their own pace and learning methods without relying entirely on the instructor. This helps them become more independent learners.

However, not all students possess equal digital literacy skills. Some students remain confused about how to optimally utilize ChatGPT's features. This presents a challenge in equitably sharing the benefits of AI technology in learning. Language is also a challenge. Although ChatGPT supports multiple languages, its best performance is still in English. This presents a barrier for students with limited English skills or those who are still in the early stages of learning. In terms of curriculum, not all lecturers or educational institutions have formally integrated the use of ChatGPT into their learning processes. This creates a gap between students' independent use of AI and conventional teaching systems, which are still dominated by lectures or paper-based methods. (Ding et al., 2024).

Furthermore, the use of ChatGPT has raised concerns among lecturers. Some feel that this technology diminishes their role in guiding and evaluating student writing. However, AI can actually partner with lecturers in providing initial feedback before the final revision process. Lecturers can utilize ChatGPT to design more critical assignments and encourage students to not only write but also evaluate and reflect on their own writing. In this context, ChatGPT becomes a powerful learning tool, not a threat. Literature from Zhong et al. (2025) suggests a blended learning approach involving AI and human feedback for optimal learning outcomes. By combining technological sophistication with lecturer guidance, students can develop more comprehensive writing skills.

The use of ChatGPT also opens up new collaborative spaces. Students can discuss ideas with the AI before they are discussed in class. This improves the quality of discussions and enriches the learning dynamics. On the other hand, ChatGPT still has limitations in understanding local cultural contexts or emotional nuances in writing. This AI may produce grammatically correct sentences that are pragmatically inappropriate in certain contexts. Students must also develop the ability to critically evaluate ChatGPT output. Not all AI responses are accurate

or relevant. Therefore, critical thinking training remains an essential part of AI-based learning. It is also crucial to instill awareness of the ethical use of AI. Students should be educated about the limits of its use, including the importance of academic honesty and respect for originality (Zhong et al., 2025).

The literature also highlights that the success of using ChatGPT as a learning medium depends heavily on the student's attitude. Students who are active, open, and critical will be better able to utilize this AI optimally. For language education students, the use of ChatGPT can also serve as a reflection on developing technology-based teaching methods in the future. In addition to supporting the academic process, ChatGPT can also be used to improve non-formal skills, such as writing blogs, short stories, or opinion articles. This expands the scope of AI's use beyond the classroom context. Students who use ChatGPT wisely tend to experience increased confidence in their writing. They feel more confident because they receive support in sentence formation, grammar correction, and logical flow of their writing. However, it is important to remember that the use of AI should not replace human interaction. Class discussions, lecturer guidance, and group work remain essential elements in the writing learning process.

Literature studies also underscore that AI like ChatGPT is not a single solution. It should be viewed as a tool that complements, not replaces, conventional learning processes. The involvement of educational institutions is essential to integrate this technology ethically and pedagogically. Without guidance and regulation, the use of ChatGPT could be counterproductive. Over time, technical challenges such as factual errors, repetition, or bias in AI responses need to be continuously evaluated. Students must be equipped to recognize and assess the information they receive. Socially, ChatGPT can open up equal access to learning, especially for students in areas with limited educational facilities. With an internet connection, they can study anytime. However, this also requires attention to the digital divide. Not all students have adequate devices and internet connections to optimally access ChatGPT.

Data security aspects must also be considered. Students need to be informed about privacy and data usage when interacting with AI-based platforms. Universities can develop specific training on AI literacy for new students so they can use this technology wisely and responsibly. Specifically in the context of learning writing,

ChatGPT provides a broad scope for exploration. Students can explore various writing genres, from essays to opinion pieces, with the help of AI as an initial mentor. As ChatGPT's capabilities continue to develop, students are also required to continuously learn and adapt to new features. This will foster a culture of lifelong learning ( Zhong et al., 2025).

Literature from several international journals also indicates that the use of ChatGPT enhances cross-disciplinary collaboration. Students from other fields can use this AI to hone their scientific writing skills. However, the success of ChatGPT still depends on the integration of pedagogy and academic supervision. Lecturers and institutions must provide guidance so that the use of AI does not alienate students from reflective thinking processes. Finally, ChatGPT opens up opportunities for broader educational innovation. By combining AI, a digital literacy approach, and reflective pedagogy, students can achieve better writing skills and be globally competitive.

Based on the analyzed literature, the use of ChatGPT has a significant positive impact on developing students' writing skills. Students receive assistance in improving their writing structure, expanding their vocabulary, and gaining writing inspiration. ChatGPT also supports independent, flexible, and responsive learning processes that encourage learning motivation. However, there are several challenges that cannot be ignored, such as the risk of dependency, plagiarism, limited contextual understanding by AI, and a lack of digital literacy among some students. Therefore, the use of ChatGPT requires supervision, training, and clear ethical guidelines. With a wise and collaborative approach between students, lecturers, and institutions, ChatGPT can be an effective tool in improving students' writing skills in this digital era.

## **CONCLUSIONS**

1. Based on an in-depth literature review, it can be concluded that the use of the Artificial Intelligence (AI)-based ChatGPT platform can significantly improve students' writing skills in English learning. Through responsive, adaptive, and personalized interactions, ChatGPT provides support in various aspects of writing, such as structure, vocabulary, grammar, and style. This platform functions as a virtual tutor, a source of inspiration, and a reflection tool, encouraging students to be more confident and active in writing.

However, the success of AI integration in learning depends heavily on its wise, ethical, and pedagogical use. Therefore, the role of lecturers is crucial in directing and supervising the use of ChatGPT so that it complements, not replaces, the learning process. This technology integration also requires increased digital literacy and critical awareness among students. When used optimally, ChatGPT can be a strategic partner in shaping a generation of adaptable, creative, and globally competent learners.

2. Based on the analyzed literature, the use of ChatGPT has a significant positive impact on developing students' writing skills. Students receive assistance in improving their writing structure, expanding their vocabulary, and gaining writing inspiration. ChatGPT also supports independent, flexible, and responsive learning processes that encourage learning motivation. However, there are several challenges that cannot be ignored, such as the risk of dependency, plagiarism, limited contextual understanding by AI, and a lack of digital literacy among some students. Therefore, the use of ChatGPT requires supervision, training, and clear ethical guidelines. With a wise and collaborative approach between students, lecturers, and institutions, ChatGPT can be an effective tool in improving students' writing skills in this digital era.

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