

ChatGPT Integration in Writing Development: Student Experiences and Perspectives

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Received: May 5, 2025

Accepted: June 25, 2025

Online Published: July 18, 2025

doi:10.5430/wjel.v15n8p74

URL: <https://doi.org/10.5430/wjel.v15n8p74>

Abstract

This study examines student perceptions of ChatGPT's effectiveness for writing tasks within an English General Paper course at a pre-university institution in Brunei Darussalam. As the educational sector in Brunei Darussalam continues to evolve, there is an increasing emphasis on integrating digital technologies into teaching practices to enhance learning outcomes. Thirty-seven students utilized ChatGPT to assist them with various writing tasks, engaging in a collaborative process that encouraged exploration and creativity. The primary objective of this exercise was to evaluate how students integrated ChatGPT into their writing processes and assess its impact on their writing outcomes. A comprehensive survey was administered to gather qualitative data on student experiences, and perceived improvements in writing skills. Results indicated positive feedback from students on improving their writing skills, citing benefits such as saving time with the brainstorming of ideas, writing prompts on various topics, instant feedback on their drafts, and serving as a conversational partner for language learning and fostering critical thinking skills. However, students encountered difficulties with irrelevant and inaccurate responses from ChatGPT, and its limited creativity and originality. Some students expressed concerns about becoming overly reliant on the technology, which could potentially hinder their independent writing development. Consequently, this research offers practical insights and recommendations for educators seeking to implement new online learning and teaching tools in similar educational settings. It highlights the importance of considering the benefits and limitations of ChatGPT in enhancing English writing skills, emphasizing the need for guided integration into curricula. The findings inform future approaches to technology integration in language education, advocating for a balanced strategy that combines technological support with traditional writing instruction to maximize student learning outcomes.

Keywords: ChatGPT, writing development, student perceptions, Pre-University, and educational technology integration

1. Introduction

In the digital age, technology has revolutionized various aspects of education, including language learning and the development of writing skills. One such technological innovation is ChatGPT, an advanced language model developed by OpenAI. ChatGPT serves as an accessible tool that aids students in tasks such as research, essay writing (Bašić, Banovac, Kružić, & Jerković, 2023), and problem-solving (Urban, Dčhtěrenko, Lukavský, Hrabalová, Svacha, Brom, & Urban, 2024), making it effective for clarifying concepts, brainstorming ideas, and providing coursework assistance (Javaid, Haleem, Singh, Khan, & Khan, 2023). Additionally, ChatGPT promotes collaborative learning by enabling students to engage in text-based discussions, exchange feedback, and explore diverse perspectives on complex topics (Dempere, Modugu, Hesham, & Ramasamy, 2023). Through the integration of ChatGPT into their academic routines, students can enhance their learning outcomes while honing critical thinking, communication, and problem-solving skills in a digital learning environment (Hao, 2024).

In Brunei Darussalam, where English serves as the primary language of instruction in schools, students often face challenges expressing themselves proficiently in written English due to its intricate grammar and vocabulary rules (Wood, Henry, Malai Ayla Surya Malai Hj Abdullah, & Clynes, 2007). ChatGPT offers a potential solution by providing feedback on grammar, coherence, and style, thereby assisting in the improvement of students' writing skills (Punar Özçelik & Yangın Ekşi, 2024). The integration of ChatGPT into English writing instruction in Brunei could enhance traditional teaching methods and offer students additional support and resources. However, there is limited research on the advantages and disadvantages of employing ChatGPT for writing tasks, particularly in the context of pre-university English General Paper essays in Brunei.

This study aims to fill this gap by exploring students' experiences with ChatGPT in composing English General Paper essays. By examining the nuances of student interactions with this AI tool, the research will provide insights into how ChatGPT can enhance writing skills, foster independent learning, and improve academic performance. The findings will be significant not only for educators but also for researchers in similar educational settings, shedding light on the efficacy and implications of leveraging ChatGPT for writing tasks in Brunei's educational landscape. Furthermore, the study will offer valuable perspectives on potential challenges and limitations associated

with the use of AI tools in education, such as dependency issues, academic integrity concerns, and the need for teacher-guided moderation. This research seeks to contribute to the growing body of knowledge on the integration of artificial intelligence in educational practices, helping inform future policies and teaching strategies that effectively incorporate technology.

Additionally, by examining students' attitudes and perceptions toward ChatGPT, this research will provide a clearer understanding of how AI tools impact motivation, engagement, and learning outcomes in writing instruction. It will also explore how these tools may foster a more personalized and dynamic learning experience. As educational environments continue to evolve, these insights are crucial for shaping the future of language education and ensuring that technology enhances, rather than hinders, students' academic growth. This study is a vital step toward integrating AI technologies like ChatGPT in a balanced, informed, and effective manner within Brunei and other similar educational contexts.

2. Literature Review

As AI tools like ChatGPT become increasingly integrated into educational practices, it is essential to explore their potential to support diverse learning styles. While technology offers significant benefits, it must be used thoughtfully to accommodate the various needs of students. Personalized learning experiences facilitated by AI can provide tailored support for students at different learning paces, particularly for those who struggle with writing or require additional practice. However, it is crucial to recognize that AI should not replace the human element of teaching. Educators must continue to play a central role in guiding students, fostering critical thinking, and ensuring that AI tools are used to complement, rather than replace, traditional teaching methods. This section will explore how AI tools like ChatGPT can enhance writing instruction and their implications for educational practices.

2.1 Cognitive Theories and Writing Development

The development of writing skills is deeply connected to cognitive learning theories, which emphasize the importance of active engagement, feedback, and scaffolding in the learning process (Kellogg, 2008). These theories assert that cognitive processes such as planning, translating, and reviewing are critical for enhancing writing fluency. When students engage in writing tasks, they rely on working memory to process and organize information. Cognitive load theory further suggests that writing tasks can become overwhelming, especially when they are complex or involve high levels of cognitive demands. This theory emphasizes that cognitive load should be optimized to avoid overwhelming students (Sweller, 2011). Without proper management of cognitive load, students may struggle to retain information or produce coherent writing (Akin & Murrell-Jones, 2018).

The integration of technology, particularly AI tools such as ChatGPT, has the potential to alleviate cognitive overload by providing real-time feedback and support. By automating tasks such as grammar correction and sentence structuring, AI allows students to focus more on the content and organization of their writing without becoming bogged down by language mechanics. This supports cognitive development by offering immediate corrective feedback, which helps students internalize proper writing practices. Research indicates that AI-based tools can help students develop writing fluency, especially when used in conjunction with traditional learning methods (Al-Raimi et al., 2024). As a result, ChatGPT can play an important role in enhancing both the efficiency and outcomes of the writing process (Punar Özçelik & Yangın Ekşi, 2024).

2.2 Writing Challenges Among Students

Many students face significant barriers when it comes to writing, which often stem from both cognitive and emotional factors. Common challenges include limited vocabulary, frequent grammatical errors, and weak sentence structures, all of which can impede students' ability to communicate their ideas effectively in writing (Isma, Rasmin, & Samsudin, 2023). In addition to these cognitive hurdles, many students experience writing anxiety, which can further hinder their ability to engage with writing tasks. Research has shown that writing anxiety can lead to procrastination, avoidance, and a lack of motivation, ultimately affecting academic performance (Stewart et al., 2015). These emotional challenges can contribute to frustration and diminish students' confidence, making it even more difficult for them to develop their writing skills.

AI tools such as ChatGPT have shown potential in addressing these challenges by providing students with a supportive, non-judgmental space where they can practice writing and receive immediate, constructive feedback. This can reduce the emotional pressure students often experience, allowing them to engage more freely with the writing process (Zain Abdillah, Partino, & Madjid, 2023). As students receive feedback and revise their work, they can experience tangible progress, boosting their confidence. By helping students refine their writing in a low-pressure environment, ChatGPT can support both their technical skills and their self-assurance, ultimately improving their writing outcomes (Alkhaldi, 2023).

In addition to cognitive and emotional barriers, students in non-native English-speaking environments face the added challenge of writing in English, which may not be their first language. In Brunei, for instance, students often struggle with English due to limited vocabulary, grammar issues, and other language-related difficulties (Wood, Henry, Malai Ayla Surya Malai Hj Abdullah, & Clynes, 2007). These challenges can be particularly overwhelming in academic settings where writing proficiency is crucial. AI tools like ChatGPT offer personalized assistance that can help students overcome these language barriers, providing them with the support they need to strengthen both their writing skills and their language proficiency. By offering real-time corrections and suggestions, ChatGPT can help students navigate the complexities of writing in English, ultimately enhancing their ability to communicate effectively (Mosaiyebzadeh et al., 2023).

2.3 ChatGPT's Role in Education

ChatGPT, an advanced AI-powered tool, has demonstrated significant potential in enhancing writing skills by providing personalized support and real-time feedback. This AI tool supports students throughout various stages of the writing process, from brainstorming and idea generation to drafting, revising, and refining. Research has highlighted ChatGPT's effectiveness in promoting student engagement by allowing students to receive immediate assistance, overcoming the time constraints typically present in traditional teacher-student interactions (Mai, Da, & Hanh, 2024). Consequently, ChatGPT has proven to be an invaluable asset in classrooms, particularly for students who struggle with writing tasks or require additional support to improve writing fluency and coherence.

The effectiveness of ChatGPT in education, however, largely depends on how students interact with the tool. Studies suggest that students who engage with ChatGPT reflectively—such as revising their drafts based on AI-generated feedback—experience significant improvements in writing quality and fluency (Selim, 2024; Gervacio, 2023). This collaborative approach between students and the AI is more effective for refining writing skills than simply receiving generic feedback. Moreover, ChatGPT fosters critical thinking by encouraging students to explore different ways of expressing ideas and structuring their writing. However, its success is contingent upon its thoughtful integration into the curriculum, ensuring that it complements, rather than replaces, traditional writing practices (Mogavi et al., 2024). When used appropriately, ChatGPT can be a powerful tool for both novice and advanced writers, helping them develop stronger writing skills while promoting independence in the writing process.

2.4 Concerns on Overuse of ChatGPT

Despite its numerous benefits, the overuse of ChatGPT raises concerns regarding its impact on students' development of independent writing skills and critical thinking abilities. As an AI tool, ChatGPT provides immediate assistance that can sometimes lead students to become overly reliant on it, potentially hindering the development of their problem-solving skills. This over-reliance may result in students bypassing the necessary cognitive processes involved in writing, such as planning, drafting, and revising (Mai, Da, & Hanh, 2024; Talayhan, 2023). Additionally, when students depend heavily on ChatGPT for writing tasks, they may struggle to internalize the writing process and become less capable of generating ideas independently (Dempere, Modugu, Hesham, & Ramasamy, 2023).

Moreover, educators express concern that excessive use of AI tools like ChatGPT could undermine creativity and originality in student work. Students may turn to the AI for quick fixes or to refine their writing without fully engaging with the writing process, which could detract from the opportunity to develop their own voice and style (Wang, 2024). This reliance on AI might prevent students from developing a strong foundation in writing skills, limiting their ability to think critically and creatively. Balancing AI assistance with independent writing practice is essential to ensure that students continue to hone their critical thinking, creativity, and self-expression (Liang, 2023). Educators must carefully monitor and guide the integration of ChatGPT into the curriculum, ensuring that it complements, rather than substitutes, traditional methods of teaching writing. This balance will ensure that students benefit from AI support without compromising their academic and intellectual growth (Wibowo et al., 2023).

2.5 ChatGPT's Impact in Brunei

In Brunei, while empirical research on the integration of ChatGPT into educational settings remains limited, anecdotal evidence suggests that AI tools, particularly ChatGPT, have the potential to enhance students' writing skills, especially in areas such as grammar, vocabulary, and overall fluency. The use of ChatGPT could be especially beneficial for students whose first language is not English, helping them overcome language barriers and improve their academic writing. Studies have shown that AI-driven tools can help non-native English speakers develop better language proficiency by offering real-time feedback and personalized support (Phuong, 2021). Such tools could allow Bruneian students to bridge gaps in language acquisition, improving both their written expression and comprehension.

Furthermore, research in similar Southeast Asian contexts indicates that AI-based educational tools like ChatGPT have the potential to supplement traditional teaching methods by providing personalized assistance to students, especially in large classrooms where individualized attention may be limited (Widianingtyas et al., 2023). The adaptation of ChatGPT within Brunei's unique cultural and educational context could also offer valuable insights into how AI tools can be effectively integrated into local pedagogical practices. Investigating the role of AI in Brunei's education system will not only provide valuable empirical evidence but also contribute to the global discourse on AI's impact in non-Western educational settings. By tailoring AI implementation strategies to the cultural and linguistic needs of Bruneian students, educators and policymakers can foster more effective and inclusive learning environments that ensure better writing outcomes for all students.

3. Research Questions

The study meticulously investigated the following research questions to comprehensively address its objectives:

1. What are the benefits of using ChatGPT to help with writing tasks?
2. What problems might students and teachers face when using ChatGPT for writing help, and how can they be addressed?

4. Methodology

This study adopts a qualitative research approach to explore the effects of ChatGPT on writing skills development in an English General Paper class at a pre-university in Brunei Darussalam. Given the exploratory nature of the study, a qualitative methodology is best suited for understanding the lived experiences and perceptions of both students and the teacher. This approach allows for an in-depth analysis of

the benefits and challenges encountered by students in their writing process when utilizing ChatGPT, while also offering insights into the broader educational implications of AI in language learning. By focusing on personal feedback and reflections, the study aims to generate a comprehensive understanding of how ChatGPT functions as a tool for enhancing writing skills. Additionally, the study seeks to evaluate how the integration of AI tools can reshape traditional teaching methods and foster personalized learning experiences, further enhancing the overall educational experience. The qualitative approach also provides a nuanced understanding of the learning environment, giving voice to the individual perspectives of the participants and helping to build a more holistic view of AI's role in education. Moreover, it offers a detailed exploration of the interaction between technology and student learning outcomes, which could inform future educational strategies involving AI.

4.1 Participants

The study investigates the feedback from both the teacher and students regarding the application of ChatGPT in writing within an English General Paper class at a pre-university in Brunei Darussalam. ChatGPT was used as a digital tool for students to write essays on selected topics. Students engaged in dialogue with ChatGPT to brainstorm ideas, outline essay structures, and receive instant feedback throughout the writing process. The participants were specifically selected due to their academic challenges, as all 37 students were retaking the course after initially failing to achieve a passing grade. This cohort presents an ideal group for examining the potential impact of ChatGPT in assisting students who struggle with writing. The feedback gathered from the students serves as the primary data source for understanding the specific benefits and challenges associated with using ChatGPT in writing instruction. Furthermore, the study focuses on how students use ChatGPT as a supplementary tool for developing writing skills, considering factors such as engagement, self-confidence, and overall academic progress. By including a diverse set of participants within a similar academic context, the study provides a representative view of how AI might be used across various student profiles.

4.2 Design of the Study

This study employed qualitative data collection methods, focusing on gathering feedback from both students and the teacher. The design aimed to capture the nuanced experiences and perspectives of students regarding the usefulness of ChatGPT in the writing process. Qualitative methods such as surveys, coding, and thematic analysis were chosen because they allow for the identification of recurring themes, helping to reveal deeper insights into students' experiences. This approach is well-suited for capturing subjective insights about the integration of ChatGPT in a real classroom setting. It enables the researcher to explore how students perceive the tool, including its impact on their learning processes, writing proficiency, and academic engagement. In addition, the use of thematic analysis allows for the identification of both common and unique experiences, providing a comprehensive understanding of how AI tools are perceived by different learners. The study's design also emphasizes the importance of context, seeking to capture the challenges and opportunities that emerge from the use of AI in language education in Brunei Darussalam. Through this design, the study seeks to uncover practical recommendations for educators considering the integration of AI in their teaching practices.

4.3 Data Collection Procedures

Data collection for this study commenced with the distribution of a survey using Google Forms during a class session. The survey was administered to thirty-seven Upper-Sixth students enrolled in the English General Paper course at a pre-university institution in Brunei Darussalam. This group was specifically selected as they were all retaking the course after initially failing to achieve a passing grade. Using Google Forms allowed the researcher to collect data efficiently from a large cohort of participants, providing an accessible method to gather responses in a streamlined manner. The use of Google Forms also facilitated the organization and management of the data. Responses from participants were automatically recorded and stored in a linked Google Sheets spreadsheet, which allowed for real-time data analysis and ensured that the responses were neatly organized for further examination.

The survey aimed to capture a range of information related to the students' experiences with using ChatGPT, including their perceptions of its effectiveness, ease of use, and impact on their writing skills. The design of the survey focused on gathering both open-ended and descriptive responses, allowing for an in-depth exploration of the students' experiences. Key areas of focus included how ChatGPT supported students with grammar, structure, and essay flow, as well as any challenges they faced, such as technical difficulties or concerns about over-reliance on the tool.

The survey responses provided a comprehensive set of data, reflecting students' views on the role of ChatGPT in their academic development. Before incorporating ChatGPT into their academic routine, none of the students had managed to achieve a passing grade in the English General Paper course. However, following the integration of ChatGPT into their writing process, 14 students achieved a credit, and 23 students passed the course. This improvement in performance provides initial evidence of ChatGPT's positive influence on the students' academic outcomes.

While the study does not include any statistical analysis, the observed shift in student performance is noteworthy. The transition from failing grades to passing or credit marks suggests that ChatGPT may have played a key role in enhancing the students' writing abilities. This change is especially significant given the challenges these students initially faced in mastering academic writing in English. The findings suggest that AI tools like ChatGPT can serve as an effective supplementary resource for students who need additional support with writing tasks, particularly in a non-native language context.

4.4 Analysis

Google Forms offers built-in tools for analyzing responses, such as summary statistics, charts, and graphs, which help quickly visualize data trends and patterns. The survey responses were coded from S1-S37 to ensure confidentiality. Subsequently, the data was coded and thematically analyzed. Thematic analysis involves identifying key patterns, topics, and recurrent themes in the responses, providing a structured method for interpreting qualitative data. This analysis approach helps identify the benefits and challenges of using ChatGPT, as well as other relevant insights that can inform future educational practices. The process of sorting and analyzing data helped to highlight not only the most common experiences but also the outliers, allowing for a deeper understanding of the varied impacts ChatGPT has on students' writing skills development. In addition to identifying benefits such as improved grammar, vocabulary, and essay structure, the analysis also identified challenges such as over-reliance on the tool and concerns about its potential to hinder independent thinking. Key issues such as accessibility to technology and the learning curve associated with using AI tools were also discussed. All benefits, challenges, and suggestions for improving the use of ChatGPT in the course were highlighted. The researchers identified common themes and sub-themes in the survey, selecting quotes to illustrate the findings and discussion. This coding and thematic analysis ensured the study captured a comprehensive understanding of students' experiences and the broader implications of ChatGPT's use in writing instruction. Furthermore, this process offers valuable insights for improving future applications of AI tools in language education. In conclusion, the study's findings can guide educators in better understanding the integration of AI tools and their role in enhancing writing skills development. The results will also contribute to the growing body of research on AI's application in education, especially in non-Western contexts.

5. Findings and Discussions

This section will explore both the benefits and drawbacks of using ChatGPT as a media-based learning tool in education. Students have reported several advantages, including increased learning efficiency, enhanced vocabulary, and improved academic performance. ChatGPT supports tasks such as writing, research, and idea generation, helping students access information quickly and receive personalized feedback. However, there are also notable challenges, such as the tool's limited depth in providing feedback compared to human instructors, difficulties for students with weaker writing skills in crafting effective queries, and the risk of students becoming overly reliant on ChatGPT, which could hinder the development of critical thinking, creativity, and independent learning. By examining these aspects, this section aims to provide a comprehensive understanding of ChatGPT's impact on the learning process.

5.1 Benefits of Applying ChatGPT as a Media-Based Learning Tool

The students provided positive feedback regarding the effectiveness of ChatGPT. They felt that using ChatGPT in their studies introduced them to a new, simple, and easy-to-use learning assistant. Many students appreciated the tool's ability to facilitate the writing process by providing them with immediate access to relevant information and helpful feedback. Additionally, while writing essays, they learned how to synthesize information and select relevant details to include in their work, which aligns with the findings of previous research on the benefits of AI tools in improving writing competencies (Al-Raimi et al., 2024).

In terms of academic performance, students reported that it became faster and easier to grasp large amounts of information on the topic. Moreover, this process helped them access a variety of useful reference sources:

"I can search for information or starting points for my essay... searching for pros and cons. It is a quick way of getting the outline of my essays..."

(Student, S6)

"ChatGPT can directly give you numerous information and general answers when doing research or projects..."

(Student, S8)

"ChatGPT can easily collect specific information that we required from the Internet in shorter time..."

(Student, S12)

These findings align with Marzuki, Widiati, Rusdin, Dawrin, and Indrawati (2023), who demonstrate that using ChatGPT in web-based learning environments can significantly enhance students' academic performance. Their study emphasizes that ChatGPT improves students' access to information, making learning more efficient and effective. By providing immediate guidance and support, the tool helps students better understand complex concepts and refine their skills in critical thinking and problem-solving.

Similarly, Nurtayeva, Salim, Taha and Khalilov (2023) found that AI tools like ChatGPT improve student learning outcomes by offering quick access to information and personalized feedback. Their research highlights how ChatGPT supports students in synthesizing information, refining writing skills, and developing a deeper understanding of the material. The tool also encourages independent learning, fostering student confidence as they interact with the tool at their own pace. Moreover, both studies show that ChatGPT promotes collaborative learning by enabling group discussions and idea-sharing, enhancing engagement and supporting more personalized learning experiences.

Students also noted that they could broaden their vocabulary and knowledge of the subject matter while writing their essays:

"Helps me with my vocabulary, also improves how I do my essays recently."

(Student, S1)

"... it introduces you to new vocabulary and big words."

(Student, S8)

The improvement in vocabulary acquisition aligns with findings in educational technology research, where AI tools have been found to support language learning by exposing students to new terminology and more sophisticated language structures (Pallivathukal, Kyaw Soe, Donald, Samson, & Hj Ismail, 2024). This highlights ChatGPT's potential as an effective vocabulary-building tool in writing education, offering students a dynamic, interactive platform to learn and practice new terms.

All the participants confirmed that ChatGPT could be a highly effective web-based tool for online learning due to its convenience and simplicity. This platform provides full support for students in writing tasks. The tool's ease of use and the ability to quickly access information were particularly highlighted as key factors that enhance the overall learning experience. Studies have shown that user-friendly AI tools like ChatGPT significantly improve learning efficiency by offering instant feedback and making it easier to access relevant content (Fitria, 2021). The tool's ease of use and quick access to information were particularly highlighted as key factors in enhancing the overall learning experience:

"Easy to access a variety of information."

(Student, S26)

"ChatGPT gives easy and quick access. It also provides bullet points when asked. When the points are too long, ChatGPT can make them shorter and simpler, as well as explain difficult topics."

(Student, S30)

"Less time consuming and easy to access because ChatGPT will come up with answers on what topic we want to search..."

(Student, S24)

The ease with which students can access information and receive summaries or simplified explanations is a particularly beneficial aspect of ChatGPT, reinforcing its effectiveness as an accessible and time-efficient learning tool. This is consistent with prior research suggesting that technology-driven tools enable students to engage in faster, more focused learning, particularly when tackling complex topics (Tabasi, Tondowala, Tupamahu, Sigilipu, & Septiana, 2024). Additionally, ChatGPT's ability to condense large volumes of information into digestible formats allows students to focus more on critical thinking and synthesis, fostering improved academic outcomes. These findings are further supported by studies showing that AI-based tools enhance student engagement and improve their ability to process and retain complex information (Sasikala & Ravichandran, 2024).

The ease of access and efficiency provided by such tools also reduces cognitive load, allowing students to focus more on refining their writing and engaging deeply with their content. Beyond supporting academic performance, this reduction in cognitive load creates a more engaging and less stressful learning experience, particularly for students grappling with time management issues or language barriers. As a result, ChatGPT serves not only as an educational tool but also as a means for students to take greater control over their learning journey.

Research has shown that reducing cognitive load through technology tools can help students focus on higher-order thinking tasks such as problem-solving and critical analysis (Sweller, 2020). AI tools like ChatGPT also assist students in managing their time more effectively by offering quick feedback, simplifying complex topics, and promoting independent learning (Nguyen et al., 2024). These tools are especially beneficial for students with language challenges, as they provide real-time support and enhance engagement.

5.2 Difficulties Encountered During the Application of the E-Learning Tool

Regarding the obstacles hindering the application of the web-based tool, ChatGPT, the answers from students were not highly varied but shared many similarities. Most students thought that they had little or almost no technological difficulty in exploring and using ChatGPT, even though it was their first time using it. They found the tool relatively easy to access and use, highlighting its user-friendly interface and responsiveness:

"Easier and quicker to get information."

(Student, S32)

However, despite the overall ease of use, students did face challenges, particularly in terms of effectively communicating their ideas through ChatGPT. Students who struggled with writing skills, such as grammar, punctuation, and sentence structure, found it difficult to get the most out of the feedback provided by the tool:

"Repetitive, sometimes the points are too long and difficult to understand when it gives you in detail and is either too simplified or vague when asked to summarise or shorten it. It might not even understand what you want it to do."

(Student, S3)

"The only problem is ChatGPT is sometimes unreliable as it generates generalized answers in which it's not helping with the original

question.”

(Student, S7)

“ChatGPT may or may not be as straightforward as we all think. In this case, sometimes they just don’t understand us like we’re not on the same page. So, you need to explain your words or question in other words, and you need to paraphrase it until you get what you need.”

(Student, S10)

This indicates that while ChatGPT is helpful, its effectiveness is dependent on the clarity and accuracy of the input provided by students. If students are not able to structure their requests properly, or if their grammar and punctuation are off, the feedback may not be as useful, which can be frustrating for them. This underscores the importance of students’ foundational writing skills in maximizing the tool’s effectiveness.

Another challenge reported was the difficulty in interpreting and applying the feedback provided by ChatGPT. While the tool offers suggestions, it does not provide the level of nuanced explanation or contextual guidance that a teacher would offer. As one student noted:

“It may not give you what you want or may not be accurate to what the user might need ChatGPT to find.”

(Student, S14)

This points to a limitation of ChatGPT’s feedback mechanism, as students may not always be able to internalize or understand the reasons behind the tool’s suggestions. Without proper clarification, students might struggle to apply the feedback effectively, which can hinder their writing development. Moreover, some students expressed concerns about becoming overly dependent on ChatGPT. They admitted that they relied on the tool to generate ideas or structure their writing, rather than engaging in the creative process themselves. This dependency could lead to students’ work reflecting the tool’s suggestions more than their own thoughts and ideas:

“May make me lazy to do my own essay as I may depend fully on ChatGPT”

(Student, S1)

“Reduces the creativity of students to write essays for upcoming exams. When students depend too much on using ChatGPT for essays, the amount of thinking and creativity slowly decreases.”

(Student, S15)

This indicates a potential risk of students losing ownership of their work, which could affect their learning process. If they become too reliant on the tool, they may fail to develop critical thinking and creative writing skills. The balance between using ChatGPT as a supportive tool and fostering students’ independent writing skills becomes crucial in this context. Over-reliance on AI can hinder students’ ability to develop authentic, creative responses to writing tasks, making it essential for educators to guide students in using ChatGPT as an aid rather than a crutch. Maintaining a balance between technological support and creative independence is essential for nurturing well-rounded writing skills.

Research suggests that while AI tools like ChatGPT can be valuable for assisting with writing tasks, excessive reliance on such tools may undermine the development of essential cognitive skills, such as critical thinking and originality (Talayhan, 2023). The challenge, therefore, is to strike a balance between leveraging technology to support learning and encouraging students to think independently and creatively (Ou, 2024).

6. Implications of the Study

Based on the results from the survey, utilizing ChatGPT as a digital tool for learning writing proves to be feasible and effective. In fact, ChatGPT is a highly user-friendly tool for learning, particularly effective for assignments that require writing and synthesizing information. Given its capabilities, it is recommended that ChatGPT be used not only in English assignments but also in other subjects where students need to develop strong research, synthesizing, and writing skills. Its utility extends beyond grammar and structure; it also supports students in critical thinking and academic research tasks.

Furthermore, teachers can leverage ChatGPT to support students’ online learning at home, providing greater flexibility and access to writing guidance outside the classroom. Integrating ChatGPT into homework assignments and independent projects can enhance the learning process and improve students’ writing and research capabilities.

For teachers, it is important to guide students on how to effectively use the tool for brainstorming, outlining, and drafting, ensuring they understand its full potential and limitations. Training sessions will equip students with the skills to interact with ChatGPT in ways that optimize their learning experience. Teachers should emphasize that ChatGPT is meant to supplement learning, not replace it. It should be viewed as a resource for refining ideas and receiving feedback, rather than relying on it to complete entire tasks. This approach helps foster critical thinking and prevents overdependence on the tool.

In addition to understanding the tool’s suggestions, students should be taught how to critically assess and apply ChatGPT’s feedback. Encouraging students to make revisions based on their own judgment and understanding of writing principles will enable them to develop

their writing skills further. Human feedback remains crucial, as it offers personalized guidance that a machine cannot fully replicate. Teachers should continue to offer individualized support in areas such as content development, argumentation, and writing style. Combining human feedback with ChatGPT's assistance ensures a more holistic learning process.

Teachers should encourage students to engage in independent writing activities alongside using ChatGPT, such as brainstorming ideas, outlining essays, and drafting rough drafts. Students should be encouraged to start their writing process independently, using ChatGPT only as a tool for refinement and idea enhancement. This ensures that they retain ownership of their writing and develop the necessary skills to express their thoughts clearly and effectively. Critical thinking and creativity are essential skills for academic and professional success. Teachers should promote originality in students' writing while using ChatGPT as a tool to refine ideas rather than generate them. This will help students retain their voice and develop confidence in their writing.

To maximize the effectiveness of ChatGPT, students should be encouraged to provide context and specific instructions when interacting with the tool. Teachers can help by explaining how to structure queries and provide clear, detailed prompts to ensure that ChatGPT delivers the most relevant and useful feedback. Providing clear guidelines will allow students to obtain more accurate and targeted help.

While ChatGPT can significantly enhance students' ability to write effectively, it is essential that traditional methods, such as peer reviews, workshops, and writing conferences, remain integral parts of the learning process. This balance will help students develop a well-rounded set of writing skills, combining both digital tools and interpersonal feedback mechanisms. By maintaining this balance, students will be better equipped to refine their writing, develop critical thinking, and become more confident in their academic abilities.

Ultimately, the integration of ChatGPT as a supportive tool in the classroom can contribute to a more flexible, personalized learning experience, but it is crucial for both teachers and students to use it strategically to ensure its full potential is realized.

7. Conclusion

This qualitative research sets out to explore students' feedback on the use of ChatGPT as an e-learning tool, specifically in enhancing writing tasks and language skills within a language course. The findings from the surveys conducted with students revealed positive feedback, highlighting ChatGPT as a user-friendly and valuable tool. Students appreciated how it helped them organize their thoughts, access information more efficiently, and refine their writing abilities. Many students also expressed that they found the tool helpful in clarifying their ideas and improving the structure of their writing.

While there were minimal barriers related to technological problems, students identified challenges more related to content selection and the quality of the responses provided by ChatGPT. They struggled with determining the most relevant information and evaluating the effectiveness of the feedback provided by the tool. Additionally, students found it difficult to apply ChatGPT's feedback effectively without additional guidance. This indicates that while ChatGPT's usability is straightforward and accessible, content-related challenges remain significant. To improve the application of ChatGPT in language studies, students would benefit from more personalized support and better guidance on how to interpret and apply the feedback. A closer collaboration between teachers and students would be beneficial to maximize the potential of the tool.

Offering more opportunities for students to access a wider range of media-based tools, alongside ChatGPT, would likely enhance their learning experience and better integrate ChatGPT into their studies. Furthermore, incorporating interactive and diverse digital tools could help students engage with course material more deeply, improving overall learning outcomes. Interactive media and additional learning tools would foster a more holistic learning environment, allowing students to explore a variety of perspectives and resources to enrich their academic development.

This study also emphasizes the need for personalized support from educators to ensure that students use ChatGPT effectively while maintaining their critical thinking and creativity in the writing process. Educators should play an active role in helping students apply ChatGPT's feedback and guiding them to enhance their writing skills independently. Teachers can support students by integrating the tool into classroom activities, encouraging them to view ChatGPT as a supplementary resource rather than a replacement for their own ideas and creativity.

In conclusion, this research provides valuable insights for teachers and researchers interested in applying new e-learning tools in language courses. By understanding both the benefits and challenges associated with ChatGPT, educators can design better learning experiences that enhance student performance and engagement in digital environments. This study contributes to the growing body of knowledge on the integration of AI-driven tools in education, offering a foundation for further research and improvements in language learning methodologies. As AI tools like ChatGPT continue to evolve, the ongoing exploration of their applications in education will play a key role in shaping the future of teaching and learning.

Acknowledgments

We acknowledge that this study was conducted independently, without direct contributions from colleagues or external advisors. However, we are grateful for the opportunity to explore this topic and for the resources provided by our institution.

Authors' contributions

Faahirah Rozaimie conceptualized the study, conducted the analysis, and drafted the manuscript. Mas Ayu Mumin provided critical feedback and contributed to revising the final version. Both authors read and approved the final manuscript.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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