Are You Creative? What College English Language Learners Think of AI Writing Assistants

*¹Zalsa Febrina Syabilla, ¹M. Galuh Elga Romadhon, ¹Mutmainnah Mustofa
¹ Universitas Islam Malang, Indonesia

*Correspondence:
zalsafebrina@gmail.com

Abstract

This study explores the perspectives and experiences related to AI writing assistants for college-level English language learners, casting light on the potential as valuable support for language learning and academic writing enhancement. This study uses a qualitative design with a narrative inquiry approach. The study was conducted with five English Language Learners in the Magister program from one university in Malang. The two research questions were addressed by conducting semi-structured interviews with these students. The results of this investigation show that students' perceptions of ChatGPT were contradictory, with both positive and negative aspects swaying their perspectives. Moreover, the study highlighted factors, among them, academic workload, time efficiency, and affordability, that affected the English language learner's intent to employ ChatGPT as a writing assistant in an academic context. Regardless of the numerous benefits, such as instant feedback, grammar proofreading correction, expanding vocabulary, and language style suggestions, the incorporation of AI-based writing aids in academic contexts still faces ethical and practical challenges. Gaining a comprehensive understanding of these aspects can provide valuable insights for educators, enabling them to develop efficacious strategies for the responsible and sustainable integration of AI tools. These strategies aim to effectively facilitate language learning and academic writing for those who are learning English as a foreign language.

Keywords: ChatGPT, AI writing assistants, English language learners, academic writing.

INTRODUCTION

In recent years, the incorporation of artificial intelligence in education has attracted a great deal of attention owing to its potential to affect an assortment of learning and teaching facets. In the last five years, the utilization of artificial intelligence (AI) in higher education has grown fast (Chu et al., 2022). Huang et al. (2023) describe that AI can generate predictive and diagnostic models for precision education, assist in visualizing students at risk, provide timely intervention, and decrease attrition rates. AI is a key part of how society is becoming steadily more digital growth (Cooper, 2023). The growing

popularity of technology for communication and information has had a significant impact on the application of AI in higher education, which has attracted significant attention (Alajmi et al., 2020). One place where AI is being used progressively is in helping student writing. As a consequence, pupils' academic writing and language learning writing practices are evolving (Burkhard, 2022; Moore et al., 2016; Peters & Cadieux, 2019).

As English retains the lingua franca of academic and professional connection, it is imperative to explore innovative methods to aid non-native English speakers, particularly English as a Foreign Language (EFL) pupils, in their writing endeavors. Chat GPT, a language model generated by AI, can be an excellent tool for learners to enhance their writing abilities. After Chat GPT debuted on November 30, 2022, it was seen as a huge step forward in technology (Sharma & Yadav, 2022; Yu, 2023). ChatGPT is a versatile tool that can help with open education by giving self-taught students personalized help, direction, and feedback. This increases their motivation and involvement (Biswas, 2023). Chat GPT can offer learners writing prompts, include feedback on their writing, and propose strategies for improving their writing style (Abdullayeva & Musayeva, 2023). This AI technology is capable of writing items for students, like blog posts and essays. Further, ChatGPT is able to write stories, share life advice, compose poems, and code computer programs (Gleason, 2022; Owens, 2023). It is conceivable and probable that chat GPT has the potential to play a big part in education (Sharma & Yadav, 2022). Moreover, GPT can also be used to help pupils improve their writing abilities by analyzing their writing style, making suggestions for improvements, and giving comments on grammar, punctuation, and spelling mistakes (Božić in Zhong et al., 2023). Hence, rather than prohibiting their usage, others argue that students and teachers should actively engage with them to improve the quality of education (Sharples, 2022).

ChatGPT's growing appeal has gotten a lot of attention in the education field, which has led to numerous research studies investigating how it is used and what effects it has. Various academic investigations have been done that glance at the way ChatGPT has changed over time and how it is used in educational settings. Crompton and Burke (2023) began to examine the use of AI. They reported that AI in Higher Education has increased in publications in 2021-2022, primarily focusing on education departments. Undergraduate students are the most studied group, with language learning being the most common subject domain. Malinka et al. (2023) found that ChatGPT had a lot of great features and a lot of promise in many areas of university education, especially the specialization in computer security. ChatGPT can help solve problems and speed up the learning process. Similarly, Abdullayeva and Musayeva (2023) revealed that ChatGPT enhances students' writing abilities through functions such as generating prompts, granting feedback, and providing assistance.

In the same vein, a study conducted by Zhai (2022) showed that piloting ChatGPT in academic paper writing exemplifies effective, coherent, and informative writing. It has implications for education by encouraging the development of creative and critical thinking abilities and reshaping learning objectives. Kovačević (2023) claimed that Chat GPT could be a time-saving tool that helps prepare and perform teaching units and evaluate students' paperwork. It can also be used to make and assess teaching courses and pupil writing assignments. In addition, Shidiq (2023) identified that ChatGPT positively impacts education by providing answers, but not all facilities develop creative writing skills;

teachers need strategies. Along the same lines, Shoufan (2023) points out that students view ChatGPT positively finding, it intriguing, motivating, and advantageous. However, they recognize that their answers may be inaccurate and require prior knowledge.

Thus far, these studies highlight the beneficial usage of AI in the education field. However, far too little attention has been paid to grasping the viewpoints and experiences of non-native English speakers, especially those at university levels, while investigating the use of ChatGPT a writing aid. Comprehending how this particular demographic perceives ChatGPT as a writing assistant is vital to creating effective writing assistance tools that fulfill their requirements and growing writing proficiency. Hence, this paper attempts to fill this gap by exploring the perspectives and experiences related to AI writing assistants especially, ChatGPT, for college-level English language learners, casting light on potential as the valuable support for language learning and academic writing enhancement. Ultimately, the study tried to answer these questions: (1) How do English Language Learners in higher education perceive ChatGPT as writing assistants? (2) What are the factors that affect English language learners in higher education using ChatGPT as writing assistants?

METHOD

This study uses a qualitative design with a narrative inquiry approach. Narrative inquiry is collaborative and centered on the informant. Through discussions and interactions between the participant and the researcher, meaning is formed (Ntinda, 2019). This approach was used because the researcher intended to investigate in-depth the perspective of English language learners use AI writing assistants (ChatGPT) in higher education. This study was conducted with three English language learners in a magister program from one university in Malang. The participant was chosen by random sampling. The researcher used a pseudonym to protect the participants' privacy.

Table 1. The Participants' Background

No	Pseudonym	Gender	Academic Writing Experience
1.	Alex	Male	4 Articles
2.	Ariana	Female	3 Articles
3.	Antonius	Male	8 Articles
4.	Isabella	Female	5 Articles
5.	Morgan	Male	3 Articles

The two research questions were addressed by conducting semi-structured interviews to gather narratives about perspectives related to ChatGPT as writing assistants for college-level English language learners. The implementation of open-ended questions permits respondents to provide extensive responses, ensuring the researcher can further investigate and develop pertinent themes (Barkhuizen et al., 2013). The interviews were centered around the English Language Learners' experiences in the Magister program, focusing on their utilization of ChatGPT as writing assistants. The interviews were conducted via Whatsapp VideoCall, and each interview session was recorded and then written down by the researcher. All participants were given the identical interview questions. Permitting them freedom to answer openly and candidly. The participants were clearly informed that their actual identities would not be used in this paper to ensure their anonymity. Once the researcher constructed narratives following the interview feedback,

the researcher validated these stories with the participants. After their confirmation, the researcher headed with the data analysis.

The researcher determines to use data saturation analysis as the technique preference to gain the objectives of this study. As outlined by Creswell (2012), four key processes in the data analysis process are transcribing, generating codes and themes, evaluating themes, and interpreting the data to provide findings. At first, the extensive rough transcriptions were read for getting acquainted with the subject. The content was separated into smaller parts to make it easier to locate and emphasize important information. The researcher then assigns codes to the highlighted spots, which serve as initial labels. Then, the next phase was to find related or repeating codes and organize them into compact categories. Finally, these codes were simplified further to produce wider and more meaningful themes. The subsequent subchapter uses a narrative method to expound on the growth of the emergent categories.

FINDING AND DISCUSSION

The aim of this research is to explore the perspectives of English Language Learners (ELL) surrounding the use of ChatGPT in higher education as a writing assistant. The first findings indicate that individual participants spotted distinct benefits and challenges associated with employing ChatGPT as a writing assistant. They viewed positive as well as negative aspects of using ChatGPT for academic writing, leading to varying degrees of intent to implement ChatGPT as an academic writing assistant. Moreover, the study highlighted factors that affect English language learners' propensity to use ChatGPT as writing assistants and how these factors predict ELLs' intent to employ ChatGPT as a writing tool in an academic context.

The Usage of ChatGPT for Academic Writing

Firstly, the interview results indicate that all participants were acquainted with ChatGPT and had prior experience with it. This evidence showed that the English language learners were familiar with AI technologies, specifically ChatGPT. As assessed by Ariana, due to its recent popularity, she is familiar with and makes frequent use of ChatGPT to help with her writing tasks. As Ariana said:

"I am pretty familiar with ChatGPT, and I have used it a few times to help me write for my academic writing. When I first found out about ChatGPT, I was impressed, surprised, and really amazed by how sophisticated it was. I thought they could help someone like me, who is learning English, a lot in terms of speaking and writing abilities. It seemed like a good idea to have a virtual assistant who could give instant feedback and advice."

Based on Ariana's thoughts, her experience with ChatGPT has left her with a positive, enduring impression. She indicated that ChatGPT was brilliant technology. ChatGPT could be extremely helpful to her as an English learner, as it has the potential to improve her speaking and writing skills. Ariana's favorable opinion of ChatGPT as a writing assistance emphasizes the significance of AI in language learning. Similar to Ariana's thought, Isabella has a highly positive impression of the utilization of ChatGPT, highlighting its flexibility as a tool for various activities. She emphasizes ChatGPT's effectiveness in

assisting with research writing, answering inquiries on a variety of themes, and rephrasing sentences, emphasizing its real-world relevance. As Isabella stated:

> "I'm frequently using ChatGPT. ChatGPT has really impressed me. It's a useful tool for a variety of work. Whether it's assisting me with the written work of my research piece, answering questions on multiple subjects, or even paraphrasing a sentence."

This implies that students have a positive reaction to ChatGPT when it is used in an educational setting. These results reflect those of Dukewich and Larsen (2023), who also found that the ChatGPT elicited mostly positive reactions from the students, including sentiments of fascination, enthusiasm, motivation, and hope. Not only a positive response, but another student alluded to the notion of worried about the emergence of ChatGPT as a writing assistant. As Antonius commented:

> "My first impression of ChatGPT was a mix of excitement and skepticism. On the one hand, I thought these tools could help me write better by finding mistakes and giving me good ideas. I thought they might help me self-edit and improve the level of my work as a whole. However, I feel worried because ChatGPT is for academic writing. I am concerned about the accuracy and reliability of the content it generates."

Antonius' optimism was fueled by the belief that ChatGPT could serve as a beneficial writing assistant, enabling him to enhance his academic writing and attain higher standards. Besides his excitement, he also expressed concern and anxiety regarding the use of ChatGPT for academic writing. Antonius was primarily concerned about the veracity and dependability of the content produced by ChatGPT. He may be concerned that ChatGPT's output might contain errors or inaccurate information, which could compromise the credibility and validity of their academic work. Another possible explanation for this is that ChatGPT has limited accuracy because only one answer option is provided (Karthikeyan, 2023). But as far as known, current research has yet to conduct a thorough test of whether ChatGPT can give accurate responses in different domains (like science, history, etc.) and figure out when it is inappropriate to provide an answer in sensitive domains (like law, medicine, etc.) (Shen et al., 2023).

Whilst all agreed and mentioned positive responses about ChatGPT for help academic writing, a minority disagreed if using ChatGPT as a writing assistant for an academic context. As Alex claimed:

> "When I first heard about ChatGPT, I was amazed by what they could do and how far their technology had come. I think ChatGPT is a means to cheat, and you shouldn't use it for an academic writing. I would rather not use ChatGPT when writing for academic context. Because I don't know if using ChatGPT is appropriate or not."

In addition, Morgan declared that ChatGPT can be beneficial for a wide range of tasks but aware of the ethical and societal consequences of utilization of ChatGPT, emphasizing concerns about biases, misinformation, and the responsible use of this technology. As Morgan avowed:

> "ChatGPT has left me with mixed feelings. On the one hand, it's an intriguing piece of technology that exemplifies advances in artificial intelligence and natural language processing. However, I am concerned about the ethical and societal implications of AI

models such as ChatGPT. It raises concerns about biases, misinformation, and the importance of responsible.

Using ChatGPT for academic writing appeared to be prompted by ethical concerns and uncertainty related to its legality. Alex and Morgan expressed reluctance to incorporate the tool into his writing process because he was uncertain as to whether or not doing so would be acceptable within the context of academia. This also accords with expertise earlier observations, which showed that academics are debating whether AI, especially ChatGPT, should be prohibited from academic use. Some universities have enforced policies prohibiting the use of artificial intelligence in college essays and requiring students to attest that they have not used AI in their thesis (Dwivedi et al., 2023).

In the education field, ChatGPT was both loved and criticized. Some authors argue that AI-based tools like ChatGPT have becomes as popular in writing as calculators, and computers have grown in prevalence in math and science (Shoufan, 2023). Although the advantages of Chat GPT on students' writing abilities are without question, there are still some issues and ethical concerns that must be addressed. Risks of utilizing the AI tool include its inability to comprehend context, interpret tone and emotions, handle complex topics, or create personalized lesson plans. It might also raise students' reliance on technology (Sharma & Yadav, 2022).

The Benefit of ChatGPT as Writing Assistants

According to Ariana, the benefits she felt when using ChatGPT are instant feedback and correction. It can analyze the writing rapidly, identify potential mistakes, and suggest real-time corrections. With ChatGPT's capability to offer immediate corrections, students can quickly recognize their errors and make the necessary adjustments, therefore augmenting the quality of their written work. This study supports evidence from previous observations (Kalla & Smith, 2023; Karthikeyan, 2023). ChatGPT offers immediate feedback and facilitates an instant search. This feature can serve as a useful learning aid, fostering self-improvement and writing efficiency. The comment below illustrates:

"ChatGPT informs me instantly if you are making mistakes with language, spelling, or punctuation as I write. This instant feedback helps me find and fix mistakes, which makes my writing better overall."

Further analysis shows that ChatGPT enhanced proofreading and grammar. In his experiences, Antonius described that ChatGPT can recognize and highlight grammatical, spelling, and punctuation errors automatically, allowing users to swiftly identify and correct errors. As he said:

"Using ChatGPT can detect error. It serves as an instant proofreader, pointing out grammar and punctuation mistakes that I may miss. It also gets me to try out new words, which makes my work more interesting."

Isabella finds ChatGPT a useful tool for detecting and correcting grammatical errors as well as expanding the overall quality of written content. It is particularly helpful for quickly detecting common spelling and punctuation errors. The following comment exemplifies:

> *"I think ChatGPT is a useful tool for detecting and correcting grammar errors and improving writing. It quickly detects common punctuation and grammar errors."*

There are similarities between the benefits expressed by Antonius and Isabella in this study and those described by Dwivedi et al. (2023). ChatGPT possesses the capability to examine student writing and offer constructive input pertaining to grammar, arrangement, and topic. ChatGPT can serve as a proficient instrument for error detection, specifically in the domains of grammar and punctuation. As an AI language model, ChatGPT has undergone extensive training using a substantial corpus of textual data, enabling it to discern and adhere to patterns and norms inherent in academic writing. Through the utilization of ChatGPT, individuals have the ability to obtain prompt feedback on potential grammatical or punctuation errors that they could have overlooked by typing a certain text.

Another benefit of ChatGPT was language and style suggestion. Antonius appends a remark stating that ChatGPT serves a diverse array of recommendations to enhance his written work, encompassing lexical selections, syntactical arrangements, and compositional style. Baskara (2023) stated that ChatGPT offers the advantage of delivering immediate feedback and instruction pertaining to vocabulary, grammar, and syntax. Consequently, students can enhance their language proficiency progressively. These recommendations assist Antonius in cultivating a more refined and cohesive writing style.

> *"ChatGPT gives me ideas on how to improve my writing, such as how to choose better words, make my sentences flow better, and change the way I write. These tips help me write in a way that is more advanced and makes sense."*

Furthermore, Morgan mentioned ChatGPT's ability to provide vocabulary and sentence structure modifications, which can be especially valuable for those looking to improve their writing or spark creativity. As Morgan explained below:

> *"ChatGPT, in my opinion, is an excellent tool for enhancing language style and getting suggestions. It gives you an array of options for improving your writing, ranging from vocabulary suggestions to sentence structure modifications."*

Ariana agrees that ChatGPT is capable of providing support in enhancing sentence structure and offering help on a wide range of writing styles and approaches. Furthermore, depending on her perspective, another of the benefits of ChatGPT was its ability to enhance one's vocabulary. This tool aids her in enhancing their writing proficiency. As Ariana said:

> *"ChatGPT offers different ways to say things and new words, which has helped me improve my language skills. Furthermore, ChatGPT gives me ideas about how to put sentences together and how to write."*

In accordance with Ariana's viewpoint, Alex argues that the favor of ChatGPT yields a significant augmentation of his lexicon, hence prompting the adoption of a more sophisticated and formal linguistic style. Alex's statement below:

> *"When I am using ChatGPT, I feel ChatGPT can offer synonyms and alternative phrases, which helps me learn new words and make my writing more riveting."*

The statement above seems to be consistent with other research, which found the Chatbot suggests proficient linguistic capabilities. The text employs vocabulary specific and

demonstrates the ability to construct an argument that looks to be rationally organized (Gregorcic & Pendrill, 2023). The acquisition of vocabulary holds significant importance in the realm of language learning, and ChatGPT can serve as a valuable tool to aid in this process through a range of approaches. ChatGPT has the capability to undergo training using extensive datasets, such as language dictionaries and text corpora. This training enables them to provide replies that incorporate novel vocabulary words together with their corresponding definitions (Atlas, 2023).

The Drawbacks of ChatGPT as Writing Assistants

On the other hand, the use of ChatGPT as a tool to assist English learners at higher education institutions also presents specific constraints and downsides. Accuracy is one of them. Antonius expresses worries regarding ChatGPT's ability to answer questions accurately and relevantly, leading to potential errors in the information. Antonius has a preference for utilizing textbooks and reputable sources as means of substantiating his academic work, therefore placing significant importance on their autonomy in producing ideas. While acknowledging the utility of ChatGPT in facilitating idea production, it is advised to exercise caution and not completely rely on it to prevent the inclusion of potentially false information in academic endeavors. As Antonius said:

> *"I feel like ChatGPT cannot respond to my question. I worry about how accurate ChatGPT is. Sometimes, it gives incorrect or irrelevant responses, and I don't want to get misleading information. I'd prefer to search for help in textbooks and other reliable ways to support my academic writing. I came up with my own ideas."*

Isabella's perspective of the accuracy of ChatGPT is tempered by experiences where ChatGPT has stipulated inaccurate or biased information, mostly on disputed subjects. This inconsistency raises questions about the tool's integrity, especially in critical or sensitive situations. As she expressed below:

> *"I have conflicting feelings about ChatGPT's accuracy. It often gives coherent and relevant responses, which is commendable. However, I've seen instances where it generates inaccurate or biased information, particularly on contentious issues. This raises concerns about its integrity, particularly when tackling critical or sensitive subjects. It's a useful tool, but users should use caution and double-check information when using ChatGPT for critical research or decision-making."*

These results are in accord with recent studies indicating that ChatGPT occasionally generates feedback that seems feasible but is factually inaccurate or devoid of meaning (Xames & Shefa, 2023). Moreover, interactive artificial intelligence (AI) has the capability to enhance and imitate both human and algorithmic prejudices, hence posing difficulties in discerning between accurate and deceptive information. If the algorithms and models are not meticulously devised and enacted, the generated text might have a bias (Baskara, 2023).

Next, one significant constraint is ChatGPT has raised issues over plagiarism as a side effect of its training data, which encompasses a wide range of web sources. The potential consequences of this practice include the generation of unattributed content, the inclusion of repetitious information, and the absence of originality, which may inadvertently result in instances of plagiarism. As Ariana mentioned before:

"I have concerning ChatGPT is that it could lead to unintended plagiarism. Since it pulls information from many different places, there is a chance that it could accidentally make content that is similar to other works."

Ariana felt that one potential issue associated with ChatGPT is the possibility of unintentionally facilitating plagiarism, which arises from the enormous training data derived from many sources. The potential for ChatGPT to produce content resembling pre-existing works without appropriate acknowledgment is a concern because of its limited understanding of copyright matters. It seems possible that these findings are due to ChatGPT using a vast dataset of text from various sources to learn patterns, structures, and knowledge but not recording specific sources or providing references (Koos & Wachsmann, 2023).

Moreover, the effectiveness of AI writing assistants, such as ChatGPT, might be curtailed for users who have proficiency in languages other than English. This is largely attributable to the fact that these assistants are primarily meant to provide support in the English language. Ariana notes that the ChatGPT's ability to comprehend complex structures and intentions can get hindered when numerous queries are presented within a single inquiry, leading to responses that are ambiguous or unrelated. This constraint is commonly observed in AI language models, as their design prioritizes efficient processing of shorter prompts or individual utterances. In order to ensure the acquisition of precise and pertinent responses, it is advisable for users to contemplate posing a single inquiry at a time or deconstructing intricate inquiries into smaller, more easily comprehensible components. Talking about this issue. Ariana said:

"I have trouble putting combined questions in ChatGPT. When I ask ChatGPT more than one question in a single query, ChatGPT may not be able to understand the complex structure and purpose of the request, which could lead to answers that are unclear or not what I was looking for."

This finding matches those observed in earlier studies. OpenAI is aware that ChatGPT exhibits a propensity to generate responses that possess an appearance of reasonableness but are ultimately erroneous or nonsensical (Fitria, 2023). Nevertheless, it is important to note that Chat GPT has undergone training using a diverse range of worldwide written content, which could have inadvertently introduced certain biases. As stated by Sharma and Yadav (2022), the selection of data is conducted by academics and engineers affiliated with OpenAI, and it may exhibit biases. The content validity assessment of AI technologies is insufficient, necessitating human supervision to identify and rectify instances of falsehoods and disinformation in the generated output (Chan & Hu, 2023).

Besides, another limitation is that ChatGPT delivers overwhelming suggestions. The profusion of recommendations provided by ChatGPT can be overwhelming for inexperienced writers. It is imperative to prioritize a limited number of fundamental enhancements and progressively integrate recommendations. Alex understands that the inherent characteristics of ChatGPT give rise to the possibility of multiple interpretations of their responses, hence creating possibilities for misunderstandings. This phenomenon occurs due to the model's deficiency in contextual comprehension, resulting in the generation of responses that rely on statistical patterns within the training data rather than a comprehensive understanding of the user's inquiry. As Alex stated:

"ChatGPT sometimes gives me answers that do not match what I asked for because there are many ways to interpret its replies. So, I try to re-write the answer, reread, and change or paraphrase to fix the word. Usually I use Quiltbolt."

This view was echoed by Morgan, who stated that the large number of suggestions accessible at ChatGPT is impressive, but it can be overwhelming. It is helpful as inspiration, but it should be used with caution to maintain a personal unique style. Morgan commented:

"I think the overwhelming number of suggestions that ChatGPT can provide is a double-edged sword. On the one hand, it's great that it gives me so many opportunities to improve or be more creative with my writing. On the other hand, it can be too much, making it difficult to choose which suggestions to use, and it could detract from my personal writing style if I am not careful."

It is difficult to explain this result, but it might be related to the text generation system that is constrained by its input and does not possess the capability to retrieve information from external sources or browse the internet. This constraint hinders the capacity of the system to furnish precise and current information across diverse subjects and may result in a lack of solutions to intricate or unconventional inquiries (Deng & Lin, 2023). Similarly, Ortiz (2023) expressed that a greater limitation is the poor quality of its responses, which are regularly plausible-sounding but render no practical sense or are overly verbose. Consequently, in order to enhance precision, individuals should construct inquiries that are unambiguous and precise while also being ready to modify or clarify their queries as needed in order to obtain the intended responses.

Factors Using ChatGPT as Writing Assistants

Academic workload is one of the motives for students to use ChatGPT. The existence of a substantial academic workload leads pupils to utilize AI writing assistants as an option to enhance their efficiency and effectiveness in managing their writing tasks. Antonius comment that

"If I have a lot of work to do for college, I might use ChatGPT to get help with my writing tasks so they can do them more quickly and well. But don't take all of ChatGPT's ideas at a glance. Examine the adaptations and suggestions that ChatGPT gives to figure out why the changes were made and to learn from them."

Another interviewee, when asked about their factor using ChatGPT, Morgan said:

"ChatGPT can be handy when dealing with academic work. It is a time saver and an efficient. But it is necessary to use it carefully and critically to ensure that the academic work is completed correctly."

According to the statement above, Antonius and Morgan leveraged ChatGPT to manage his academic obligations. It appears that he sought assistance of the AI language model in order to manage and finish his college writing assignments more efficiently, most likely due to his hefty course load. He could potentially save time and improve the quality of his work by utilizing ChatGPT's writing suggestions and assistance. ChatGPT has substantially increased the efficacy of language-related research tasks. This finding was also reported by Xames and Shefa (2023), using ChatGPT to generate automatic high-quality abstracts or outlines of research papers, saving researchers time and decreasing

their burden. Fitzpatrick in Fisk (2023) also applauds ChatGPT's aptitude to reduce and streamline the burden on educators. Despite the fact that AI can be useful for managing workload, it should be used with caution and complemented by personal efforts to enhance writing skills and comprehension.

Moreover, another factor is time efficacy. Students with limited time to finish assignments can leverage ChatGPT as a writing assistant for fast proofreading and editing in order to meet deadlines. Alex underlines the time-saving aspect of ChatGPT for students with limited time to finish their assignments. Pupils can potentially save time that they would have otherwise spent reading a whole book or undertaking extensive research by using the AI model for rapid proofreading and editing. This is particularly helpful when deadlines are short, and assignments must be submitted promptly. As Alex stated;

> *"Time efficiency could say we can save time instead of reading a book. Learners who don't have enough time to finish their tasks on time may use ChatGPT for quick proofreading and editing."*

In the setting of productivity, ChatGPT can enhance the effectiveness and efficacy of students' time management (Fauzi et al., 2023; George et al., 2023; Sallam, 2023). In line with Baskara (2023), stated that ChatGPT provides quick, specific responses to student work, saving teachers time and energy.

Additionally, there is a possibility that using ChatGPT would cost the student money. Hence, the learner's financial position could affect their decision to use these technologies. It is possible that having access to solutions that are either free or inexpensive will impact their decision. As Ariana statement,

> *"ChatGPT is affordable, some AI tools might cost money, which could change my decision about whether or not to use them. Access to options that are free or cheap could affect my choice."*

Another comment from Isabella below;

> *"The ChatGPT is free and affordable, which is a good reason to use it, especially for students on a limited budget. It supports writing and gathering information without spending a lot of money."*

Ariana and Isabella point out a significant factor that can affect the decision to use AI tools like ChatGPT: affordable prices. The fact that ChatGPT is reasonably priced, and in some instances even free, makes it more appealing to users who are perhaps concerned about the cost of implementing artificial intelligence (AI). Availability of affordable or free alternatives can have an enormous effect on decision-making, particularly for pupils and those with limited financial resources. This affordability factor might convince users to choose ChatGPT as their preferred AI tool for writing assistance, as it provides a cost-effective solution without sacrificing the advantages of AI-powered assistance. It may be that these students benefited from this accessibility. Pocock (2023) declared that ChatGPT is a free version of OpenAI's AI tool, available to everyone with general access, enabling AI-based innovation in various tasks. Inconsistent with Yeo-The and Tang (2023) confirmed that ChatGPT is free to use, unlike other software that has been costly to acquire.

CONCLUSION

In conclusion, the implementation of artificial intelligence, primarily ChatGPT, into higher education has the potential to facilitate language acquisition and improve academic writing abilities among English Language Learners (ELL). This study set out to gain a better understanding of a spectrum of pupil perceptions toward ChatGPT as a writing aid, including both positive and negative sentiments. Unfortunately, it is imperative to recognize that AI writing assistance is not guaranteed to universally provide beneficial impacts on the enhancement of diverse student capabilities, such as creative writing skills. Hence, it is crucial for educators to embrace a comprehensive approach that goes beyond internet-based instruction, given the potential for students to exploit these platforms for unethical purposes while fulfilling their academic obligations.

The study primarily focused on student perceptions; it is unfortunate that the study did not delve into the actual academic performance outcomes of students who used ChatGPT as a writing assistance. In spite of its limitations, the study certainly adds to our understanding of the potential benefits and challenges of using AI writing tools such as ChatGPT in higher education, mainly for English Language Learners. Further investigation and experimentation to determine the extent to which pupils utilizing AI writing tools such as ChatGPT exhibit improved academic performance, enhanced writing skills, and increased English proficiency over an extended period is strongly recommended. This investigation is critical for a thorough evaluation of the effectiveness of these tools in an educational context.

REFERENCES

Abdullayeva, M., & Muzaffarovna, M. Z. (2023). The impact of Chat-GPT on student's writing skills: An exploration of AI-assisted writing tools. *Zenodo (CERN European Organization for Nuclear Research)*. https://doi.org/10.5281/zenodo.7876800

Alajmi, Q., Al-Sharafi, M. A., & Abuali, A. (2020). Smart learning gateways for Omani HEIs towards educational technology: Benefits, challenges and solutions. *International Journal of Information Technology and Language Studies*, *4*(1), 12–17.

Atlas, S. (2023). *ChatGPT for higher education and professional development: A guide to conversational AI*. Independently Published

Barkhuizen, G., Benson, P., & Chik, A. (2013). *Narrative inquiry in language teaching and learning research*. Routledge.

Baskara, R. (2023). Integrating ChatGPT into EFL writing instruction: Benefits and challenges. *International Journal of Education and Learning*, *5*(1), 44–55.

Biswas, S. (2023). Role of Chat GPT in education. *Journal of ENT Surgery Research, 1(1), 01-03*.

Burkhard, M. (2022). Student perceptions of AI-powered writing tools: Towards Individualized teaching strategies. *Proceedings of the 19th International Conference on Cognition and Exploratory Learning in the Digital Age, CELDA 2022*, *Celda*, 73–81. https://doi.org/10.33965/celda2022_202207l010

Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*, *20*(1). https://doi.org/10.1186/s41239-023-00411-8

Chu, H. C., Hwang, G. H., Tu, Y. F., & Yang, K. H. (2022). Roles and research trends of artificial intelligence in higher education: A systematic review of the top 50 most-cited articles. *Australasian Journal of Educational Technology*, *38*(3), 22–42. https://doi.org/10.14742/ajet.7526

Cooper, G. (2023). Examining science education in ChatGPT: An exploratory study of generative Artificial Intelligence. *Journal of Science Education and Technology*, *32*(3), 444–452. https://doi.org/10.1007/s10956-023-10039-y

Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.

Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, *20*(1). https://doi.org/10.1186/s41239-023-00392-8

Deng, J., & Lin, Y. (2023). The benefits and challenges of ChatGPT: An overview. *Frontiers in Computing and Intelligent Systems*, *2*(2), 81–83. https://doi.org/10.54097/fcis.v2i2.4465

Dukewich, K., & Larsen, C. (2023). *How are faculty reacting to ChatGPT?* (ED627303). ERIC. https://eric.ed.gov/?id=ED627303

Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E., Jeyaraj, A., Kar, A. K., Baabdullah, A. M., Koohang, A., Raghavan, V., Ahuja, M., Albanna, H., Albashrawi, M. A., Al-Busaidi, A. S., Balakrishnan, J., Barlette, Y., Basu, S., Bose, I., Brooks, L., Buhalis, D., . . . Wright, R. (2023). Opinion Paper: "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy. *International Journal of Information Management*, *71*, 102642. https://doi.org/10.1016/j.ijinfomgt.2023.102642

Fauzi, F., Tuhuteru, L., Sampe, F., Ausat, A. M. A., & Hatta, H. R. (2023). Analysing the role of ChatGPT in improving student productivity in higher education. *Journal on Education*, *5*(4), 14886–14891. https://doi.org/10.31004/joe.v5i4.2563

Fisk, R. (2023). The rise of ChatGPT and generative A.I. and what it means for schools. *AASA Journal of Scholarship & Practice*, *20*(1), 37.

Fitria, T. N. (2023). Artificial intelligence (AI) technology in OpenAI ChatGPT application: A review of ChatGPT in writing English essay. *ELT Forum: Journal of English Language Teaching*, *12*(1), 44–58. https://doi.org/10.15294/elt.v12i1.64069

George, A. S., George, A. S. H., & Martin, A. S. G. (2023). The environmental impact of AI: A case study of water consumption by Chat GPT. *Partners Universal International Innovation Journal*, *1*(2), 97–104. https://doi.org/10.5281/zenodo.7855594.

Gleason, N. (2022). ChatGPT and the rise of AI writers: how should higher education respond? *The Campus Learn, Share, Connect*. https://www.timeshighereducation.com/campus/chatgpt-and-rise-ai-writers-how-should-higher-education-respond

Gregorcic, B., & Pendrill, A. M. (2023). ChatGPT and the frustrated Socrates. *Physics Education*, *58*(3). https://doi.org/10.1088/1361-6552/acc299

Huang, X., Zou, D., Cheng, G., Chen, X., & Xie, H. (2023). Trends, research issues and applications of Artificial Intelligence in language education. *Educational Technology and Society*, *26*(1), 112–131. https://doi.org/10.30191/ETS.202301_26(1).0009

Kalla, D., & Smith, N. (2023). Study and Analysis of Chat GPT and its Impact on Different Fields of Study. *International Journal of Innovative Science and Research Technology*, *8*(3), 827–833. https://ssrn.com/abstract=4402499

Karthikeyan, C. (2023). Literature review on pros and cons of ChatGPT implications in education. *International Journal of Science and Research*, *12*(3), 283–291. https://doi.org/10.21275/SR23219122412

Koos, S., & Wachsmann, S. (2023). Navigating the impact of ChatGPT/GPT4 on legal academic examinations: Challenges, opportunities and recommendations. *Media Iuris*, *6*(2), 255–270. https://doi.org/10.20473/mi.v6i2.45270

Kovačević, D. (2023). Use of ChatGPT in ESP teaching process. *2023 22nd International Symposium INFOTEH-JAHORINA (INFOTEH)*, 1–5. https://doi.org/10.1109/INFOTEH57020.2023.10094133

Malinka, K., Peresíni, M., Firc, A., Hujňák, O., & Januš, F. (2023). On the Educational Impact of ChatGPT: Is Artificial Intelligence Ready to Obtain a University Degree? *ITiCSE 2023: Proceedings of the 2023 Conference on Innovation and Technology in Computer Science Education V. 1*. https://doi.org/10.1145/3587102.3588827

Moore, J. L., Rosinski, P., Peeples, T., Pigg, S., Rife, M. C., Brunk-Chavez, B. L., Lackey, D., Rumsey, S. K., Tasaka, R., Curran, P., & Grabill, J. T. (2016). Revisualizing Composition: How First-Year writers use Composing Technologies. *Computers and Composition*, *39*, 1–13. https://doi.org/10.1016/j.compcom.2015.11.001

Ntinda, K. (2019). *Narrative Research. In: Liamputtong, P. (eds) Handbook of Research Methods in Health Social Sciences*. Springer. https://doi.org/10.1007/978-981-10-5251-4_79

Ortiz, S. (2023). What is ChatGPT and why does it matter? Here's what you need to know. ZDNET. Retrieved July 29,2023 from https://www.zdnet.com/article/what-is-chatgpt-and-why-does-it-matter-heres-everything-you-need-to-know/

Owens, B. (2023). How Nature readers are using ChatGPT. *Nature*, *615*(7950), 20. https://doi.org/10.1038/d41586-023-00500-8

Peters, M., & Cadieux, A. (2019). Are Canadian professors teaching the skills and knowledge students need to prevent plagiarism? *International Journal for Educational Integrity*, *15*(1). https://doi.org/10.1007/s40979-019-0047-z

Pocock, K. (2023). ChatGPT Price – how much is it? PC Guide. Retrieved July 31, 2023 from https://www.pcguide.com/apps/chat-gpt-price/

Sallam, M. (2023). ChatGPT utility in healthcare education, research, and practice: systematic review on the promising perspectives and valid concerns. *Healthcare*, *11*(6), 887. https://doi.org/10.3390/healthcare11060887

Sharma, S., & Yadav, R. (2022). Chat GPT-A technological remedy or challenge for education system. *Global Journal of Enterprise Information System*, *14*(4), 46–51. https://doi.org/10.18311/gjeis/2022

Sharples, M. (2022). Automated essay writing: An AIED opinion. *International Journal of Artificial Intelligence in Education*, *32*(4), 1119–1126. https://doi.org/10.1007/s40593-022-00300-7

Shen, X., Chen, Z., Backes, M., & Zhang, Y. (2023). In ChatGPT we trust? measuring and characterizing the reliability of ChatGPT. *arXiv (Cornell University)*. https://doi.org/10.48550/arxiv.2304.08979

Shidiq, M. (2023). The use of artificial intelligence-based chat-gpt and its challenges for the world of education; from the viewpoint of the development of creative writing skills. *proceeding of international conference on education, society and humanity*, *1*(1)

Shoufan, A. (2023). Exploring Students' Perceptions of ChatGPT: Thematic Analysis and Follow-up survey. *IEEE Access*, *11*, 38805–38818. https://doi.org/10.1109/access.2023.3268224

Xames, M. D., & Shefa, J. (2023). ChatGPT for research and publication: Opportunities and challenges. *Journal of Applied Learning and Teaching*, 6(1). https://doi.org/10.37074/jalt.2023.6.1.20

Yeo-Teh, N. S. L., & Tang, B. L. (2023). Letter to Editor: NLP systems such as ChatGPT cannot be listed as an author because these cannot fulfill widely adopted authorship criteria. *Accountability in Research*, 1–3. https://doi.org/10.1080/08989621.2023.2177160

Yu, H. (2023). Reflection on whether Chat GPT should be banned by academia from the perspective of education and teaching. *Frontiers in Psychology*, *14*. https://doi.org/10.3389/fpsyg.2023.1181712

Zhai, X. (2022). ChatGPT User Experience: Implications for Education. *Social Science Research Network*. https://doi.org/10.2139/ssrn.4312418

Zhong, Y., Lian, J., & Huang, H. (2023). Uncovering the Affordances of ChatGPT in Education from a Social-Ecological Perspective: A Data Mining Approach. *SSRN*. https://doi.org/10.2139/ssrn.4518523