



Applying ChatGPT as an AI Writing Assistant: EFL Teachers' and Students' Perceptions in a Senior High School in Sorong

Melva Yanti Sianturi¹, Andang Saehu², Sylvia³

^{1,3} Master of English Education, Faculty of Teacher Training and Education,
Universitas Terbuka, Tangerang Selatan

² Universitas Islam Negeri Sunan Gunung Djati, Bandung

Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30 Keywords: <i>AI in education; ChatGPT; Students' perceptions; Teachers' perceptions; Technology Acceptance Model (TAM)</i> DOI: 10.24256/ideasv14i1.10293 Corresponding Author: Melva Yanti Sianturi melvayantisianturi@gmail.com Master of English Education, Faculty of Teacher Training and Education, Universitas Terbuka, Tangerang Selatan	<i>This study explores the perceptions of EFL teachers and students regarding the use of ChatGPT as an AI writing assistant in English writing activities at a public senior high school in Sorong, Southwest Papua. The study is grounded in the Technology Acceptance Model (TAM), which examines perceived usefulness (PU), perceived ease of use (PEOU), attitude toward using (ATU), behavioral intention (BI), and actual use (AU). A qualitative case study approach was employed involving four English teachers and six eleventh-grade students who had experience using ChatGPT in writing activities. Data were collected through semi-structured interviews and documentation and analyzed using thematic analysis based on TAM constructs. The findings reveal that both teachers and students perceive ChatGPT as a useful tool for supporting English writing activities. Teachers reported that ChatGPT assists in generating teaching materials, writing prompts, and feedback more efficiently, while students found it beneficial for generating ideas, improving grammar, expanding vocabulary, and organizing their writing. Participants also perceived ChatGPT as easy to use due to its simple interface and accessible interaction process. Furthermore, both teachers and students demonstrated positive attitudes toward its use and expressed strong intentions to continue utilizing the tool in writing activities. These perceptions were reflected in their actual use of ChatGPT in routine teaching and learning practices. The study concludes that ChatGPT is perceived as a supportive tool in EFL writing instruction when used appropriately, highlighting the importance of pedagogical guidance to ensure responsible and effective integration of AI tools in language learning.</i>

1. Introduction

Writing is widely recognized as one of the most complex language skills, as it involves multiple stages such as brainstorming, outlining, drafting, and revising (Oshima & Hogue, 2007). In the context of English as a Foreign Language (EFL), students frequently encounter difficulties in writing, including limited vocabulary, grammatical errors, spelling issues, and insufficient exposure to authentic language use (Asnas & Hidayanti, 2024). In addition to student-related challenges, teachers also face obstacles in teaching writing, such as maintaining student motivation, addressing diverse learning needs, and managing limited instructional time (Moses & Mohamad, 2019). Furthermore, providing personalized feedback remains a significant challenge, particularly in large classrooms where teachers often lack sufficient time and resources to support each student individually (Henderson et al., 2019).

A lack of innovation in writing instruction may further reduce students' motivation, especially for those who already perceive writing as a difficult task (Handoko & Ayumi, 2021). In response to these challenges, the rapid development of artificial intelligence (AI), particularly ChatGPT, has introduced new opportunities in language learning. ChatGPT has attracted global attention due to its ability to generate coherent and contextually appropriate responses (Ngo, 2023). It can support personalized learning, enhance engagement, and assist students in improving their writing skills (Baskara, 2023).

Previous studies have shown that AI tools can provide writing suggestions (Nghie et al., 2019), support revision processes (Hein et al., 2021), and increase students' motivation (Dewi et al., 2022). Moreover, ChatGPT enables learners to adjust text difficulty, simplify language, and identify grammatical errors, making it a useful tool in writing development (Zia et al., 2019). Students have also reported that AI-assisted learning creates a more interactive and enjoyable learning experience (Abd Rahim et al., 2023). These advantages indicate that AI has strong potential to address long-standing challenges in EFL writing instruction.

Recent studies have explored the use of ChatGPT in educational contexts. Barrett and Pack (2023) found that students and lecturers perceived ChatGPT as beneficial for brainstorming and revising, although concerns were raised regarding plagiarism and reduced independent thinking. Similarly, Nguyen (2023) reported that lecturers viewed ChatGPT positively due to its efficiency in lesson planning and feedback provision, while still emphasizing the need for ethical guidelines. Xiao and Zhi (2023) also found that students appreciated the flexibility and accessibility of ChatGPT for language learning tasks.

In 2024, research further highlighted both the benefits and challenges of AI integration. Teng (2024) found that students perceived ChatGPT as a "learning companion" that improved writing quality and motivation. Likewise, Meniado et al. (2024) reported that students in Thailand and Vietnam benefited from AI in idea generation and reducing writing anxiety.

However, concerns were raised regarding overreliance, reduced creativity, and lack of critical thinking. Alshammri (2024) and Hieu and Thao (2024) also emphasized the importance of teacher supervision, training, and ethical considerations in AI use. Additionally, Al-Khresheh (2024) highlighted issues related to unequal access to technology and potential dependency on AI tools. More recent studies in 2025 continue to show similar trends.

Nguyen et al. (2025) found that lecturers used ChatGPT across all writing stages but were concerned about accuracy and critical thinking decline. Nelson et al. (2025) reported that students found AI helpful but worried about losing manual writing skills. However, most of these studies focused on higher education contexts and often examined either teachers or students separately, rather than both groups simultaneously.

Although previous studies have provided valuable insights into the use of ChatGPT in EFL writing, several gaps remain. First, most studies have focused on university-level contexts, leaving secondary education underexplored. Second, many studies have examined either teachers' or students' perspectives, resulting in limited understanding of their combined perceptions. Third, previous research has often relied on quantitative approaches or general perception analysis without applying comprehensive theoretical frameworks.

In addition, the use of the Technology Acceptance Model (TAM) (Davis, 1989) in qualitative studies, particularly in less urbanized or underrepresented regions such as Sorong, Southwest Papua, remains limited. This indicates a need for in-depth qualitative research that systematically explores how both teachers and students perceive and accept AI technology in real classroom settings. Based on the identified gap, this study aims to investigate the perceptions of EFL teachers and students toward the use of ChatGPT as a writing assistant using the Technology Acceptance Model (TAM). The research questions are formulated as follows:

1. What are the perceptions of perceived usefulness (PU) among EFL teachers and students regarding ChatGPT?
2. What are the perceptions of perceived ease of use (PEOU) among EFL teachers and students?
3. What are the attitudes toward using (ATU) ChatGPT among EFL teachers and students?
4. What are the behavioral intentions (BI) of EFL teachers and students to use ChatGPT?
5. How is the actual use (AU) of ChatGPT in EFL writing contexts?

In line with these questions, the objectives of this study are: to examine perceived usefulness, to analyze perceived ease of use, to explore attitudes toward use, to identify behavioral intentions, and to describe actual usage of ChatGPT in EFL writing. The novelty of this study lies in three main aspects. First, it focuses on the secondary school level, which has received less attention compared to higher

education. Second, it integrates both teachers' and students' perspectives to provide a more comprehensive understanding of AI adoption in EFL writing.

Third, it applies the Technology Acceptance Model (TAM) in a qualitative framework within a less urbanized Indonesian context, offering new insights into AI integration in diverse educational settings. This study contributes theoretically by enriching the application of TAM in AI-based language learning and providing empirical evidence on how its constructs operate in real educational contexts. Practically, it offers insights for schools, teachers, and students on how to effectively and responsibly integrate ChatGPT into writing instruction. Furthermore, it serves as a reference for future researchers interested in AI-assisted learning in similar contexts.

2. Method

This study employed a qualitative approach with a case study design to explore in depth the perceptions of EFL teachers and students regarding the use of ChatGPT as an AI writing assistant in English writing activities. A qualitative approach was considered appropriate as it enables the exploration of participants' experiences, perspectives, and social contexts in a natural setting.

The case study design allowed the researcher to investigate the phenomenon within its real-life educational context, particularly how ChatGPT was accepted and utilized in EFL classrooms. The study was guided by the Technology Acceptance Model (TAM) by Davis 1989 which includes five key constructs: perceived usefulness (PU), perceived ease of use (PEOU), attitude toward using (ATU), behavioral intention (BI), and actual use (AU). These constructs served as the analytical framework to understand participants' perceptions and experiences.

The study was conducted at a public senior high school in Sorong, Southwest Papua, selected purposively due to its prior implementation of ChatGPT training for teachers. The participants consisted of four English teachers and six eleventh-grade students who had prior experience using ChatGPT in writing activities.

Purposive sampling was applied to select participants who met specific criteria, including consistent use of ChatGPT for at least one year, willingness to participate, and the ability to articulate their experiences. This selection ensured that the data obtained were rich, relevant, and aligned with the research objectives. To maintain confidentiality, all participants were assigned coded identifiers (e.g., T1–T4 for teachers and S1–S6 for students).

Data were collected through semi-structured interviews and documentation. The interviews, lasting approximately 15–30 minutes, were designed to explore participants' perceptions based on the TAM constructs while allowing flexibility for in-depth responses. The interview instrument was developed based on TAM indicators and underwent expert validation to ensure clarity, relevance, and alignment with the research objectives. Revisions were made based on expert feedback, and pilot testing was conducted with non-participants to ensure the

reliability and comprehensibility of the questions. In addition to interviews, documentation such as students' writing tasks, teachers' feedback, and screenshots of interactions with ChatGPT were collected as secondary data to support and enrich the findings.

The data collection process was conducted ethically by obtaining permission from the school and informed consent from all participants. Interviews were conducted either face-to-face or online, depending on participants' availability, and were audio-recorded with consent. The recordings were transcribed verbatim, and member checking was conducted to ensure the accuracy of the data and interpretations.

Data were analyzed using thematic analysis, which involved several stages: familiarization with the data, initial coding, theme development, and refinement. The analysis was guided by the TAM framework, allowing the researcher to systematically categorize findings into the five constructs (PU, PEOU, ATU, BI, and AU). To ensure trustworthiness, the study employed credibility strategies such as data triangulation (comparing teacher and student perspectives), member checking, and maintaining a reflective process during analysis. Thick description was also provided to enhance transferability, while transparency in data handling supported dependability and confirmability. Through these procedures, the study aimed to produce reliable and meaningful insights into the use of ChatGPT as an AI writing assistant in EFL contexts.

3. Result

The perceptions of perceived usefulness (PU) among EFL teachers and students regarding ChatGPT

The findings indicate that both teachers and students perceive ChatGPT as a useful tool in supporting English writing activities. However, their perspectives differ based on their roles. Teachers emphasize instructional efficiency, while students focus on learning support. Teachers reported that ChatGPT significantly reduces preparation time and enhances teaching efficiency. For instance, one teacher stated, *"It reduces my preparation time since I can get suggestions for lesson plans, examples, and exercises in minutes"* (T1). This suggests that ChatGPT functions as an instructional assistant that improves productivity. Similarly, another teacher mentioned, *"It saves time in preparing exercises and allows me to focus more on guiding students individually"* (T2), indicating a shift toward more student-centered instruction. Teachers also used ChatGPT to generate model texts, as reflected in the statement, *"I use ChatGPT to generate sample sentences and model paragraphs"* (T3).

In contrast, students perceived usefulness in terms of linguistic and cognitive support. One student explained, *"ChatGPT helps me find ideas when I'm stuck and makes my sentences sound better"* (S1), highlighting its role in idea generation and language improvement. Another student noted, *"ChatGPT helps me organize my*

thoughts and improves the flow of my writing" (S2), indicating support in coherence and organization. Additionally, vocabulary development was emphasized, as one student stated, *"It gives alternative words and fixes sentence structure errors"* (S6). These findings show that ChatGPT enhances both instructional practices and student writing performance, supporting its perceived usefulness.

The perceptions of perceived ease of use (PEOU) among EFL teachers and students

Both teachers and students perceived ChatGPT as easy to use, highlighting its intuitive interface and minimal technical requirements. Teachers reported that the system was easy to learn and operate. One participant stated, *"It was quite easy; the interface is intuitive, and I could start using it after a short trial"* (T1). Another teacher added, *"Very easy; I was able to start using it after watching a short tutorial"* (T4). These responses indicate a low learning curve and minimal effort required to use the system.

Students expressed similar perceptions. One student stated, *"It is very easy; the interface is simple and straightforward"* (S5), emphasizing usability. However, minor challenges were noted. For example, a student mentioned, *"Sometimes it doesn't understand very specific questions, so I have to rephrase"* (S1). Despite this, students adapted by modifying their prompts, indicating active engagement rather than rejection. Overall, the findings suggest that ChatGPT has a low barrier to adoption, facilitating its integration into EFL writing activities.

The attitudes toward using (ATU) ChatGPT among EFL teachers and students

EFL teachers and students generally demonstrated positive attitudes toward using ChatGPT, characterized by increased motivation, engagement, and reduced anxiety. Teachers expressed enthusiasm while also acknowledging potential concerns. One teacher stated, *"Mostly excitement and interest... occasionally, concern about over-reliance on AI arises"* (T1). Another noted, *"It has improved my motivation because I can spend more time interacting with students"* (T2). These responses indicate both positive emotional engagement and critical awareness.

Students also reported positive emotional experiences. One student explained, *"I feel excited and curious, it makes writing fun and less stressful"* (S1). Another added, *"I feel relaxed and less stressed because it guides me while writing"* (S3). These findings suggest that ChatGPT reduces writing anxiety and enhances motivation. Despite positive attitudes, concerns about dependency and repetitive responses were also identified, indicating balanced and reflective acceptance.

The behavioral intentions (BI) of EFL teachers and students to use ChatGPT

Both teachers and students expressed strong intentions to continue using ChatGPT in the future. Teachers indicated plans to integrate ChatGPT into their teaching practices. One teacher stated, *"I plan to use it regularly for lesson planning and feedback"* (T1), while another mentioned using it for brainstorming and

grammar checking (T3). These responses reflect structured and long-term integration. Students also showed strong intention. One student stated, *"I would recommend it because it makes writing easier and faster"* (S2), while another added, *"It helps save time and improve writing quality"* (S6). The willingness to recommend the tool indicates high acceptance and satisfaction.

The actual use (AU) of ChatGPT in EFL writing contexts

The findings reveal that ChatGPT is actively used by both teachers and students in writing activities. Teachers reported using ChatGPT two to three times per week for lesson preparation and feedback. For example, one teacher stated, *"I use it at least three times a week"* (T1). This indicates regular integration into instructional practices. Students reported similar usage patterns, using ChatGPT for brainstorming, grammar checking, vocabulary improvement, and translation. One student explained, *"I use it for brainstorming, grammar checking, and improving sentences"* (S2). Another noted that ChatGPT made writing tasks easier to complete (S4). These findings confirm that ChatGPT has been integrated into routine teaching and learning practices.

4. Discussion

The findings demonstrate that perceived usefulness (PU) plays a central role in shaping both teachers' and students' acceptance of ChatGPT in EFL writing. As proposed in the Technology Acceptance Model by Davis (1989), users are more likely to accept a technology when they believe it enhances their performance. In this study, teachers first perceived ChatGPT as useful for lesson planning, generating writing prompts, and providing grammar and content feedback. The tool helped them organize instructional materials more efficiently and offered alternative explanations that supported differentiated instruction. This finding supports Kasneci et al. (2023) and Guo and Wang (2024), who reported that AI tools reduce teachers' workload and enable more personalized feedback. Similarly, Nguyen et al. (2025) found that EFL lecturers used ChatGPT across pre-, while-, and post-writing stages to enhance teaching efficiency.

From the students' perspective, perceived usefulness was reflected in their experiences of using ChatGPT for brainstorming ideas, organizing content, improving grammar accuracy, and expanding vocabulary. They found that the tool supported them in developing coherence and generating ideas more easily, which aligns with Imran and Almusharraf (2023), Barrot (2023), and Song and Song (2023), who found that ChatGPT supports idea generation, coherence, and motivation in EFL writing.

Nevertheless, as noted by Bao and Li (2023), students also acknowledged certain limitations, particularly regarding accuracy and contextual appropriateness. This concern echoes the minor issues expressed by participants in this study. Overall, these findings confirm that perceived usefulness is a key

driver of acceptance, supporting the TAM proposition that PU directly influences users' attitudes and intentions to use technology.

In addition to usefulness, perceived ease of use (PEOU) also influenced acceptance. Teachers initially emphasized that ChatGPT was easy to operate and required minimal technical skills or training. The accessible interface allowed them to quickly integrate it into lesson preparation and classroom activities. This observation supports Davis' (1989) notion that systems perceived as effortless are more readily accepted. It also reinforces findings by Haleem et al. (2022) and Xu et al. (2024), who emphasized the importance of accessibility and usability in AI-supported learning tools.

Students similarly perceived ChatGPT as easy to use. They were able to interact with the system independently and navigate writing tasks without significant difficulty. This aligns with Abd Hadi et al. (2024), who found strong student acceptance across TAM constructs when AI tools were perceived as easy to operate. Although some participants reported receiving generic responses, they addressed this issue by modifying prompts and refining instructions. Such adaptive strategies were also observed by Xiao and Zhi (2023) and Teng (2024), where learners demonstrated evaluative and critical engagement with AI outputs. Consistent with TAM, the high level of perceived ease of use contributed positively to participants' attitudes and reinforced the perceived usefulness of ChatGPT in writing contexts.

These perceptions of usefulness and ease of use subsequently shaped participants' attitudes toward using ChatGPT. Teachers expressed positive attitudes characterized by enthusiasm and a sense of instructional support. Their positive engagement was largely influenced by reduced workload and increased instructional flexibility, supporting findings by Nguyen (2023) and Al-Khresheh (2024). At the same time, students demonstrated positive emotional responses, including increased motivation, confidence, and reduced anxiety when completing writing tasks. This aligns with Ali et al. (2023) and Harunasari (2023), who reported increased motivation and confidence among learners using ChatGPT.

However, participants' attitudes were not entirely uncritical. Both teachers and students expressed cautious awareness regarding potential overreliance, as well as possible negative impacts on creativity and critical thinking. These concerns are consistent with Trust et al. (2023), Shakil and Siddiq (2024), and Syamsi et al. (2023), who highlighted ethical and pedagogical challenges associated with AI use in education. Thus, while ChatGPT was welcomed as a supportive tool, its integration requires clear pedagogical guidance. This suggests that attitudes toward AI are shaped not only by functional benefits but also by ethical considerations and contextual awareness.

Strong behavioral intentions (BI) to continue using ChatGPT further emerged from these positive perceptions and attitudes. In line with TAM, behavioral intention is influenced by perceived usefulness and attitude toward use,

both of which were positively perceived in this study. Teachers indicated their intention to integrate ChatGPT into lesson planning, feedback provision, and classroom writing activities. Students similarly planned to use it for drafting, revising, and grammar checking in future assignments.

These findings support Mutammimah et al. (2024) and Truong (2025), who found that intention to use AI tools increases when users perceive tangible benefits and convenience. The willingness of participants to recommend ChatGPT to peers further indicates a high level of acceptance, suggesting that the tool is viewed not merely as a temporary novelty but as a sustainable writing support resource.

Consistent with the TAM framework, these behavioral intentions translated into actual use (AU). Teachers reported frequent use of ChatGPT for instructional preparation and feedback, while students incorporated it into brainstorming, revising drafts, and improving language accuracy. This pattern aligns with Nugroho et al. (2024) and Meniado et al. (2024), who reported that students integrated ChatGPT into routine writing practices while maintaining critical evaluation of its outputs.

The alignment between behavioral intention and actual use in this study reinforces the predictive validity of TAM in explaining technology adoption within educational contexts. The findings confirm the sequential relationships proposed by the Technology Acceptance Model (Davis, 1989). Perceived usefulness and perceived ease of use positively influenced teachers' and students' attitudes toward using ChatGPT. These attitudes, together with perceived usefulness, shaped strong behavioral intentions, which ultimately resulted in consistent actual use in EFL writing activities.

Importantly, this study extends TAM-based research by situating technology acceptance within a senior high school context in an underrepresented region of Indonesia. While previous studies have largely focused on university-level learners, the present findings demonstrate that TAM remains a robust framework for understanding AI adoption among secondary school teachers and students, provided that ethical considerations and pedagogical guidance are emphasized.

5. Conclusion

This study explored the perceptions of EFL teachers and students regarding the use of ChatGPT as an AI writing assistant in a senior high school context using the Technology Acceptance Model (TAM). The findings demonstrate that both teachers and students perceive ChatGPT as a useful and easy-to-use tool that supports English writing activities. Teachers emphasized its role in improving instructional efficiency, particularly in lesson planning, material development, and feedback provision, while students highlighted its benefits in idea generation, grammar improvement, vocabulary expansion, and text organization.

The study also found that positive perceptions of usefulness and ease of use contributed to favorable attitudes, characterized by increased motivation, confidence, and reduced anxiety in writing tasks. These attitudes, in turn, led to strong behavioral intentions to continue using ChatGPT, which were reflected in its consistent actual use in both teaching and learning practices. However, participants also expressed concerns regarding overreliance, potential impacts on creativity, and the need for responsible use. These findings confirm the applicability of TAM in explaining AI adoption in secondary school contexts and highlight that effective integration of AI tools requires pedagogical guidance.

Despite its contributions, this study has several limitations. First, it involved a relatively small sample size, which may limit the generalizability of the findings. Second, the study was confined to a single school in Sorong, Southwest Papua, which may not fully represent other educational contexts. Third, the study relied primarily on qualitative data, without measuring the direct impact of ChatGPT on students' writing performance. Therefore, the findings should be interpreted within these contextual boundaries.

Based on the findings, several recommendations are proposed. For EFL teachers, it is important to integrate ChatGPT strategically in writing instruction, particularly in brainstorming and revising stages, while maintaining a focus on students' independent thinking. Teachers should also guide students in critically evaluating AI-generated content.

For students, ChatGPT should be used as a supportive learning tool rather than a substitute for their own writing. Students are encouraged to use it for idea development and revision while maintaining originality and critical awareness. For schools and educational institutions, it is essential to establish clear policies and ethical guidelines regarding AI use in academic writing.

Training programs for both teachers and students can support effective and responsible implementation. For future researchers, further studies are recommended to involve larger and more diverse samples, apply mixed-method approaches, and investigate the long-term impact of AI tools on writing skills, critical thinking, and learner autonomy. Expanding research across different educational levels and contexts will also provide a more comprehensive understanding of AI integration in language learning.

6. References

- Abd Hadi, N. A., Mohamad, F., Md Johar, E., & Abdul Kadir, Z. (2024). Exploring the acceptance of ChatGPT as an assisting tool in academic writing among ESL undergraduate students. *International Journal of Research and Innovation in Social Science*, 8(10). 2454-6186 <https://doi.org/10.47772/IJRISS.2024.8100242>
- Abd Rahim, M. E., Abd Rahim, E. M., Razawi, N. A., & Mohamed, N. (2023). Students' perception on the use of ChatGPT as a language learning tool. *Ideology Journal*, 8(2). 70-78 <https://doi.org/10.24191/idealogy.v8i2.456>
- Al-Khresheh, M. H. (2024). Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*, 6 (2024) 1-12 <https://doi.org/10.1016/j.caeai.2024.100218>
- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. (2023). Impact of ChatGPT on learning motivation: Teachers and students' voices. *Journal of English Studies in Arabia Felix*, 2(1), 41-49. <https://doi.org/10.56540/jesaf.v2i1.51>
- Asnas, S. A. M., & Hidayanti, I. (2024). Uncovering EFL students' frequent difficulties in academic writing and the coping strategies: The case of a college in Indonesia. *Journal on English as a Foreign Language*, 14(1), 124-151. <https://doi.org/10.23971/jefl.v14i1.7472>
- Bao, Y., & Li, B. (2023). A preliminary study on graduate student instructors' exploration, perception, and use of ChatGPT. *International Journal of Computer-Assisted Language Learning and Teaching*, 13(1), 1-23. <https://doi.org/10.4018/IJCALLT.332873>
- Barrett, A., & Pack, A. (2023). Not quite eye to AI: Student and teacher perspectives on the use of generative artificial intelligence in the writing process. *International Journal of Educational Technology in Higher Education*, 20(1), 1-59. <https://doi.org/10.1186/s41239-023-00427-0>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57(2023), 1-6 <https://doi.org/10.1016/j.asw.2023.100745>
- Baskara, F. R. (2023). Integrating ChatGPT into EFL writing instruction: Benefits and challenges. *International Journal of Education and Learning*, 5(1), 44-55. <https://doi.org/10.31763/ijele.v5i1.858>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982-1003. <https://doi.org/10.1287/mnsc.35.8.982>
- Dewi, D. A., Julia, J., & Jonathan, C. (2022). Digital training in building chatbot

- based online learning media: Action research for teachers in Semarang City through the “Train the Teachers” training. *Mimbar Sekolah Dasar*, 9(1), 188–208. <https://doi.org/10.53400/mimbar-sd.v9i1.44460>
- Guo, K., & Wang, D. (2024). To resist it or to embrace it? Examining ChatGPT’s potential to support teacher feedback in EFL writing. *Education and Information Technologies*, 29(7), 8435–8463. <https://doi.org/10.1007/s10639-023-12146-0>
- Haleem, A., Javaid, M., & Singh, R. P. (2022). An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges. *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, 2(4), 1-8. <https://doi.org/10.1016/j.tbench.2023.100089>
- Handoko, H., & Ayumi, A. (2021). Teaching writing in blended environment. *Jurnal Arbitrer*, 8(2), 197–206. <https://doi.org/10.25077/ar.8.2.197-206.2021>
- Henderson, M., Ryan, T., & Phillips, M. (2019). The challenges of feedback in higher education. *Assessment & Evaluation in Higher Education*, 44(8), 1237–1252.
- Hein, R. M., Wienrich, C., & Latoschik, M. E. (2021). A systematic review of foreign language learning with immersive technologies (2001–2020). *AIMS Electronics and Electrical Engineering*, 5(2), 117–145. <https://doi.org/10.3934/electreng.2021007>
- Hieu, H. H., & Thao, L. T. (2024). Exploring the impact of AI in language education: Vietnamese EFL teachers’ views on using ChatGPT for fairy tale retelling tasks. *International Journal of Learning, Teaching and Educational Research*, 23(3), 486–503. <https://doi.org/10.26803/ijlter.23.3.24>
- Imran, M., & Almusharraf, N. (2023). Analyzing the role of ChatGPT as a writing assistant at higher education level: A systematic review of the literature. *Contemporary Educational Technology*, 15(4), 1-14. <https://doi.org/10.30935/cedtech/13605>
- Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Kuhn, J. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103 (2023), 1-9. <https://doi.org/10.1016/j.lindif.2023.102274>
- Meniado, J. C., Huyen, D. T. T., Lertkomolwit, P., & Panyadilokpong, N. (2024). Using ChatGPT for second language writing: Experiences and perceptions of EFL learners in Thailand and Vietnam. *Computers and Education: Artificial Intelligence*, 7(2024), 1-9. <https://doi.org/10.1016/j.caeai.2024.100313>
- Masruddin, M., & Nasriandi, N. (2022). Lexical and Syntactical Errors Performed by Junior High School Student in Writing Descriptive Text. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 1094-1100.

- Masruddin, M., Amir, F., Langaji, A., & Rusdiansyah, R. (2023). Conceptualizing linguistic politeness in light of age. *International Journal of Society, Culture & Language*, 11(3), 41-55.
- Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL contexts: A literature review. *Creative Education*, 10(13), 3385-3391. <https://doi.org/10.4236/ce.2019.1013260>
- Mutammimah, H., Rejeki, S., Kustini, S., & Amelia, R. (2024). Understanding teachers' perspective toward ChatGPT acceptance in English language teaching. *International Journal of Technology in Education*, 7(2), 290-307. <https://doi.org/10.46328/ijte.656>
- Nelson, A. S., Santamaría, P. V., Javens, J. S., & Ricaurte, M. (2025). Students' perceptions of generative artificial intelligence (GenAI) use in academic writing in English as a foreign language. *Education Sciences*, 15(5), 1-31. <https://doi.org/10.3390/educsci15050611>
- Ngo, T. T. A. (2023). The perception by university students of the use of ChatGPT in education. *International Journal of Emerging Technologies in Learning (ijET)*, 18(17), 4-19. <https://doi.org/10.3991/ijet.v18i17.39019>
- Nguyen, H. N., Nguyen, H. M., & Do, T. P. M. (2025). EFL lecturers' experiences and perceptions towards using ChatGPT in teaching writing: A case study in Vietnam. *International Journal of Education and Practice*, 13(3), 857-869. <https://doi.org/10.18488/61.v13i3.4291>
- Nguyen, T. T. H. (2023). EFL teachers' perspectives toward the use of ChatGPT in writing classes: A case study at Van Lang University. *International Journal of Language Instruction*, 2(3), 1-15. <https://doi.org/10.54855/ijli.23231>
- Nghi, T. T., Phuc, T. H., & Thang, N. T. (2019). Applying AI chatbot for teaching a foreign language: An empirical research. *International Journal of Scientific and Technology Research*, 8(12), 896-902.
- Nugroho, A., Andriyanti, E., Widodo, P., & Mutiaraningrum, I. (2024). Students' appraisals post-ChatGPT use: Students' narrative after using ChatGPT for writing. *Innovations in Education and Teaching International*, 1-13. <https://doi.org/10.1080/14703297.2024.2319184>
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing* (3rd ed.). Longman.
- Shakil, E., & Siddiq, S. (2024). ESL teachers' perceptions about ChatGPT as a threat to analytical writing abilities of ESL learners at graduate level. *Pakistan Languages and Humanities Review*, 8(1), 115-128. [https://doi.org/10.47205/plhr.2024\(8-1\)10](https://doi.org/10.47205/plhr.2024(8-1)10)
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14, 1-14. <https://doi.org/10.3389/fpsyg.2023.1260843>
- Syamsi, K., Nugroho, A., Cahyani, I., & Retnaningsih, W. (2023). EFL

- pre-service teachers' acceptance of ChatGPT for writing: A sequential explanatory mixed method study. *Indonesian Journal of Applied Linguistics*, 13(2), 215–230.
<https://ejournal.upi.edu/index.php/IJAL/article/view/79615>
- Truong, T. L. (2025). Factors influencing the use of ChatGPT in student learning in Vietnam. *International Journal of Advanced and Applied Sciences*, 12(7), 76–86. <https://doi.org/10.21833/ijaas.2025.07.007>
- Trust, T., Whalen, J., & Mouza, C. (2023). Editorial: ChatGPT: Challenges, opportunities, and implications for teacher education. *Contemporary Issues in Technology and Teacher Education*, 23(1), 1–23.
- Xiao, Y., & Zhi, Y. (2023). An exploratory study of EFL learners' use of ChatGPT for language learning tasks: Experiences and perceptions. *Languages*, 8(3), 1–12. <https://doi.org/10.3390/languages8030212>
- Xu, X., Su, Y., Zhang, Y., Wu, Y., & Xu, Y. (2024). Understanding learners' perceptions of ChatGPT: A thematic analysis of peer interviews among undergraduates and postgraduates in China. *Heliyon*, 10(4), 1–13. <https://doi.org/10.1016/j.heliyon.2024.e26239>
- Zia, F., Sarfraz, S., & Mufti, N. (2019). Students' perceptions of the effectiveness of formative assessment and feedback for improvement of the English writing composition skills: A case study of secondary level ESL students of private schools in Lahore, Pakistan. *Journal of Education and Practice*, 10(6), 7–13. <https://doi.org/10.7176/JEP/10-6-01>