



The Use of ChatGPT in Teaching Writing

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ABSTRACT

This study aims to determine (1) the implementation of ChatGPT in teaching writing and (2) the teacher and students' perceptions of ChatGPT in teaching writing. This study used qualitative descriptive methodology. This study also used purposive sampling with eight participants: one teacher and seven students in the XI grade majoring in visual communication design at SMKN 1 Polewali. The data collection instruments used in this study were observation and interviews. The data validity checking technique used triangulation. The data analysis techniques are carried out in several stages: collection, reduction, display, and conclusion. The findings of this study revealed that ChatGPT has been well implemented in teaching writing. This is because the teacher prepared a lesson plan incorporating ChatGPT, used ChatGPT as a feedback provider in the learning process, and assessed students' writing skills. Researchers also revealed both the teacher and students highly perceived the ease of use of ChatGPT in teaching writing. This is because ChatGPT is easy to learn, easy to control, easy to use, clear, easy to understand, flexible, and easy to become skillful. Furthermore, this study revealed both the teacher and students highly perceived the usefulness of ChatGPT in teaching writing. This aligns with ChatGPT's capability to accelerate work, improve performance, increase effectiveness, simplify work, and provide utility.

Keywords: *ChatGPT, Feedback Provider, Teaching Writing*

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1. INTRODUCTION

Teaching writing in the new curriculum has provided challenges for teachers. Due to the complexity of writing, it can be difficult for teachers to teach writing. Ataizi and Komur (2021) stated that writing requires not only content, idea, organization, style, and mechanics but also creativity and critical thinking. Similarly, Ramadaniah et al. (2022) argue that writing is a highly individualized process, and what may work for one student may not work for another. This can make it difficult for teachers to identify methods of teaching writing that suit the needs of all students. In addition, students have different knowledge and skills, which makes it difficult for teachers to customize teaching methods. According to Handoko and Ayumi (2021), the lack of innovative teaching of writing demotivates students who struggle with writing, which leads to low student scores. Therefore, teachers must find innovative teaching methods to motivate students. Researchers obtained information from a pilot study using observation and interviews with eleventh-grade Visual Communication Design students of SMKN 1 Polewali.

From the data, the researchers found that many students need to be provided with instant feedback on their writing so that the transition to improving student writing is easier and more flexible. Moreover, Harahap and Siregar (2022) explained that students need feedback to improve their writing skills. Moreover, teacher feedback often only focuses on errors in writing (Syamsinar & Jabu, 2016). Therefore, some aspects of writing assessment, such

as ideas, organization, grammar, vocabulary, spelling, and punctuation, are not fulfilled optimally. Moreover, by enhancing the process of teaching writing, teachers may be involved in using technology to provide feedback to students. Chatbots have been utilized in the learning process in the last few decades. Chatbot is a conversation-based technology that can help both teachers and students in teaching writing. The Chatbots can provide answers according to the input (Haristiani, 2019). Several chatbots are used in the learning process, one of which is ChatGPT. Chatbots like ChatGPT can provide new language learning experiences and enhance student engagement (Wahyuni, 2022). Following OpenAI (2023), ChatGPT is currently the most sophisticated Chatbot in terms of technological advances. The reason is that ChatGPT is an interactive artificial intelligence that may be utilized with offered instructions. Therefore, ChatGPT can generate responses in text. ChatGPT may be used for free, whereas there are premium options.

The usage of the ChatGPT in teaching writing may give advantages to students as well as teachers. According to Nghi et al. (2019), ChatGPT can provide suggestions on students writing. The suggestions will be helpful for students in revising their work (Hein, Wienrich, & Latoschik, 2021). In addition, using ChatGPT in teaching could allow teachers to minimize time while assessing students' work. The integration of Chatbot in the learning process may provide new opportunities for students and teachers. Dewi et al. (2022) state that using Chatbot may raise students' learning motivation. ChatGPT also has issues with its application to teaching writing.

One of the problems with ChatGPT is the lack of teacher relationships. A key aspect of the learning process is the relationship between the teacher and students (Lin & Yang, 2011). Another challenge of ChatGPT in teaching writing is the need for internet access and personal devices, which not all students may have. This makes the use of the ChatGPT in the teaching of writing not maximized. Moreover, there is a potential for cheating that students can do by creating writing from ChatGPT. This makes student writing lack originality and violates academic integrity. Several previous studies have been conducted on implementing ChatGPT in teaching writing. For instance, Ozcelik and Eksi (2024) found that ChatGPT provides significant assistance to students in their writing tasks, especially in enhancing the formal aspects of their writing.

Moreover, Hui et al. (2023) found that implementing ChatGPT has significantly increased students' interest in learning. This research also shows that ChatGPT effectively attracts students' attention to learning. In Addition, Ali et al. (2023) found that ChatGPT positively impacts students' motivation, especially in developing writing skills. To sum up, using ChatGPT in teaching writing is helpful in learning. However, no research has examined the use of ChatGPT in teaching writing, especially as a feedback provider in vocational high schools. Thus, researchers formulated the research question as follows:

1. How is the ChatGPT implemented in teaching writing?
2. How do the teacher and students perceive the use of ChatGPT in teaching writing?

2. METHOD

2.1. Research Design

Researchers used a descriptive qualitative approach. Creswell (2012) states that descriptive qualitative research is a phenomenon that concerns characteristics and interrelationships. This research was conducted at a vocational high school in Polewali, West Sulawesi, in Polewali Mandar. The sampling method was purposive sampling. Researchers selected three Grade XI Visual Communication Design classes at SMKN 1 Polewali, each with 31 students. The three classes were XI DKV 1, XI DKV 2, and XI DKV 3. This is because the teacher and students utilized ChatGPT in the learning process.

2.2. Research Instrument

Researchers used an observation checklist as a guideline when observing the teacher and students. During the observation process, researchers investigated the implementation of ChatGPT in teaching writing. This includes how the teacher planned the teaching process, implemented the teaching process, and evaluated the students' work. In addition, observations were conducted three times in each of the three classes. Moreover, researchers also used semi-structured interviews. This is so that researchers can investigate more deeply the teachers' and students' perceptions of implementing the ChatGPT in teaching writing. Researchers selected an English teacher and seven students from class XI for the interview.

2.3. Data Analysis

The data analysis model researchers use is the interactive model (Miles, Huberman, and Saldana, 2014). The stages in the data analysis are as follows:

2.3.1. Data Collection

In this step, researchers collected data from the observations checklist and extracted interview data from audio recordings. Observation and interview data were used to determine the teacher's and students' implementation and perceptions regarding using ChatGPT in teaching writing.

2.3.2. Data Condensation

The condensed data are observation, interview, and documentation data. Researchers only retrieve the data that has been condensed so that the data presented follows the research question that has been formulated previously. Researchers can use the condensed data if the data has not answered the research questions. The research questions include the implementation and perception of ChatGPT in teaching writing.

2.3.3. Data Display

Researchers drew the data results from observation, interviews, and documentation analysis. The data is organized into three sections: implementation and perception of ChatGPT in teaching writing. Therefore, researchers can understand the phenomena that occur.

2.3.4. Data Conclusion

The conclusion is an important part of the research. Researchers decided after examining the data and considering the results. The data conclusion is organized into three sections: implementation and perception of ChatGPT in the teaching of writing.

3. RESULTS

3.1. The Implementation of ChatGPT in Teaching Writing

Based on the implementation of ChatGPT in the learning process, researchers delineated the teacher's activities into three distinctive components: namely, the plan for using ChatGPT in the learning process, the use of ChatGPT in the learning process, and the evaluation of students' writing skills. The following are the findings that have been obtained from observation and interview data:

3.1.1. Plan for Using ChatGPT in the Learning Process

The lesson plan is an important part of the teaching process. The teacher used the teaching plan to make the learning process more effective. To maximize the integration of ChatGPT, the teacher personalized the lesson plan based on the learning objectives. Regarding the plan for using ChatGPT in the teaching of writing, researchers outline the findings in the form of a narrative. Based on the observation data, researchers found that the teacher had prepared the teaching plan. The teaching module showed that several teaching aspects have been prepared. The teacher divided the teaching module into three sections: initial activity, main activity, and closing activity. The first section was the initial activity. In this section, the teacher planned the preparation before the teaching process. The teacher planned to use this teaching module in class XI DKV, which consists of three classes: XI DKV 1, XI DKV 2, and XI DKV 3, in the first semester of the 2023-2024 academic year. The teacher planned to use recount text material in teaching. Then, the planned duration was 160 minutes in one meeting. Also, the teacher planned to use the Project-Based Learning model. Then, the teacher planned to use the methods of question and answer, discussion, presentation, and collaboration. Afterwards, the teacher planned the resources to be used in two parts. The first was the media, namely (1) PowerPoint, (2) Laptop, (3) LCD Projector, (4) Smartphone, (5) ChatGPT, (6) AI Detector, (7) Plagiarism Checker, (8) Markers. The second was learning resources, namely Package Book and YouTube Video.

The teacher planned the teaching objectives which are (1) Explaining the definition, purpose, text structure, and characteristics of the language elements of recount text, (2) Differentiating and analyzing the social functions, text structure, and language elements of several oral and written recount texts, (3) Capturing meaning contextually related to the social functions, text structure and language elements of oral and written recount texts related to historical events, (4) Composing recount texts, short and simple, related to historical events, with attention to social functions, text structure and language elements, correctly and according to context. Then, the teacher planned a meaningful understanding that contained explanations related to the Recount Text material. Then, the teacher planned triggering questions for students related to recounting text material, including (1) Have you ever experienced a fun or sad event in the past? Why? (2) How did the fun or sad event happen? Explain. The second section was the main activity. In this section, the teacher planned the teaching flow process. The teacher planned to start the teaching by greeting students and inviting them to pray before the learning began. Then, the teacher planned to motivate and ask about the student's health condition. Then, the teacher planned to check the student's attendance. The teacher then intended to deliver an apperception regarding the study topic. After that, the teacher prepared to express the goals to be reached in teaching. Next, the teacher intended to provide an overview of the extent of the information to be taught. Afterwards, the teacher prepared to discuss the lesson plans, methods, and evaluation strategies that would be employed.

The teacher intended to demonstrate the use of ChatGPT in delivering feedback on writing. Following that, the teacher intended to split the students into groups. Afterwards, the teacher intended to encourage the students with an animation correlated to the topic. The teacher then intended to describe the recount text's idea, objective, content structure, characteristics, and linguistic aspects. Next, the teacher intended to split students into groups to create a diary. Following that, the teacher intended to educate the students on evaluating diary results using ChatGPT and enhance their writing according to the suggestions. Afterwards, the teacher intended to interact with students about writing a diary. Then, the teacher prepared the students to read the final results of the writing in

front of the class. The third section was the closing activity. In this section, the teacher planned the process to close the teaching. The teacher planned to check the students' writing with AI Detector and Plagiarism Checker to give an evaluation of the student's writing. Then, the teacher planned to give feedback on the recount text material. Then, the teacher planned to give homework to create factual recount text by analyzing the writing results using ChatGPT and sending it to the Whatsapp chat. Then, the teacher and students pray together to end the lesson. Based on the explanation above, researchers concluded that the teacher had prepared the teaching plan properly. This is because the teacher had adapted the teaching module to integrate ChatGPT as a tool to provide feedback. In addition, the teacher and students had previously used ChatGPT in the teaching process, so the teaching module did not include the steps of using ChatGPT.

3.1.2. The Use of ChatGPT in the Learning Process

The implementation of ChatGPT in teaching writing was conducted. Based on the observation data, the teacher conducted the teaching process according to the teaching module. At the beginning of the teaching, the teacher started the teaching on time. Then, she conditioned the students to be ready to learn and check the students' attendance. The teacher explained the teaching objectives and assessment aspects using PowerPoint slides based on the teaching module. The teacher encouraged students to express their opinions about memorable life experiences. Then, some students expressed their views, such as their experiences during study tours and vacations. Then, the teacher asked about the relation between the lessons. Then, students explained opinions related to the material, namely experiences that have happened in the past. The teacher conducted the teaching process by conveying the outline of the teaching material, which is a recount text. The teacher explained the introduction material about recount text through the PowerPoint slides. The part of the lesson explained the definition, characteristics, types, and structure of recount text. Moreover, the teacher provided an example of a recount text through a displayed YouTube video. The video narrated someone's experience during the holidays so that students could understand the Recount Text material more efficiently.

The teacher divided the students into several groups. This is because out of 31 students, 13 students do not have an internet quota. In addition, a power outage occurred, so the school Wi-Fi could not be used. The teacher anticipated this by dividing students into groups to take turns using their gadgets. The results of the following interview data support this:

Excerpt 30:

T1: "Karena kelompok itu agar siswa yang lain bisa mendengarkan apa yang mereka tulis dan di kelompok kan juga ke evaluasinya jadi dari evaluasi-evaluasi tersebut siswa yang lainnya bisa mendengar dan bisa mempelajari apa yang harus mereka perbaiki. Terus mereka dapat menggunakan hp temannya yang lain" (Because the other students can listen to what they have written. In the group discussion, there is also an evaluation so from these evaluations other students can hear and learn what they have to improve. Moreover, students can use gadgets in turn.) (Interviewed on November 22, 2023)

The teacher instructed the students to make a diary individually. The diary is based on the student's past experiences. The teacher conveyed the prohibition of using translator applications and said they could only use dictionaries. Based on the picture above, the teacher displayed a prompt that students must use to analyze the writing on ChatGPT. This is so that the results of the feedback provided by ChatGPT can be uniform by all students. The results of the following interview data support this:

Excerpt 27:

T1: "Diberikan prompt khusus agar evaluasi yang masuk itu seragam" (Specific prompt is given so that the feedback is consistent) (Interviewed on November 22, 2023)

However, in the early stages of implementing ChatGPT, students still experienced difficulties because adaptation to the prompts given by the teacher is still needed. This is because the use of ChatGPT in teaching writing at SMKN 1 Polewali had only been running for two semesters, for the adaptation stage carried out by ChatGPT users for about one month. The teacher directed the students to analyze the writing results using ChatGPT and independently revised the correction results from ChatGPT. In addition, the teacher walked around to each group to help students who were still having difficulties. After all students finished correcting their writing, the teacher instructed each group representative to appear in front of the class to read the correction results from ChatGPT. Three students from each group representative read the correction results in front of the class. Afterwards, the teacher provided additional feedback on the student's improvement results.

The teacher instructed the students to submit the assignment by sending screenshots and texting them through WhatsApp. This is so that the teacher can check the originality of the student's writing. After that, the teacher presented the conclusion of the teaching material to the students. Then, the teacher assigned the students to create factual recount text by analyzing the writing results using ChatGPT and sending it to the Whatsapp chat. The task assigned by the teacher is to reinforce students' ability to write after receiving feedback from ChatGPT. Therefore, the teacher can determine the impact of ChatGPT on teaching writing. Finally, the teacher ends the teaching process with a greeting. Based on the explanation above, researchers concluded that the use of the ChatGPT in the teaching

of writing was implemented properly. ChatGPT assisted students in analyzing errors and providing writing feedback. In addition, the teacher also helped the students provide additional feedback. Therefore, using ChatGPT provided new experiences and knowledge for the teacher and the students in teaching writing. In contrast, students experience obstacles, namely limited internet quotas and gadgets.

3.1.3. Evaluation of Student's Writing Skills

Based on the observation data, the teacher assessed the students' writing. This is because the teacher had planned the writing assessment instrument from the teaching module. There are several aspects of writing an assessment plan. Writing an assessment plan includes knowledge, attitude, and skills. In the knowledge aspect, the teacher planned several indicators: ideas, organization, grammar, and vocabulary. This assessment focuses on several important indicators. First, the main considerations are the originality and relevance of the ideas presented. The more original and relevant to the topic, the higher the score. Second, the ability to organize ideas logically and coherently in a good writing structure is also assessed. Students are expected to be able to follow the chosen writing genre. Thirdly, using correct and effective grammar is essential to convey the message clearly. Finally, a variety of vocabulary and appropriate word choices will enhance the overall quality of the writing.

The scoring scale uses a range of 1 to 4 to measure the level of understanding and mastery of the language. A score of 4 indicates excellent comprehension, from idea delivery to language mastery. A score of 3 indicates a good understanding, but some minor flaws remain. A score of 2 reflects sufficient understanding but with some significant errors. Whereas a score of 1 indicates very minimal understanding, with many errors in language use. The assessment thus provides an overall picture of the quality of the writing, from the initial idea to the final delivery. Each indicator assessed is interrelated and contributes to the overall quality of the writing. In attitude, the teacher planned several indicators: cooperation, discipline, responsibility, and compassion. Each indicator is given a score based on predetermined criteria, namely very good (100), good (75), sufficient (50), and less (25). The total score for each student is obtained from the sum of the scores on each attitude indicator, then divided by the number of indicators assessed to get the average score. This average score is then converted into a predicate or letter grade (SB, B, C, or K) based on a predetermined range of values. This predicate provides an overview of the level of student achievement in the assessed attitudinal indicator.

In the skills aspect, the teacher planned several indicators: pronunciation, fluency, and comprehension. This assessment measures the group's presentation skills in three main aspects: pronunciation, fluency, and comprehension. In addition, each aspect is rated on four levels, ranging from the best to the worst. First, pronunciation is assessed based on how clear and understandable the speaker's speech is. Clear pronunciation will greatly affect the listener's understanding, whether with a strong accent or the right intonation. Therefore, a score of 4 is given if the pronunciation is clear, even with a certain accent.

In contrast, a score of 1 is given if the pronunciation is so poor that it is difficult to understand. Secondly, fluency measures speaking without a hitch or a long pause. Whether it is when delivering the core material or answering questions, fluency will give a good impression to the listeners. As a result, a score of 4 is given if the presentation goes very smoothly with little difficulty, while a score of 1 is given if the presentation stops frequently and does not flow well. Third, comprehension assesses the extent to which the listeners can understand the presentation's content. Whether through the use of simple language or through the delivery of structured material, comprehension will be the key to the success of a presentation. Therefore, a score of 4 is given if the entire content of the presentation can be understood well, although there is a little repetition in certain parts.

Conversely, a score of 1 is given if the presentation's content cannot be understood, even in a very short dialogue. Overall, this assessment provides a clear picture of the criteria used to assess the skill aspect. Thus, the teacher can objectively and consistently assess each group. Not only that, but this rubric can also be used as a reference for groups to improve the quality of their presentations. In addition, this assessment instrument is used to assess recount texts. Especially personal and factual recount text. Based on the explanation above, researchers concluded that the aspects of the assessment instrument influence the students' scores. Therefore, the teacher adjusted the assessment instrument according to the learning objectives. In addition, this is conducted so that the teacher can evaluate the impact of ChatGPT on the student's writing skills.

3.2. The Teacher and Students' Perceptions of ChatGPT in Teaching Writing

In this study, researchers used the Technology acceptance model theory to determine the level of acceptance of information systems by using a behavioural approach to examine the ChatGPT acceptance process in teaching writing. TAM theory has two main factors as determinants of acceptance of information technology: perceived ease of use and perceived usefulness.

3.2.1. Perceived Ease of Use

The convenience offered on ChatGPT is easy to use, easy to learn, controllable, clear and understandable, flexible, easy to become skillful, and easy to use. The following are explanations of each of these indicators:

3.2.1.1. Easy to Learn

ChatGPT was easy for the teacher and students to learn and use when teaching writing. This is because ChatGPT provided clear guidance by providing prompts to be used in teaching writing. The following interview results support this:

Excerpt 9

T1: "Sangat mudah untuk dipelajari karena semuanya tampilannya gampang dimengerti, dan ada petunjuk-petunjuk khususnya untuk apa yang akan dimasukkan terlebih dahulu, bahkan ada contoh penggunaan prompt yang bisa digunakan" (It's easy to learn because everything looks easy to understand, and there are specific prompts for what to enter first, and even examples of how to use the prompts.) (Interviewed on November 22, 2023)

Excerpt 4

S1: "Menurutku kak mudah sekali karena gampangji kalau mau dipakai Gampang juga dipahami kak karena pemecahan masalahnya langsung ki nakasi" (I think it's very easy because it's easy if you want to use it, it's also easy to understand because the problem-solving is straightforward.) (Interviewed on November 22, 2023)

3.2.1.2. Controllable

The teacher can control ChatGPT when teaching writing. This is because the teacher used the plagiarism checker and AI Detector tools to check the originality of the student's writing. The following interview results support this:

Excerpt 10

T1: "Menurut saya, karena ini kan penggunaan teknologi, jadi saya rasa itu harus dibarengi dengan pemahaman kepada siswa bahwa apa saja kegunaan positif dari ChatGPT ini dan bagaimana menangani bias yang mungkin terjadi dengan penggunaan ChatGPT. Jadi, dengan menggunakan teknologi baru, maka kontrol yang dilakukan kepada siswa juga harus lebih ditingkatkan atau lebih mencari bagaimana cara agar siswa tidak menyalahgunakan kemudahan yang diberikan dari teknologi" (In my opinion, because this is the use of technology. So, I think it must be accompanied by an understanding to students that what are the positive uses of ChatGPT and how to deal with biases that might occur with the use of ChatGPT. So, by using new technology, the control exercised on students must also be increased or more looking for ways to prevent students from abusing the convenience provided by technology.) (Interviewed on November 22, 2023)

3.2.1.3. Easy to Use

ChatGPT was easy for both the teacher and students to use. This is because the ChatGPT was based on conversations that used prompts to generate answers. The following interview results support this:

Excerpt 14

T1: "Iya, mudah digunakan untuk pengajaran writing. Bukan hanya sebagai evaluasi saja, tetapi sebagai bahan untuk mencari hal-hal yang mungkin bisa dimasukkan untuk mengembangkan sebuah tulisan" (Yes, it is easy to use for teaching writing. Not only as an evaluation but as a material to look for things that might be included to develop a piece of writing.) (Interviewed on November 22, 2023)

Excerpt 5

S5: "Iya kak, karena cuma masukkan sajak prompt baru muncul hasilnya" (It's quite easy because it just gives a question and then there's the answer.) (Interviewed on November 22, 2023)

3.2.1.4. Clear and Understandable

The ChatGPT guide provided by the teacher was clear and easy for students to understand. This is because the teacher used to explain the guide using PowerPoint slides through the LCD Projector. The following interview results support this:

Excerpt 12

T1: "Iya, sangat jelas. Tampilannya sangat jelas dan mudah dipahami" (Yes, very clear. The interface is very clear and easy to understand.) (Interviewed on November 22, 2023)

Excerpt 15

S1: "Iya, Kak. Biasanya pakai LCD. Biasanya juga langsung, kayak nakasitauki bilang buka ChatGPT di sini, langsung di praktek, dilihat" (Yes. Usually, the teacher uses the LCD. Usually, it's also direct, informed to open ChatGPT, so it's directly practiced, directly seen.) (Interviewed on November 22, 2023)

3.2.1.5. Flexible

ChatGPT was flexible for both the teacher and students to utilize in the teaching of writing. This is because ChatGPT

can be accessed using smartphones and laptops. The following interview results support this:

Excerpt 13

T1: "Iya, sangat fleksibel" (Yes, very flexible.) (Interviewed on November 22, 2023)

Excerpt 12

S6: "Fleksibelji kak karena bisa dipakai di hp, di laptop juga bisa" (Flexible because it can be used on smartphones, on laptops too.) (Interviewed on November 22, 2023)

3.2.1.6. *Easy to Become Skillful*

ChatGPT was sufficient to improve students' skills in the teaching of writing. This is because students used ChatGPT feedback to improve their writing for the better. The following interview results support this:

Excerpt 22

S6: "Sebenarnya tidak langsung saya mahir, karena cuma nakasih saja masukkan, tapi dari situ saya bisa belajar lebih lagi, biar bagus tulisanku" (Actually, I'm not immediately proficient, because ChatGPT only provides feedback, but from there we can learn more. Even better so that the writing can be easily understood.) (Interviewed on November 22, 2023)

3.2.2. Perceived Usefulness

The usefulness offered on ChatGPT is not only job acceleration but also improved job performance, increased productivity, effectiveness, ease of work, and usefulness. The following is an explanation of each of these indicators:

3.2.2.1. *Accelerate Work*

ChatGPT accelerated the work of both the teacher and the students in teaching writing. ChatGPT aims to shorten the time teachers take to check for student writing errors. The following interview results support this:

Excerpt 2

T1: "Dalam penerapan ChatGPT pada pembelajaran kemarin yang saya rasakan itu sangat mempercepat dalam proses evaluasi, karena di ChatGPT dia memberikan evaluasi langsung secara mendetail mengenai bagaimana penulisan yang telah dilakukan oleh siswa." (In the implementation of ChatGPT in the previous lesson, I felt it really accelerated the evaluation process because ChatGPT provides a detailed direct evaluation of how students have done the writing.) (Interviewed on November 22, 2023)

Excerpt 20

S1: "Iya, karena nabantu kasi' masukan dari tulisan." (Yes, because it helps give feedback on our writing.) (Interviewed on November 22, 2023)

3.2.2.2. *Improve Performance*

ChatGPT enhanced the teacher's work performance in the teaching of writing. This is because the writing error analysis performed by ChatGPT is very detailed. This is supported by the following interview results:

Excerpt 3

T1: "Saya pikir dengan diterapkan ChatGPT ini dapat memberikan saya juga insight baru tentang apa-apa yang harus dilihat dalam pembelajaran siswa karena terkadang kita sebagai guru itu ingin menilai dengan cepat, jadi ada beberapa hal yang miss dari penilaian kami sehingga dengan adanya bantuan ChatGPT ini memudahkan kami untuk bisa melihat hal-hal yang perlu dinilai dengan lebih detail" (I think the implementation of ChatGPT can give me new insight into what to look at in student learning because sometimes we as the teacher want to assess quickly, so there are some things that are missed from our assessment so with the help of ChatGPT it makes it easier for us to be able to see things that need to be assessed in more detail.) (Interviewed on November 22, 2023)

Excerpt 19

S8: "Kalau saya sih melihat sebelumnya, kalau dari sini saya sangat menambah nilai begitu karena langsung mengakses cepat, membantu mengoreksi dan kan di dalam ChatGPT dia memberikan poin-poin dan dari poin-poin itu kita tahu, oh di sini yang masih kurang nih di sini yang masih perlu diperbaiki dalam struktur kalimat." (If I look at it previously, from here I really increase the grade because it directly accesses quickly, helps correct and right in ChatGPT gives points and from those points we know, oh here what is still lacking here what still needs to be corrected in the sentence structure.) (Interviewed on November 22, 2023)

3.2.2.3. *Effectiveness*

ChatGPT was effectively used by both the teacher and students to teach writing. This is because ChatGPT provides feedback that helps students improve their writing. The following interview results support this:

Excerpt 5

T1: "Sangat efektif dan sangat membantu" (Very effective and very helpful.) (Interviewed on November 22, 2023)

Excerpt 21

S8: "Sangat efektif karena ya, dia sangat membantu dan sangat bermanfaat sih menurut saya, Kak." (Very effective because it's very helpful and very useful in my opinion.) (Interviewed on November 22, 2023)

3.2.2.4. Simplify Work

ChatGPT facilitated the work of both the teacher and the students in teaching writing. This is because teachers have more time to guide students in the writing process. The following interview results support this:

Excerpt 7

T1: "Iya, sangat mempermudah. Pertama dalam memberikan feedback dan penilaian. Jadi guru dalam ChatGPT itu kan sudah tersusun juga apa-apa yang harus dievaluasi, bagaimana yang harus diperbaiki. Jadi dalam memberikan feedback dari siswa, guru juga bisa lebih jelas memberikan feedback dan penjelasan kepada siswa tentang apa yang mereka harus perbaiki dalam tulisannya." (Yes, it makes it very easy. First, in providing feedback and assessment. So, the teacher in ChatGPT has also arranged what to evaluate and how to improve. So, in providing feedback from students, the teacher can also provide clearer feedback and explanations to students about what they must improve in their writing.) (Interviewed on November 22, 2023)

Excerpt 24

S1: "Ya cukup mempermudah karena kan cuma nakoreksi tulisanta, tapi kita yang tetap kerja sendiri" (Yes, it's quite easy because it's just correcting the writing, but we still do the work ourselves.) (Interviewed on November 22, 2023)

3.2.2.5. Useful

ChatGPT was very valuable for both the teacher and the students in teaching writing. This is because the feedback students receive is not only from the teacher but also from ChatGPT. The following interview results support this:

Excerpt 8

T1: "Iya, bermanfaat." (Yes, useful.) (Interviewed on November 22, 2023)

Excerpt 25

S1: "Bermanfaat sekali kak, kalau saya, karena bukan cuman guru yang kasi' masukan di tulisanta itu, jadi kadang itu kalau dariki sama guruta, bisaki buka ini." (It's very useful for me because it's not only the teacher who gives feedback on writing.) (Interviewed on November 22, 2023)

4. DISCUSSION

4.1. The Implementation of ChatGPT in Teaching Writing

Based on the findings above, researchers investigated the implementation of ChatGPT in teaching writing. The previous section showed that the plan for using ChatGPT in the learning process had been planned properly. This is based on observation and interview data, in which the teacher prepares teaching plans through teaching modules. The teacher compiled a teaching plan using ChatGPT to provide feedback on students' writing. This is supported by Halaweh's (2023) research, where the implementation of ChatGPT in teaching must be well-planned so that the teaching process is clear and understood by students. Besides the plan for using ChatGPT in the learning process, the findings showed that ChatGPT had been appropriately implemented. The teacher conducted the teaching process by conveying the outline of the teaching material, which is a recount text. The teacher explained the introduction material about recount text through the PowerPoint slides. Then, the teacher divided students into groups. This was because some students did not have an internet quota and gadgets, so the teacher anticipated dividing students into groups. Therefore, students could take turns using their gadgets. This strategy is used to overcome these problems and build good student cooperation. This aligns with Shidiq's (2023) research that teachers should implement teaching strategies to overcome the limited facilities in using ChatGPT. The teacher assigned the students to create a personal recount text, and then the students analyzed their writing with ChatGPT to get feedback from ChatGPT.

The teacher gave special prompts to students so that the feedback results could be consistent with those of other students. This is supported by Su and Yang's (2023) research that ChatGPT can provide quick feedback by specific prompts on student writing so that the feedback results can provide students with knowledge and experience to improve their writing. However, in the early stages of implementing ChatGPT, students still experienced difficulties because adaptation to the prompts given by the teacher is still needed. This is because the use of ChatGPT in teaching writing at SMKN 1 Polewali had only been running for two semesters, for the adaptation stage carried out

by ChatGPT users for about one month. This aligns with Kohnke et al.'s (2023) research, stating that teachers and students must have digital competence to implement ChatGPT. In addition, the teacher still guided the students during the assignment process by approaching each group. Based on the explanation above, researchers concluded that implementing ChatGPT in teaching writing is achievable. Nevertheless, there are some problems, such as facilities, that the teacher must overcome.

4.2. The Teacher and Students' Perceptions of ChatGPT in Teaching Writing

Based on the findings above, researchers investigated the teacher and students' perceptions of ChatGPT in teaching writing. In the previous section, the results showed that perceived ease of use had been achieved by both the teacher and students from each indicator. This is in line with Rahman et al.'s (2023) research that the ease of use of ChatGPT in teaching provided significance to understanding students' attitudes, subsequently predicting their behavioral intention to use it. Similarly, Ruiz et al. (2023) explained that when minimizing the difficulties of system users or systems that are developed, the system must be easy for users to use. This means that with the current implementation of ChatGPT, it is easy for users to get feedback on their writing. Moreover, the ease of use of ChatGPT is a concept used to get satisfaction from its users in the use of artificial intelligence. Therefore, the implementation of ChatGPT, which was easy to use, increased the intention to use the system.

Based on interviews that researchers conducted with student respondents, it was known that using ChatGPT for students as users was easy to learn and understand. This aligns with Lentz and Mager (2023), who mentioned that ChatGPT enhances students' experience in writing because it is easy to use. Moreover, the results of interviews with the teacher that researchers conducted showed that the appearance of ChatGPT was well understood and quite clear. This is because the display on ChatGPT was also simple and not confusing for students. Besides the perceived ease of use, the findings showed that the perceived usefulness had been achieved by both the teacher and students from each indicator. This is supported by Rodríguez et al. (2023) research that ChatGPT provides various student benefits, such as feedback providers in the teaching process. The usefulness aspect is very important in using ChatGPT compared to other aspects. This is because using a system or technology aims to shorten the time needed to do a job to be more effective and efficient. This is related to improving performance and productivity so that the teacher and students can provide maximum results. In addition, the use of ChatGPT also greatly affects the satisfaction obtained by the teacher and students by providing benefits to its users. In this case, ChatGPT provides feedback to students writing.

The benefits of using ChatGPT include improving the student's performance in the learning process. This is in line with Cicco et al. (2022) research that students will use Chatbots if they know the positive benefits of using them. Based on the interview that researchers conducted with the teacher, ChatGPT provided benefits by offering feedback on student writing results, so the teacher's work became more effective and more straightforward than before. The improvement of teacher performance and productivity was also increasing; this was based on an interview with the teacher, who said that ChatGPT is very helpful as a feedback provider in the learning process. This is supported by Hui et al.'s (2023) research that ChatGPT improves teaching efficiency as it can reduce teacher time in providing feedback. The existence of ChatGPT also provided benefits for students; the evaluation process of writing became shorter, and students could immediately improve their writing independently. This is supported by Cao and Zhong's (2023) research that the implementation of ChatGPT provides satisfaction for students because the feedback results are very detailed. Based on the explanation above, researchers concluded that the teacher and students' perceptions towards using ChatGPT in teaching writing fulfilled the two constructs of the TAM theory.

5. CONCLUSION

5.1. The Implementation of ChatGPT in Teaching Writing

This research revealed that ChatGPT has been well implemented in teaching writing. This is because the teacher prepared a lesson plan incorporating ChatGPT, used ChatGPT as a feedback provider in the learning process, and assessed students' writing skills. In addition, the teacher's role in supervising students during ChatGPT has been implemented properly. This is because the teacher instructs students to analyze their writing using ChatGPT so that students get feedback to improve their writing. In addition, the teacher still provides additional feedback on students' writing that has been revised. Although some students are constrained by internet connection, the teacher anticipated dividing students into groups. Therefore, students can take turns using the device.

5.2. The Teacher and Students' Perceptions of ChatGPT in Teaching Writing

This research revealed the highly perceived ease of use and usefulness of ChatGPT in teaching writing. The results of the analysis of the ChatGPT using the Technology Acceptance Model theory showed that the use of ChatGPT in teaching writing fulfilled two constructs of perceived usefulness and perceived ease of use. This is because both the teacher and students can well receive ChatGPT. Based on the perceived ease of use, the researcher found that both the teacher and students highly perceived the ease of use of ChatGPT in teaching writing. This is because ChatGPT is easy to learn, easy to control, easy to use, clear, easy to understand, flexible, and easy to become skillful. The higher the ease of use of ChatGPT, the higher the teacher's and students' interest in using it will be.

Moreover, both the teacher and students highly perceived the usefulness of ChatGPT in teaching writing. This aligns

with ChatGPT's capability to accelerate work, improve performance, increase effectiveness, simplify work, and provide utility. The higher usefulness of ChatGPT will lead to both the teachers' and students' interest in using it.

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