"Can AI Be Trusted for My Thesis?" The Voices of Indonesian Higher Education Levels About ChatGPT in Automated Writing Evaluation (AWE)

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ABSTRACT

Keywords: ChatGPT, Academic Writing, AWE, AI	This study aims to provide a comprehensive framework for examining the voices of students regarding the use of ChatGPT as an AWE tool, and what challenges and conveniences are associated with using ChatGPT. This narrative inquiry research explores the diverse perspectives of students in the context of ChatGPT in Automated Writing Evaluation. The findings of this study explained that students' perspectives on the integration of AI technologies in higher education highlight the need to ethically integrate AI technologies into education, taking into account responsible practices. Therefore, it is suggested that the integration of ChatGPT in the students' writing process should be accompanied by careful consideration of the ethical ramifications and potential impact on students' academic progress.

Introduction

Artificial intelligence (AI) integration is becoming more and more common as higher education changes to keep up with technology breakthroughs. This is bringing about a transformation that even affects established academic processes (Michel-villarreal et al., 2023; Wang, 2021). One of them is automated writing evaluation, which is one notable area where AI has gained substantial headway. This domain holds huge significance for students who are writing their theses and conducting academic research. Among the array of artificial intelligence (AI) technologies, Generative Pre-Trained Transformer (ChatGPT), a sophisticated language model, has become a potential tool for producing written material (Dergaa et al., 2023; Shidiq, 2023). According to Salvagno et al. (2023), ChatGPT provides a special combination of features that support academic endeavors. Besides, AWE is the process of evaluating written compositions using computer-based methods and providing comments. According to Cotos (2011), AWE tools facilitate writing by offering constructive criticism, which is usually presented on an eye-

catching graphical user interface. With the help of this technology, students may approach writing projects in a completely new way and receive quick, helpful feedback that helps them become better writers overall. Even if they are successful, according to (2023) and Borchers et al. (2023), traditional methods of evaluation sometimes entail manual grading, which takes time away from teachers and may not provide students with feedback right away. Artificial Intelligence, and ChatGPT in particular, tackles these issues by providing a scalable and effective solution that blends machine learning with natural language processing.

As temporal progression ensues, the facile integration of ChatGPT as a didactic instrument for furnishing feedback within the scholastic composition trajectory elicits escalating apprehensions regarding its potential to compromise the pedagogical efficacy of students' writing acquisition (Imran, 2023). The burgeoning concern emanates from the recognition that an overreliance on ChatGPT may inadvertently undermine the developmental nuances inherent in the writing learning process (Seung & Bom, 2023). As temporal epochs unfold, the escalating ease of integration with ChatGPT within the educational milieu precipitates inherent hazards that impinge upon the essential pedagogical objectives surrounding the cultivation of proficient writing skill among students (Chen, 2022). Buruk (2023) stated that the potency of ChatGPT as a feedback provision mechanism raises legitimate concerns about its propensity to obviate the inherent struggles and cognitive exertions integral to the writing learning process (Dai et al., 2023; Yoon et al., 2023). Rahman (2023), the risk lies in the potential attenuation of the intrinsic challenges that foster cognitive development, thereby diminishing the formative aspects of the educational experience. Consequently, the imperative to deliberate judiciously upon the judicious integration of ChatGPT within the educational milieu becomes an exigent consideration to preserve the sanctity of the writing learning process (Kasneci et al., 2023).

The current study draws upon the extant body of literature, incorporating insights from antecedent studies by notable scholars in the field. Notably, Conijn et al. (2022) delved into participatory methodologies aimed at identifying salient indicators germane to students' writing processes. The participant cohort comprised five individuals, encompassing students, teachers, proficient writers, and administrative personnel. Outcomes of this inquiry elucidated the efficacy of the proposed approach, delineating the distinct preferences of students for lower-level behavioral indicators, juxtaposed with the inclination of other stakeholders towards higher-order cognitive and pedagogical constructs. Furthermore, Parra and Calero's (2019) investigation yielded affirmative findings regarding the impact of employing AWE tools on students' writing proficiencies. The study revealed a notable upswing in the utilization of AWE tools, particularly Grammarly and Grammark, attributable to commendable feedback mechanisms facilitating seamless correction and enhancement of written compositions. A parallel study by Barrett and Pack (2023) expounded upon the perspectives of educators and students regarding the application of generative artificial intelligence (GenAI) in the writing process. While the research affirmed a unanimous positive outlook among both cohorts, a lacuna persists in the explication of the underlying factors contributing to this favorable outcome. Concomitantly, a qualitative exploration by Marzuki et al. (2023) scrutinized the efficacy of employing AI in shaping students' writing proficiencies. The findings of this study highlighted a discernible positive impact among the four participants, elucidating the constructive role played by AI in augmenting writing capabilities. Lastly, Salvagno et al. (2023)

conducted a comprehensive review examining the ramifications associated with the utilization of chatbots.

Despite the valuable insights provided by existing studies on the integration of AI tools in writing process, a significant research gap remains. While some studies affirm the positive impact of these tools on students' writing proficiency, there is a need for a more thorough investigation into the nuanced factors influencing user experiences and perceptions among diverse stakeholders, including students, teachers, and staff. Thus, it is necessary to explore further the Indonesian EFL students' perception of the use of ChatGPT as an AWE tool in their writing process. Referring to these research gaps is imperative for a holistic understanding of the role and impact of AI in academic writing, ultimately informing the development of more effective and ethically sound educational practices. Accordingly, this research is hoped to provide additional insight into the use of ChatGPT in the students' writing process, including their challenges concerning the potential impact on students' academic progress.

Based on the identified gaps, the present research poses two key research questions, that were:

1. What are the voices of students regarding the use of ChatGPT as an AWE tool?

2. What are the challenges and conveniences of using ChatGPT as an AWE tool?

Literature review

The theoretical framework for this research aims to provide a comprehensive structure that guides the exploration of the integration of ChatGPT as an AWE tool in higher education. The following theoretical framework is considered:

Automated Writing Evaluation Framework

AWE's theoretical foundations take a more comprehensive view of its function in the academic writing process. The process-based method was first presented by Flower and Hayes (1981) who emphasized the dynamic and iterative character of writing. This involves authors planning, converting ideas into text, and editing and reworking their work. Aligned with this methodology, AWE systems may provide insightful information at every step of the writing process, helping students polish their concepts, arrange their work, and improve overall coherence. However, the final written output is the main focus of the product-based approach, which was put out by L2 (second language) writing researchers like Hamp-Lyons (1991). Within this paradigm, AWE tools help assess the resulting text's linguistic correctness, lexical richness, and structural coherence (Parker et al., 2023). With its language-generating features, ChatGPT supports this viewpoint by helping to create compositions that are organized and grammatically correct.

Moreover, AWE's use of instructional guides and games not only tackles the assessment element but also turns the learning process into a dynamic and captivating undertaking (Cotos, 2011). The technique of gamifying writing assignments has the potential to improve student motivation and cultivate a constructive outlook on the writing process (Habibi et al., 2023; Yoon et al., 2023). Comprehending AWE via the lenses of process-based and product-based methods sheds light on its diverse contributions to writing curricula. AWE, including tools like ChatGPT,

emerges as a flexible and potentially encouraging the effective and efficient development of writing abilities in academic environments, whether by supporting the writing process or assessing the finished result.

Feedback and Assessment Theories

Valuable theoretical frameworks are offered by Hattie and Timperley (2007) and Sadler's (2010) for understanding and enhancing feedback and assessment practices in educational settings. These theories provide insights into the importance of timely and specific feedback in promoting student learning and achievement. Moreover, Hattie and Timperley highlight the value of feedback that goes beyond simple correction, emphasizing details that help students bridge the knowledge gap between what they already know and the learning objectives that they hope to achieve. Their concept emphasizes the importance of feedback being practical, targeted, and goal-referenced. By adopting this perspective to evaluate ChatGPT, one can determine how well it provides users with focused and helpful feedback, ensuring that their interactions have a significant impact on learning outcomes.

In a similar vein, Sadler's notion of formative assessment emphasizes how continuous evaluation shapes education. By continually assessing and making adjustments based on feedback, teachers can adjust their approach to match the requirements of their students. As an interactive tool, ChatGPT may provide experiences akin to formative assessments by leading users through discussions that support and scaffold their learning. Through the lens of these educational theories, ChatGPT's feedback and assessment capabilities may be critically examined, providing insight into how the model adheres to accepted practices and outlining possible improvements for maximizing its educational value. The students also have a positive attitude and learning outcome toward the implementation of writing feedback and evaluation (Sulistyo et al., 2020).

A thorough framework for examining the voices of Indonesian higher education levels in the context of ChatGPT in AWE is provided by the integration of many theoretical viewpoints. This method guarantees a comprehensive analysis, considering aspects related to technology, cognition, culture, and ethics. The study is to investigate how ChatGPT, an AWE tool, interacts with Indonesia's current educational infrastructure from a technological standpoint. To fully comprehend the potential influence of this technology on writing evaluation, it is necessary to evaluate its efficacy, compatibility, and integration within the educational environment.

Methods

The utilization of ChatGPT as an AWE tool by students is better understood via the application of qualitative research. Then, the design known as "narrative inquiry" focuses on gathering and analyzing people's shared tales or narratives in order to fully examine their experiences, viewpoints, and the contextual factors that influence their stories. The aim of narratives produced by participants encourages a more genuine portrayal of their experiences by providing a deep qualitative investigation of the current research topic. Researchers can get extensive insights into students' experiences and opinions in a descriptive way by using in-depth interviews. With this approach, subtleties may be explored, and the complexities of how

students use ChatGPT to communicate, learn, and engage can be captured. The study intends to provide a comprehensive understanding of ChatGPT's influence and efficacy in improving students' writing skills in an educational setting by utilizing qualitative approach.

This research conducted in Indonesia focused on five students (3 female and 2 male students) with diverse academic backgrounds, ensuring a representative sample that accurately reflects the broader student population. By including participants from different personal backgrounds, the research aims to provide a comprehensive understanding of the subject matter. The researchers created an online questionnaire that they used as a first screening tool to find potential applicants from several campuses in East Java, Bali, and Sumatra. The utilization of the questionnaire as a screening tool highlights the attention to detail in the research design and the dedication to gathering pertinent and knowledgeable participant viewpoints for an extensive investigation.

The utilization of semi-structured interview techniques in the data collection process of this research reflects a deliberate and nuanced approach to gathering rich and comprehensive information from the participants. Semi-structured interviews provide a balance between the flexibility of open-ended conversations and the structure needed to ensure relevant topics are covered consistently across participants. The researchers designed interview guides to ensure a standardized set of core questions while allowing for flexibility to delve into specific areas of interest as they emerged during the interviews. By embracing the semi-structured format, the researchers aimed to create a comfortable and open environment, encouraging participants to express their thoughts freely and contribute unique insights that might not have been uncovered through more rigid data collection methods.

Table 1.

Interview Guideline

No	Questions Guideline
1	What is your experiences with ChatGPT for Automated Writing Evaluation?
2	How does the effectiveness of ChatGPT in providing writing feedback compare to conventional methods?
3	How do you deal with your dependence on using ChatGPT when writing, and do you believe 100 percent in what ChatGPT does as an AWE tool? How does the effectiveness of ChatGPT in providing writing feedback compare to conventional methods?
4	To what extent does ChatGPT provide personalized and tailored feedback based on your writing styles and needs?
5	Have you encountered any challenges while using ChatGPT as an AWE tools? And How do you overcome it?

The selection of the WhatsApp phone application as an interview facilitation tool later in the process indicates a deliberate effort to lower barriers associated with temporal and spatial considerations in order to boost participant involvement. The combination of WhatsApp integration and the usage of Indonesian language constitutes a methodology-based approach to maximize the richness and dependability of the data gathered, ultimately boosting the validity of the research findings.

In the data processing phase, this study employs the thematic analysis framework outlined by

Braun et al. (2017), through a systematic progression with several steps; data immersion combining codes, identifying potential themes, defining themes, finalizing analysis and producing report. The researcher then embarks on identifying potential themes by discerning relationships among codes, refining and defining these themes in a coherent manner. This method, characterized by its flexibility and adaptability, underscores the iterative nature of thematic analysis.

To improve the objectivity and reliability of data collected, researchers use iterative data collection procedures in their pursuit of methodological rigor. The ultimate goal is to reach data saturation, which is a crucial point at which significant changes in respondents' answers stop occurring. In order to achieve thematic redundancy, this iterative process entails periodically reviewing the data collection phase, selecting samples methodically, and analyzing responses. The goal of the researchers' repeated interactions with participants is to eventually reach a point where no new or significant information comes to light. This indicates that data saturation has been reached and adds validity to the study's conclusions (Fusch & Ness, 2015).

Results/Findings and discussion

The Students' Voices while using ChatGPT as an AWE tools

In the preliminary thematic analysis, an array of student viewpoints surfaced concerning the incorporation of ChatGPT as an automated feedback tool within their customary classroom settings. Special attention was paid to Student 1, whose nuanced experiential insights enhanced the conversation about ChatGPT:

> *ChatGPT started out as a quick-answer tool but quickly became a valuable resource for my writing endeavors as I progressed through my academic career. It seamlessly integrates into my workflow, helping me write articles by offering helpful criticism and edits. Due to its adaptability, which has proven invaluable, it has been a constant companion on my writing journey. Stu.1)*

The data above shows how Student 1's testimonial reveals ChatGPT's transformational journey from a simple tool for quick answers to a crucial tool that is easily integrated into their academic writing workflow. Over the course of the student's academic career, ChatGPT's flexibility became apparent as a critical component, enabling it to provide insightful feedback, edits, and prompt responses that were helpful in a variety of writing scenarios. The focus on ChatGPT's ability to improve the students' writing projects, along with its ongoing availability as a trustworthy friend, highlights the model's diverse contribution to the students' development. This complex first-hand observation emphasizes the adaptability, dependability, and proactive role of the AI tool in improving writing abilities in traditional classroom environments.

It is apparent from Student 2's explanation that he was only recently introduced to ChatGPT. This tendency resulted from a perceived need for a writing aid during that period, highlighting his early experimentation with the tool's functions in the context of written expression.

> *I was struggling to find the right writing tool for my essays when I came across*

> *ChatGPT only five months ago. I discovered an account on Instagram that supported ChatGPT for information retrieval and writing help, which led me to my solution. After becoming intrigued, I took the time to learn how to utilize ChatGPT and used it to help me write numerous essays and create concise questions. Stu.2)*

Motivated by a dire need for an efficient essay writing tool, Student 2 started using ChatGPT five months ago. The first communication with ChatGPT was via an Instagram account promoting the app's features for writing help and finding information. Student 2 was intrigued by the idea of using ChatGPT to help him with his writing difficulties, so he made the decision to learn more. To determine the best way to utilize the tool for written expression, he experimented extensively in the beginning. Therefore, Student 2 was able to effectively integrate ChatGPT into his writing process and found it to be very helpful in getting past his essay-writing obstacles. A testament to user adaptability and their capacity to use technology to improve writing and get over obstacles in the classroom is Student 2's experience.

Then, students 3 and 5 provided a different viewpoint, explaining how they had used ChatGPT for the first time as an AWE tool in conjunction with receiving a writing assignment for class. These students explained that the first time they encountered ChatGPT, it was in an educational setting, where the app was used to evaluate and improve their academic writing skills. This clarification highlights ChatGPT's crucial function in the educational sphere, specifically in aiding students' development of their compositional abilities via automated assessment procedures.

> *My first experience with ChatGPT came about in the third semester when I was given an article to write. At first, I used ChatGPT as a comprehensive article drafting tool. But I also saw that this method was inappropriate because ChatGPT does not support comprehensive citation and referencing, so it is not appropriate for creating full academic journals. As a result, I have carefully maximized ChatGPT's usefulness to improve my writing, with a primary emphasis on content improvement and technical fixes. This astute incorporation of ChatGPT into my writing procedure functions as an adjunctive instrument to enhance the general caliber of my scholarly writings. (Stu.5)*

Although people acknowledge ChatGPT as a tool that helps with AWE tasks, different viewpoints were revealed during academic writing assignments. Student 3 stated that they believed using ChatGPT to be academic dishonesty because it made writing easier and allowed students to create content more quickly, which reduced the amount of brain work required. As Student 3 said:

> *...It was at the beginning of my sixth semester on campus that I got to know ChatGPT. Many of my classmates used ChatGPT to ask questions and retrieve information during that time. At first, I had concerns about the moral ramifications of using ChatGPT as a tool for academic writing because I thought it was excessive help where the user only had to state the goal and ChatGPT would quickly produce the content. I felt that this kind of behavior fundamentally undermined academic integrity... (Stu.3)*

After that, student 4 provided the final evaluation explaining their first experience using ChatGPT as an AWE tool. As he excerpts:

> *…It was at the beginning of my sixth semester on campus that I got to know ChatGPT. Many of my classmates used ChatGPT to ask questions and retrieve information during that time. At first, I had concerns about the moral ramifications of using ChatGPT as a tool for academic writing because I thought it was excessive help where the user only had to state the goal and ChatGPT would quickly produce the content. I felt that this kind of behavior fundamentally undermined academic integrity... (Stu.4)*

According to the data above, Initial reservations regarding the moral ramifications of using ChatGPT as an AWE tool for academic writing were voiced by student 4. He observed a reluctance to adopt the technology because of the worry that users would become overly dependent on it and just state their writing objectives, leaving ChatGPT to generate content quickly. The concern was that this method would undermine students' active participation and original contributions, thereby undermining academic integrity. The views of student 4 point to a greater need for a sophisticated grasp of how programs like ChatGPT can be successfully incorporated into educational environments, balancing the needs of maintaining academic integrity with utilizing technology for efficiency. Talks about the responsible use of AI tools in education and the significance of assisting students in using these tools as supplements rather than as replacements for their own intellectual contributions can benefit from the evolving perspectives of students such as Student 4.

The Challenges and Conveniences Using ChatGPT's as an AWE tools

The researchers then obtained student opinions about the perceived usefulness of ChatGPT for providing feedback on academic writing. As part of this study, many participants explained positive benefits from using ChatGPT as an AWE tool. As an example, student 1 discussed how ChatGPT could facilitate the academic writing process by making it easier to receive revisions in a straightforward way. As she excerpts:

> *I find that ChatGPT is a very useful tool for my writing projects, especially when it comes to academic writing. I can get feedback from my instructor right away with this platform, so I don't have to wait for changes. ChatGPT recognizes correct sentences and fixes mistakes by analyzing the paragraphs that users input. My writing revision process is much more efficient thanks to this quick feedback system. (Stu.1)*

The statement made is in agreement with the third student's sentiment as stated in the statement she excerpts:

> *In fact, the difference is apparent, as ChatGPT shows greater sophistication and speed when compared to traditional approaches, where corrections required relying on my instructor's input. This addition makes a substantial contribution to my writing's polish and clarity. By using ChatGPT, I was able to significantly reduce the time it would have taken me to complete my written work from one*

> *month or more to just one or two weeks. (Stu.3)*

It can be observed that, in the context of the previous claim, student 1 and student 3 hold similar opinions about ChatGPT's effectiveness as an AWE tool. The fundamental understanding behind their agreement is that ChatGPT can provide quick and instantaneous feedback. This mutual belief results from an understanding of the tool's rapid processing speed, which allows for a prompt turnaround time for the evaluative insights. One important feature that is emphasized is the instantaneous nature of feedback delivery, which makes ChatGPT more useful overall when it comes to academic composition. Both students find common ground in this evaluative paradigm, where they assert ChatGPT's crucial role in accelerating and optimizing the feedback loop in the context of academic writing.

Then, student 2 has made note of the heightened level of sophistication exhibited by ChatGPT in comparison to manual feedback. This observation places emphasis on the model's capacity to promptly and comprehensively rectify sentences. The student highlights the efficiency with which ChatGPT navigates the intricacies of language, offering a swift and thorough review that outperforms traditional manual methods. The viewpoint expressed by the student aligns with that of student 4, as both individuals recognize the model's proficiency in providing accurate and prompt corrections. This consensus among students indicates a growing recognition of AI-driven language tools and acknowledges their potential to revolutionize the processes of learning and editing through the provision of advanced, real-time assistance. As technology continues to advance, such endorsements signify a shift in the perception of AI from a supplementary tool to an essential resource in academic and linguistic contexts.

> *Utilizing ChatGPT has been demonstrated as a unique and effective approach, as it eliminates the lengthy waiting times that are inherent in conventional feedback mechanisms. The swift response time is a characteristic feature of this platform, with instantaneous updates following the input of written content. Moreover, the tool serves as an invaluable aid in identifying and rectifying errors within written compositions. The prompt nature of this process is in stark opposition to traditional methods of feedback, where dependence on instructor evaluations often entails prolonged waiting periods, thereby preventing simultaneous engagement in other activities. (Stu.4)*

The perspective advocated by student 5 in relation to the effectiveness of implementing ChatGPT as an AWE tool aligns with the idea that employing this technology carries significant benefits, particularly in its capacity to deliver timely and constructive feedback.

> *…ChatGPT provides expeditious and readily understandable feedback. Users are afforded the freedom to input directives that direct the AI to carry out particular writing-related tasks, typically entailing the improvement of sentences in terms of grammatical accuracy and enriched vocabulary. Additionally, users frequently employ the AI for the purpose of proofreading and obtaining suitable references, thus facilitating the writing process and minimizing time commitment. (Stu.5)*

Furthermore, the value of ChatGPT as an AWE tool lies in its ability to analyze written content and offer direct assessments, thus contributing to the improvement of writing skills. This

observation corresponds with broader discussions in the academic community regarding the changing role of artificial intelligence in educational contexts. The swift feedback provided by ChatGPT not only facilitates immediate corrections but also cultivates a dynamic and iterative learning process, promoting ongoing enhancements in written expression and composition. Consequently, the incorporation of ChatGPT as an AWE tool emerges as a valuable asset in the educational landscape, encouraging effective and efficient development of writing abilities.

However, the inquiry unveiled a conspicuous sense of unease among the respondents with regards to the exclusive dependence on the effectiveness of ChatGPT as a tool for providing feedback. This viewpoint was expressed by student 2, who conveyed a certain level of skepticism towards ChatGPT. The participant's assertion is encompassed within the subsequent extract:

> *To alleviate my inclination to excessively rely on ChatGPT, I employ a discerning methodology by abstaining from continuous reliance on the tool. Instead, I deliberately interact with it primarily in situations where writing becomes arduous or generating ideas becomes challenging. To tackle this dependence, I acknowledge the significance of seeking input from esteemed scholars and subject matter experts who can offer valuable insights and feedback on my written endeavors. This multi-pronged approach is conducive to cultivating a more equitable and comprehensive method to scholarly composition. (Stu.2)*

Despite student 5's elucidation, highlights a nuanced viewpoint regarding the dependability of ChatGPT, suggesting a cautious stance, particularly when seeking advice. The argument revolves around the observation that ChatGPT's references may have a tendency to provide information that is characterized by inaccuracies and factual errors. This statement requires careful consideration in light of the growing reliance on AI systems for the dissemination of information and guidance. The concerns raised by student 5 encourage contemplation of the wider implications of ChatGPT's credibility, necessitating a critical approach to its outputs, particularly in situations where precision and dependability are of utmost importance. This discourse emphasizes the necessity for continuous examination and improvement in the development of AI language models to enhance their reliability and mitigate the potential spread of inaccurate information.

During the final phase of the research investigation, participants encountered a noticeable range of obstacles. These obstacles highlighted the participants' refined approaches for overcoming challenges while utilizing ChatGPT to provide feedback on academic writing. It is worth noting that student 1 specifically mentioned struggling with the complexities of conveying instructions when interacting with the ChatGPT tool. This difficulty arose from a perceived challenge in expressing precise directives to maximize the tool's usefulness for academic feedback. The participant's sheds light on a crucial aspect of the overall user experience, revealing the intricacies involved in effectively instructing the ChatGPT model within the context of academic writing. These findings emphasize the multifaceted nature of the challenges faced by users and underscore the importance of employing nuanced strategies for interacting with AI-based tools in educational environments:

> *... The deployment of ChatGPT can present occasional difficulties when giving instructions, requiring careful formulation of commands to minimize the risk of errors. This intricacy arises from the need to provide thorough guidance to guarantee precise and logical responses. As a result, users may encounter confusion when trying to determine the most effective commands for obtaining accurate and contextually appropriate replies from ChatGPT... (Stu. 1)*

Additionally, student 1 provided further explanation on the strategic use of language choice and varied sentence structures as effective methods to navigate and address the previously mentioned difficulty encountered during the interaction with ChatGPT. When discussing the approach, the student emphasized the intentional selection of precise vocabulary, along with a skillful manipulation of sentence structures, in order to convey instructions with enhanced clarity and specificity. This deliberate linguistic expertise, as explained by Student 1, not only facilitated a more coherent and understandable interaction but also acted as a catalyst for overcoming inherent challenges in the dialogue process with ChatGPT. Consequently, the careful utilization of language choice and sentence structures emerged as a prominent strategy in optimizing the dynamics of communication within the framework of the ChatGPT interface.

Subsequently, Students 2 and 3 provided similar answers, explaining that the difficulties they faced were related to situations where their answers were incorrect and did not correspond with the intended contextual framework:

> *When I attempt to obtain assistance in rectifying sentence errors from ChatGPT, I am consistently faced with obstacles. The guidance offered by the system frequently deviates from the particular correction I am seeking. This discrepancy between the expected correction and the actual feedback can induce a feeling of dissatisfaction on my behalf. (Stu.2)*

> *Navigating the alignment of content produced by ChatGPT with specific contextual requirements frequently presents challenges. There are instances where the feedback does not correspond with the desired thematic context, even though explicit requests have been made for the inclusion of relevant content. Moreover, obtaining pertinent references from ChatGPT proves to be a multifaceted endeavor, necessitating a nuanced approach to ensure the provision of academically rigorous and contextually appropriate information. The necessity for improved precision in content generation and the capability to seamlessly incorporate relevant references highlights the ongoing refinement necessary for the optimal utilization of ChatGPT in academic settings... (Stu.3)*

While encountering comparable difficulties in utilizing ChatGPT as an AWE medium, both student 2 and student 3 employed distinct strategies to overcome these challenges. Student 2 addressed the challenge of providing feedback and identifying grammatical errors by turning to alternative platforms such as the Grammarly website and Quillbot. Conversely, student 3 successfully navigated the obstacles associated with using ChatGPT as an AWE medium by engaging in a process that involved proofreading his written work and seeking guidance from peers or instructors.

Furthermore, student 4 encountered a comparable obstacle, elucidating that the hindrance he

confronted pertained to the expedited retrieval of sources employing ChatGPT. In accordance with the assertion of student 4, he faced difficulty in procuring precise and dependable references through ChatGPT, perceiving a tendency for the model to produce references that were deemed imprecise or even considered as spurious. Consequently, student 4 chose a manual approach in seeking references to address this concern. This manual exploration involved a thorough search process to ensure the authenticity and relevance of the identified references, aligning with the scholarly criteria necessitated for academic pursuits and mitigating the perceived limitations of ChatGPT in delivering precise and reliable references promptly.

Then, the ultimate participant, recognized as student 5, elucidated that a noteworthy hindrance confronted pertained to the matter of intellectual theft. Student 5 elaborated on this difficulty in the subsequent excerpt:

> *The ultimate participant, referred to as student 5, expressed that they encountered a significant obstacle related to the matter of plagiarism. Student 5 elucidated this difficulty in the subsequent declaration. In the context of employing ChatGPT, the mentioned concern revolves around plagiarism. Accordingly, it is crucial to partake in the procedure of restating or rewording the generated content to reduce the possibility of plagiarism detection. This practice is in accordance with academic principles and advances the ethical utilization of language models like ChatGPT in scholarly pursuits. (Stu.5)*

In discussing the difficulties encountered with the use of ChatGPT, Student 5 expressed concerns about plagiarism. In a subsequent interview, the researcher further explored the intricacies of Student 5's encounters with plagiarism-related issues. Student 5 elaborated on the practical measures implemented to tackle instances of plagiarism, emphasizing the importance of manual rephrasing and the strategic alteration of textual composition to introduce variations in sentence structures. This reflective method aims not only to evade instances of academic misconduct but also to cultivate a nuanced comprehension of the content. Through deliberate paraphrasing and restructuring, Student 5 strives to uphold academic integrity and foster a distinctive expression of ideas while navigating the potential pitfalls associated with automated language models such as ChatGPT.

Discussion

The investigation explores the intricate consequences of ChatGPT on various aspects of the writing process, including ingenuity, discerning thinking, and overall educational outcomes. By conducting surveys, interviews, and performance evaluations, the investigation captures the wide array of student encounters, illuminating both the advantages and potential difficulties associated with the integration of AI-driven tools in educational methodologies. Notably, the discoveries highlight the flexibility of ChatGPT in addressing individual educational requirements, as it caters to diverse writing approaches and skill levels. The investigation's methodical examination of input from both students and educators provides a comprehensive comprehension of the tool's role in cultivating a cooperative and interactive educational milieu. As the educational landscape evolves, this research contributes invaluable understandings for

educators striving to effectively harness AI technologies for enriched writing instruction and student involvement.

Firstly, the utilization of ChatGPT as an AWE instrument within diverse student experiences presents a nuanced terrain with both benefits and drawbacks. On the affirmative side, students such as Student 1 emphasize the evolution of ChatGPT from a rapid-response tool to a pivotal asset in their academic writing process. According to Chen (2022) which explained that the adaptability and continual accessibility of ChatGPT have substantially enhanced their efficiency and productivity. Likewise, the proactive approach of student 2 towards learning and the integration of ChatGPT into their writing procedure demonstrates the adaptability and capability of students to employ technology to surmount writing obstacles. Nevertheless, the ethical concerns raised by Student 3 and echoed by student 4 cannot be disregarded. The potential misuse of ChatGPT for academic dishonesty is a notable disadvantage. It is line with Imran (2023) which said the extensive knowledge base of the tool may entice students to exploit it as a convenient means of committing plagiarism or producing unoriginal content. This gives rise to inquiries concerning the upholding of academic integrity and the responsibility of educators to oversee and prevent misuse (Conijn et al., 2022).

Additionally, the apprehension expressed by student 4 regarding excessive reliance on ChatGPT resulting in a decline in students' active participation and original contributions is a valid argument. While ChatGPT can assist in content generation, there exists a risk that students may excessively depend on it, impeding the cultivation of critical thinking and independent writing abilities. It is agreeing with Huang and Tan (2023) about the achieving a balance between utilizing ChatGPT as a beneficial tool and encouraging students to actively engage in the writing process remains a formidable task. In conclusion, while ChatGPT provides valuable support in academic writing, its integration necessitates cautious contemplation of the ethical ramifications and potential impact on students' academic progress.

Furthermore, ChatGPT, an Artificial Intelligence (AI) tool, has gained interest for its potential use in several fields, including academic writing (Alkaissi & Mcfarlane, 2023; Fitria, 2023). Moreover, this research explores the perceived efficacy of ChatGPT as a tool for AWE, with a specific emphasis on providing feedback for academic writing assignments. Student 1 and student 3 praise ChatGPT's prompt and advanced feedback, recognizing its ability to accelerate the writing and editing process. In contrast, student 2 emphasizes the time-saving benefits of using ChatGPT for completing written tasks. According to Dergaa et al. (2023) which stated that, the favorable experiences highlight the capacity of ChatGPT to greatly help to improving writing abilities and simplifying the academic writing process. Furthermore, students 1 and 3 emphasized the prompt and advanced feedback offered by ChatGPT as a significant benefit. The AI's capacity to rapidly assess material and provide valuable recommendations for enhancement is well-suited to the requirements of students who often encounter time limitations (Herbold et al., 2023). Then, the expedited pace of the writing and editing process might be especially advantageous in academic environments where meeting deadlines is crucial. Student 2 highlights the increased effectiveness achieved using ChatGPT, underscoring its ability to reduce the amount of time spent on written tasks. This element is of utmost importance, particularly in educational settings where students are managing several tasks and courses.

Nevertheless, amongst these favorable encounters, student 5 presents a nuanced viewpoint by voicing apprehensions over probable flaws and factual fallacies in ChatGPT's references. This concern raises inquiries about the dependability of AI-powered solutions and emphasizes the need for ongoing examination and enhancement to augment their believability (Buruk, 2023). Moreover, student 5 has identified a notable negative of ChatGPT, which is the possibility of inconsistencies in references and factual errors. Then, AI systems, such as ChatGPT, depend on pre-existing data and may not consistently incorporate the most recent information. This constraint presents a significant difficulty, especially in scholarly writing, where precision and adherence to facts are of utmost importance (Parra & Calero, 2019).

Another factor to take into account is the potential reliance that students may develop on AI tools for writing and revising. Although ChatGPT's speed and efficiency are commendable, there is a risk that students may become overly dependent on the tool, which could hinder the development of their own writing and critical thinking skills. It agrees with Barrett and Pack, (2023) which said that it is crucial to strike a balance between using AI as a useful tool and promoting autonomous academic development in order to guarantee that students get lasting advantages from their educational experiences. Additionally, the inherent subjectivity of writing, particularly in domains that require originality and a personalized approach, presents a challenge for AI technologies.

Although students encounter difficulties when using ChatGPT as an AWE tool, there are both benefits and drawbacks linked to these encounters. An important benefit is the possibility of enhancing writing abilities via the repetitive feedback procedure (Tedjo, 2022). As students struggle to provide accurate instructions, they are motivated to improve their language and better their communication abilities. Being exposed to many writing situations fosters adaptation and diversity in expression, hence enhancing one's overall skill set. Furthermore, the use of alternative platforms such as Grammarly enables students to check criticism and maybe get more complete insights into their writing. Employing this dual-platform strategy may lead to a comprehensive examination of their work, effectively resolving inconsistencies and facilitating the development of a more polished end product (Parra & Calero, 2019). Nevertheless, these benefits are accompanied by their own set of disadvantages. Dependence on external tools might unintentionally divert attention away from improving inherent writing skills towards adhering to particular suggestions given by the tools. The comprehensive and productive learning experience requires finding a middle ground between using AWE technologies for enhancement and preserving individual creativity.

The last, an important benefit highlighted in this study, is the capacity of ChatGPT to function as a tool for AWE. ChatGPT utilizes its natural language processing skills to provide students with tailored writing support, enhancing their learning experience via increased interactivity and engagement. An essential advantage of incorporating ChatGPT into education is its capacity to provide immediate feedback on written tasks. By using this prompt feedback technique, students are able to enhance the overall quality of their work by refining their writing abilities in real-time. Moreover, ChatGPT may function as a beneficial tool for students in need of assistance with grammar, syntax, and style, hence aiding in the development of language competency (Dergaa et al., 2023; Salvagno et al., 2023). The AI model may accommodate

individual requirements by providing customized recommendations and revisions, therefore catering to the different demands of a student population with varying levels of skill. This flexibility enhances the inclusivity of the educational setting, allowing students to get customized assistance tailored to their own learning paths. Nevertheless, it is important to recognize the difficulties linked to the incorporation of ChatGPT in educational environments. An important issue is the possibility of excessive dependence on AI technologies, resulting in a reduced focus on critical thinking and autonomous problem-solving abilities (Marzuki et al., 2023). Students might develop a reliance on the instant feedback offered by ChatGPT, which would impede their capacity to cultivate and rely on their own cognitive processes. The research emphasizes the need to ethically integrate AI technologies in education, taking into account responsible practices. In order to provide a learning environment that is both fair and reliable, it is imperative to handle privacy issues, data security, and the ethical use of student-generated information with utmost care.

Conclusion

In conclusion, the varied perspectives of students on the use of ChatGPT as an AWE tool expose a complex range of experiences. The positive testimonies emphasize the tool's development as a crucial resource, praising its flexibility, constant availability, and timely feedback, while stressing the improvements in efficiency and time-saving advantages. Nevertheless, it is imperative to acknowledge the ethical considerations associated with the possible exploitation of this technology for academic dishonesty, highlighting the intricate equilibrium between technical support and upholding academic honesty. Challenges also include the peril of excessive dependence, which may impede active involvement and innovative ideas, along with apprehensions over flaws in citations and factual inaccuracies. Notwithstanding these difficulties, the advantages of customized assistance, prompt evaluation, and the tool's flexibility in accommodating various learning preferences are acknowledged. To further investigate, it is essential to explore the ethical implications associated with the incorporation of AI technologies such as ChatGPT in educational environments. Longitudinal studies might examine the enduring effects of ChatGPT on students' writing proficiency, capacity for critical analysis, and overall scholastic achievement. Gaining a comprehensive understanding of how students acclimate to and use artificial intelligence technologies into their learning processes over a prolonged duration can provide important information. Future studies should investigate efficient methods for educators to find a harmonious equilibrium between using AI technologies to improve education and nurturing students' autonomous writing and analytical thinking skills. Continual research is crucial to inform optimal methods and guarantee the appropriate and efficient use of AI-driven technologies in education as technology progresses.

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