



## **Exploration of the Use of ChatGPT as A Writing Assistance for EFL Students: A Literature Review**

**Afiliani<sup>1</sup>,**

*Pattimura University*

Corresponding E-mail: [filiaolivia010@gmail.com](mailto:filiaolivia010@gmail.com)

**Pricilia Tupalessy<sup>2</sup>,**

*Pattimura University*

E-mail: [priciliatupalessy@gmail.com](mailto:priciliatupalessy@gmail.com)

**Beby Sinta Talaohu<sup>3</sup>**

*Pattimura University*

E-mail: [talaohubebysinta@gmail.com](mailto:talaohubebysinta@gmail.com)

### **Abstract**

This article explores the utilization of ChatGPT as a writing assistance for English as a Foreign Language (EFL) students through a comprehensive literature review. This article emphasizes the growing role of artificial intelligence in language education, particularly within the dynamic landscape of EFL, the study employs a descriptive qualitative research design through a literature review method. ChatGPT, developed by OpenAI, stands out for its ability to generate human-like text responses, presenting promising benefits in EFL writing education. These advantages include providing personalized real-time feedback, engaging students through interactive exercises, and fostering personalized learning experiences. However, the review acknowledges critical challenges, such as the potential for inappropriate feedback, over-reliance on ChatGPT, and biases in AI technologies. The study highlights ChatGPT's potential in improving EFL writing but underscores the importance of ethical considerations and effective implementation. Valuable insights are provided for educators, students, and stakeholders seeking a nuanced understanding of ChatGPT's role in language learning.

**Keywords:** ChatGPT, Artificial Intelligence, Technology, EFL, Writing.

### **INTRODUCTION**

According to Kok et al. (2009), artificial intelligence is concerned with the development of computers able to engage in human-like thought processes such as learning, reasoning, and self-correction. In the dynamic landscape of language education, the use of artificial intelligence (AI) has become an important force, especially for those studying English as a Foreign Language (EFL). Zhang and Aslan (2021) mentioned that AI technology offers a lot of great possibilities for education. With its various technologies and features, AI brings exciting opportunities to make education better. Artificial intelligence (AI) technologies play a pivotal role in supporting language acquisition through personalized and adaptive guidance, automated assessment, and instantaneous feedback.

Language learning platforms driven by artificial intelligence (AI) constitute a paradigm shift in educational methodologies, extending far beyond the conventional delivery of materials through engaging formats like games and simulations. The profound impact of AI in education becomes evident in its active role in enhancing the language proficiency of second language (L2) learners, a phenomenon extensively explored by Ningrum (2023). In the dynamic landscape of educational technology, the advent of AI has ushered in transformative tools, with ChatGPT emerging as a prominent example. Ningrum's work underscores the increasing fascination with the integration of ChatGPT and analogous AI language models, gaining particular traction in the specialized domain of English as a Foreign Language (EFL) writing.

Kalla and Smith (2023) defined ChatGPT as “a language model that uses advanced artificial intelligence techniques to generate natural language responses to a given prompt or input” (p.827). The multifaceted capabilities of ChatGPT, ranging from personalized feedback to real-time interaction, contribute to its status as a pivotal tool for educators and students alike. As these AI-driven language platforms become integral to pedagogical strategies, their potential to revolutionize the learning experience for EFL students is increasingly recognized. The nuanced understanding of these technological advancements in language education necessitates ongoing exploration, considering both the opportunities and challenges posed by their integration into the educational landscape.

Baskara's (2023) study further delves into the benefits of incorporating ChatGPT in teaching EFL writing. The findings reveal its positive impact, including the provision of personalized feedback, sustaining student interest and motivation, and aiding in the development of language skills. However, the study also brings attention to challenges, emphasizing the critical importance of proper design and implementation for effectiveness. Additionally, ethical concerns surrounding the utilization of artificial intelligence and language processing technologies in education underscore the need for a thoughtful and ethical integration of ChatGPT into EFL writing instruction. Balancing the advantages with these considerations is pivotal for maximizing the benefits of AI-driven tools in language education.

In this paper, the authors want to describe the use of ChatGPT as writing assistance for EFL students. By critically evaluating the existing literature, we hope to inform educators, students, and stakeholders about the use of ChatGPT as writing assistance for EFL students, especially regarding the use of ChatGPT in EFL writing, the advantages and disadvantages of ChatGPT in EFL writing.

## **RESEARCH METHODOLOGY**

This study used a descriptive qualitative research design using a literature review method. The research begins by looking for articles related to the topic of the research to be carried out. The criteria for scientific articles used as data are scientific articles sourced from Scientific journals. The scientific articles used are articles that can be accessed openly by the public. The steps taken to find articles as literature research data are as follows:

- 1) Visit the website <https://scholar.google.co.id>; and also in the Publish and Perris application

- 2) Entering the search keywords English language policy in elementary school, pros and cons of the English subject policy.
- 3) The next stage is to validate scientific articles by eliminating scientific articles with similar topic ideas if found in each source. The aim is to minimize the possibility of duplicate research topic ideas.

## **DISCUSSION**

### **1. The role of Artificial Intelligence in EFL Education**

According to Sumakul et al. (2022) “Artificial Intelligence (AI) and its automation feature could be the next big thing in education” (p.233). Expanding on this idea, Kok et al. (2009) elaborate on the fundamental nature of artificial intelligence, emphasizing its role in imbuing computers with the capacity for human-like cognitive processes, including learning, reasoning, and self-correction. This conceptualization places AI at the forefront of technological advancements in education, particularly within the dynamic landscape of language instruction and learning. The integration of AI in language education environments represents a noteworthy facet of ongoing developments in computer technology applications. In the realm of English as a Foreign Language (EFL) classrooms, AI serves as a multifaceted tool, contributing to various learner activities encompassing Writing, Speaking, Listening, Reading, and Grammar. This broad application underscores the versatility of AI in catering to diverse aspects of language acquisition, providing educators and students with innovative means to enhance language proficiency. As educators increasingly explore the potential of AI-driven tools, it becomes imperative to navigate the evolving intersection of technology and language education to harness the full spectrum of benefits that AI promises for learners in the 21st century.

Ningrum (2023) in her study mentioned that Several widely used AI tools for writing include ChatGPT, Grammarly, Google Translate, Turnitin, ProWritingAid, and Hemingway Editor. ChatGPT, developed by OpenAI, is a sophisticated language model that responds to prompts with detailed answers. Grammarly offers real-time grammar and spell checking, vocabulary enhancement, and style improvements. Google Translate is an AI-based translation tool supporting text, voice, and image translation. Turnitin is an AI-driven plagiarism detection tool for educational institutions. ProWritingAid provides grammar and style suggestions, readability analysis, and detailed reports. Hemingway Editor analyzes text for readability, highlighting complex sentences and suggesting simplifications for improved clarity. These AI tools collectively offer a range of functions for enhancing writing skills.

### **2. The emergence of ChatGPT as a tool for Language education**

The emergence of ChatGPT as a language instruction tool marks a potential advance in the field of language education. ChatGPT is a large language model developed by OpenAI that can create human-like text depending on input. Because of this, it has the potential to be a useful tool for language instruction because it can offer students support and feedback in real time. According to Zhang and Zou (2020), In recent years, there has been a significant increase in the use of technology in language education, with a variety

of platforms and tools available to support instruction. Software for learning a language, online translation and dictionaries, and apps for learning a language are examples of these technologies. However, ChatGPT is a novel and potentially transformative technology in this field because it can generate text that is human-like and offer learners support and feedback in real time. The possible advantages of involving ChatGPT in language training incorporate giving customized criticism and backing, connecting with and persuading students through normal language abilities, and supporting the advancement of language abilities through training and reiteration. (Baskara, 2023).

The use of personal data and possible bias in AI and NLP technologies are two ethical issues that must be carefully considered when using ChatGPT in language education. While engaging ChatGPT in language education offers a range of possible benefits, it also raises moral quandaries that must be carefully considered. Part of this moral contemplation involves individual information and potential predispositions. (Baskara, 2023). According to Mehrabi et.al (2021) As a large OpenAI-trained language model, ChatGPT generates human-like text using personal data. This raises questions about how personal data is used and protected, as well as the possibility of data breaches or misuse of personal information. AI and NLP technologies like ChatGPT can also be biased, which affects how effective and fair they are. For example, if the data used to train ChatGPT is biased in some way, this bias may be reflected in the text that ChatGPT produces. This is an important ethical consideration that needs to be carefully addressed to ensure fair and effective use of ChatGPT in language education. (Baskara, 2023)

### 3. The Use of ChatGPT in EFL Writing

ChatGPT, a sophisticated language model based on Artificial Intelligence (AI), provides numerous possibilities for EFL writing training. According to Ningrum (2023) the availability of rapid and individualized feedback is a huge advantage. ChatGPT may assess learners' written replies, make grammatical, vocabulary, and writing style suggestions, and provide comments on the general coherence and structure of their work. This real-time feedback enables students to detect and correct writing problems, resulting in better writing abilities and language competency. Another benefit of ChatGPT for EFL writing is the chance for individualized practice and self-directed learning. Learners may use ChatGPT to engage in interactive writing exercises, obtaining rapid replies and participating in virtual discussions that imitate real-life writing scenarios (Wang, Zhu, & Qin, 2021). This targeted practice enables students to concentrate on specific writing goals such as grammatical improvement, vocabulary growth, or argument building. Furthermore, ChatGPT provides a non-threatening and judgment-free environment.

Furthermore, ChatGPT may also be a useful technique for increasing learner engagement and motivation in EFL writing. According to (Li, Li, & Wu, 2020), ChatGPT's interactive nature encourages cooperation and involvement by replicating human-like discussions, making the learning experience more engaging and pleasurable. When learners receive rapid replies and a sense of involvement with the AI system, they may feel more inspired to write and actively participate in writing exercises. This increased enthusiasm and involvement can result in improved learning outcomes and a more positive attitude toward writing in the setting of EFL. Overall, based on the research by Ningrum (2023), chatGPT provides a variety of features for EFL writing education. It gives learners

fast and tailored feedback, allowing them to develop their writing abilities. It also provides tailored practice and autonomous learning possibilities, allowing students to concentrate on their unique writing requirements. ChatGPT also increases student engagement and motivation through engaging chats, resulting in a positive and dynamic learning environment. The incorporation of ChatGPT in EFL writing teaching has the potential to improve language learning outcomes and help learners' writing growth.

#### 4. The Advantages of ChatGPT in EFL Writing

##### a. Personalized Feedback

The use of ChatGPT can be beneficial, as it can provide personalized feedback in real time. Baskara (2023) stated that “when students use ChatGPT for writing practice, they can receive real-time feedback and guidance on vocabulary, grammar, and syntax tailored to their individual needs and abilities” (p.47). Students can learn from their mistakes and enhance their writing over time by practicing their writing skills and receiving feedback by using ChatGPT. Compared to traditional grammar correction tools, this might be more personalized and interesting. Through real-time feedback, students may recognize and fix their own writing mistakes, which enhances their writing abilities and increases their language fluency (Ningrum, 2023). Feedback may encompass vocabulary, grammar, and syntax, offering improvement suggestions and guidance to address specific writing challenges. Therefore, this is a significant potential advantage of using ChatGPT in EFL writing instruction because it may support students' writing development in a way that is specific to their needs and skills. Offering personalized feedback is crucial for English as a Foreign Language (EFL) writing instruction, as it aids students in advancing and growing in their writing skills.

##### b. Engaging and Motivating Students

Using ChatGPT for writing offers a variety of advantages, including a significant effect on student motivation and engagement. Students' writing tasks become less monotonous and more engaging because of ChatGPT's conversational style, providing a dynamic and engagement platform. One of the main elements in keeping students engaged is ChatGPT's immediate feedback, providing them timely direction on grammar, vocabulary, and composition as a whole. Students become engaged in the writing process as a result of this real-time interaction, creating a responsive feedback loop. It can give EFL writing students a more authentic and realistic writing experience, this makes it a potentially engaging and motivating tool. When learners feel like they are interacting with the AI system and receive quick responses, they may become more motivated to write and take part in writing assignments. Enhancing learning outcomes and promoting a more positive attitude towards writing in an EFL context can result from that increased motivation and engagement. Utilizing ChatGPT in EFL writing instruction provides students a more authentic and realistic writing experience, which may engage and motivate students. The human-like writing which ChatGPT creates can make writing more engaging and dynamic. Baskara (2023) mentioned that “ChatGPT can help maintain students' interest and motivation in EFL writing and is a significant potential benefit of using ChatGPT in language education” (p.48).

##### c. Personalized Learning

Utilizing ChatGPT proves to be a valuable asset in advancing personalized learning within the realm of English as a Foreign Language (EFL) writing. ChatGPT facilitates autonomous learning by providing students with the necessary tools to investigate and find information on their own. EFL instruction is transformed by personalized learning using ChatGPT, which adapts the language model's application to each learner's specific needs. By interacting with the ChatGPT students are able to explore various vocabulary, sentence structures, and language patterns, which helps them experience more in managing their learning process. Ningrum (2023) argued that personalized practice with ChatGPT enables learners to target specific writing needs like grammar, vocabulary, or argument development. It gives students the ability to systematically address their specific areas of weakness and make focused writing skill improvements. ChatGPT creates a non-intimidating and judgment-free space, fostering a conducive environment for learners to take risks, experiment with language, and boost their confidence as writers.

## 5. The Disadvantages of ChatGPT in EFL Writing

### a. Inappropriate Feedback

While ChatGPT offers several advantages for EFL writing, there are also several disadvantages. One significant disadvantage is inappropriate feedback. ChatGPT is an AI system, it could not always offer precise recommendations or fully understand the nuances of students' writing intentions. It might generate mistakes, give advice that is not in line with the criteria of the writing assignment, or misinterpret the context. Feedback that is unsuitable or inaccurate has the potential to mislead students and maintain incorrect word usage or ineffective writing techniques. Students could face the risk of using incorrect data generated by this innovative technology (Sok, 2023). Furthermore, Qadir (2023) also mentioned the quality of the training data, the application's constraints, user-provided prompts or input, and other factors could all lead to the creation of misleading information while using ChatGPT.

### b. Over-reliance on ChatGPT

For their writing, students should not merely depend on ChatGPT. Instead of using it as a shortcut or alternative for their own work, they must use it as a tool to practice and learn. Academic integrity and proper attribution are always important to emphasize. Students may grow excessively dependent on ChatGPT's recommendations and corrections, which could result in a passive writing style and less emphasis on developing their own critical thinking and problem-solving skills. According to Ningrum (2023), "The overreliance on AI-generated feedback can hinder learners' ability to independently analyze and evaluate their writing, limiting their growth as autonomous and proficient writers" (p.35). Due to Chatgpt's convenience, students-particularly those working on last-minute assignments-may utilize it to complete their work totally without applying critical thinking or decision-making abilities. Mosaiyebzadeh et al. (2023) said that without engaging actively in the learning process, students may grow accustomed to receiving ready-made answers.

### c. Bias in AI technologies

Another disadvantage of using ChatGPT in EFL writing is bias in AI technologies. Bias exists in AI systems, such as ChatGPT, which affects the quality and reliability of the text they produce. This may affect students' learning and development, which is a concern in language education. AI technologies, like ChatGPT, offer a number of possible sources of bias. Large text databases are used to train AI technology. The quality and variety of this training data may have an effect on the quality and reliability of the text that the system produces. The text that is produced may have bias if the training data is not representative or diverse of the language that the technology is intended to generate. The resulting text may have bias due to the technology users' inadequate representation of various dialects or regional language variants. This can affect students' learning and development, which makes it an especially important issue in language learning. Baskara (2023) said that In order to ensure that ChatGPT is used fairly and effectively in language learning, diverse and representative technology users can reduce bias in generated text.

## **CONCLUSION AND SUGGESTION**

In conclusion, the integration of Artificial Intelligence, particularly exemplified by ChatGPT, has brought significant advancements to the field of English as a Foreign Language (EFL) writing instruction. The literature highlights the potential benefits of using ChatGPT, emphasizing its role in providing personalized feedback, engaging and motivating students, and facilitating personalized learning experiences. Additionally, the emergence of ChatGPT as a tool in language education reflects a transformative shift, offering a more authentic and realistic writing experience for students. However, the advantages of ChatGPT are accompanied by notable challenges. Inappropriate feedback poses a risk of misleading students, as the AI system may not always provide accurate recommendations or fully understand the nuances of writing intentions. Over-reliance on ChatGPT could hinder students' independent analytical and evaluative skills, limiting their growth as autonomous and proficient writers. Moreover, the potential bias in AI technologies, including ChatGPT, raises ethical concerns that need careful consideration to ensure fair and effective use in language education.

Moving forward, educators should leverage ChatGPT's strengths judiciously, incorporating it as a supplementary tool rather than a sole writing solution. Rigorous implementation guidelines and ethical frameworks must be established to address concerns related to inappropriate feedback, over-reliance, and biases. Continuous monitoring and refinement of AI-based writing assistance tools are crucial to enhance accuracy and prevent the propagation of misleading information. Furthermore, collaborative efforts among researchers, educators, and developers are essential to refine AI technologies and ensure they align with the diverse needs of EFL learners. By fostering a balanced approach and prioritizing ethical considerations, the integration of ChatGPT and similar tools has the potential to significantly enhance EFL writing instruction.

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