

STUDENTS' REGARD ON THE USE OF CHATGPT IN THEIR WRITING COMPETENCE

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ABSTRACT

This qualitative case study explored the impact of ChatGPT on the writing competence of 3rd year Bachelor of Arts in English Language students of Cebu Technological University- Argao Campus in the Philippines. It aimed to determine the use of ChatGPT on students' writing competence. A stratified purposive sampling method was used in selecting experienced participants. The scrutinized gathered data was subject to thematic analysis anchored by Braun and Clarke (2006), revealing both beneficial and counterproductive outcomes from using ChatGPT on students' writing competence. This concludes that the impact of ChatGPT on students' writing was multifaceted highlighting the significance of adopting a well-rounded approach to maximize benefits and minimize potential drawbacks.

Keywords: Artificial Intelligence, ChatGPT, Influence, Writing Competence

INTRODUCTION

The emergence of ChatGPT, a smart chatbot created by OpenAI, was a result of technology and has the potential to revolutionize writing and communication. ChatGPT is an artificially intelligent (AI) chatbot that can provide answers and compose essays using a variety of writing styles. The newest chatbot from the Elon Musk-founded OpenAI foundation, ChatGPT, has astounded observers with its writing skills, mastery of difficult tasks, and simplicity of use. Maruzki et al. (2023) cite Chang et al. (2021) state that AI-powered writing tools effectively save time and effort for students and educators due to their user-friendly interface. As ChatGPT continues to learn from the vast amounts of data it processes, it could become an even more powerful tool for data analysis, predictive modeling, and decision-making (Kalla, et al., 2023) The latest version of the GPT family of text-generating AIs contains several interesting features, such as the capacity to recognize false premises and reject responding to unsuitable requests. Since its launch, it has gained a lot of attention and is already regarded as a game-changer for industries that rely on natural language processing.

The effect of ChatGPT on students' writing proficiency is still unknown, though. While some experts think it can help teachers move away from an overly focused emphasis on outcomes and make teaching feel more relatable, others worry that it might cause a loss in writing skills as students rely on the chatbot to compose their essays. Examining how ChatGPT affects students' writing skills and the potential advantages and disadvantages of implementing this technology in the classroom is important in this context.

If the influences of ChatGPT on students' writing competence are identified, the future result will support the University by the teachers such as addressing the target of needs and applications through the teaching-learning approach. The responses of the study will make a highly acquainted contribution to the andragogy for both readers and teachers. Moreover, instructors will be able to distribute writing lessons to students and help them develop independent writing politeness. Thus, this study asserts that an effective identification of the influences of ChatGPT on students writing competence will contribute to the development of the teaching-learning approach in the selected University.

This study aims to investigate how and what ChatGPT has influenced the students' writing competence. To clearly emphasize the data, effective communication will be used in assessing an in-depth examination of the influences of ChatGPT on students' writing competence. Specifically, it focuses on answering the following questions (a.) What are the influences of ChatGPT on students' writing competence? (b.) How does ChatGPT influence students' writing competence?

As the researchers use a qualitative method of research they should agree with the philosophical assumptions with their corresponding perspectives. There are 4 philosophical assumptions described by Creswell and Poth (2017): ontological (the nature of reality) relates to the nature of reality and its characteristics; epistemological (how researchers know what they know) describes how the researchers try to get as close as possible to participants being studied; axiology (the role of values in research) is how researchers make their values known in the study and actively reports their values and biases as well as the value-laden nature of information gathered from the field; and methodology (the procedures employed during the research process) which may be emergent, inductive, and influenced by the researcher's data collection and analysis experience.

The ontology of this study focuses on the participants' approach to ChatGPT toward their writing competence. It explores reality and subjectivism investigating human beings who have their thoughts, interpretations, and meanings. The researchers' investigation of this world is manifested through the use of different research methods and techniques such as interviews, this is to explore realities by asking the participants how influences their writing competence.

Further, the epistemological stance of the study is constructivist. Social constructivism is a learning theory by Lev Vygotsky. The theory states that using educational technology as a constructivist tool could aid students in representing their ideas, articulating what they know, and exploring, manipulating, and processing information, while actively collaborating. In this study, the researchers acknowledge that "there is no objective truth to be known," that reality is a by-product of the informant's (students) individual thoughts and interactions; that the world is not known, and that the role of the researcher is to construct an impression of the world as they (participants) see it. Furthermore, the researcher is the main tool for data-gathering and is always present in all face-to-face interactions or interviews with the students to fully comprehend, respond, and make sense of these interactions.

On the other hand, this study emphasizes axiological "interpretivism," which is centered on the idea that research is value-bound, the researcher is part of what is being

studied, cannot be detached from it and so will be subjective. This paper emphasizes the influences of ChatGPT on the writing competence of students. This study gives the learners a picture of the opportunities to make efforts to fulfill their requirements by looking at the leaps and boundaries as inferred from the participants.

Lastly, the rhetoric of the study distinguishes the direction and implications of the research, or the suitability of the techniques employed in it. The researchers looked up some methods for drawing the hypothesis to come up with concrete data collected in their investigation. The researcher's ways of collecting the data are through open-ended interviews of the respondents which are limited to the selected participants of the selected University.

Literature Review

In the modern educational context, incorporating technology has become vital in transforming traditional teaching approaches. A prominent aspect of this transformation is the emergence of artificial intelligence-powered language models like ChatGPT. These sophisticated AI tools offer valuable assistance to students with their writing by offering feedback on grammar, spelling, and style, and even generating new ideas and content. However, it is crucial to consider potential drawbacks associated with using ChatGPT such as the risk of plagiarism and overdependence on the tool for student writing proficiency.

The integration of AI tools in education has been extensively studied. Researchers, such as Anderson and Rainie (2010) have emphasized the potential of technology to enhance learning outcomes when properly incorporated into educational settings. In terms of writing competence, the impact of AI-powered tools like ChatGPT is particularly fascinating. As stated by Smith and Johnson (2018), AI technologies play a significant role in enhancing writing skills by offering immediate feedback and assisting students in generating ideas.

Multiple studies have demonstrated the positive impact of ChatGPT on students' writing abilities. Imran and Almusharraf (2023) revealed that ChatGPT offers valuable assistance by providing real-time feedback and suggestions, ultimately enhancing students' writing competence. Abdullayeva and Muzaffarovna (2023) further supported these findings, indicating that ChatGPT aids in generating fresh ideas and content, particularly beneficial for students who struggle with initiating their writing tasks.

Furthermore, the influence of ChatGPT on language acquisition is consistent with Vygotsky's sociocultural theory (1978), which underscores the importance of social interaction and collaboration in cognitive growth. Through AI-powered tools that serve as virtual partners, students are provided with an environment conducive to meaningful language production, thereby enhancing their proficiency in writing (Brown, 2009).

In contrast, researchers have raised valid concerns regarding the potential drawbacks and excessive dependence on ChatGPT. Lee and Kim (2021) caution against the inherent risk of developing a reliance on this technology, as it may hinder students' ability to think critically and cultivate originality in their writing strategies.

The research on the impact of ChatGPT on students' writing competence is still in its early stages. However, available evidence suggests that ChatGPT has the potential to significantly improve students' writing skills. It is important to conduct further research to

fully understand the effects of integrating AI-driven tools like ChatGPT into writing instruction. This will allow for a comprehensive assessment of both the benefits and drawbacks, enabling informed decisions regarding implementation strategies.

METHODS

Design

This study employed a single instrumental study case as this was only concerned with the students' regards of using ChatGPT on the writing competence of Cebu Technological University- Argao Campus students. Creswell (2007) defines a case study as a form of qualitative research design where the researcher extensively investigates one or multiple cases by employing various data collection methods such as observations, interviews, audio-visuals, documents, and reports. According to Lodico et al., anchored by Jossey-Bass (2006), it is a type of qualitative research that aims to uncover meaning, explore processes, and gain insight into in-depth details of an individual, group, or situation. This investigation sought to analyze the influence of Chatgpt on students' writing competence. The case study facilitates the collection of qualitative data and researchers conduct in-depth interviews. Furthermore, using this method, researchers can assess not just the impact of ChatGPT on students' writing competence but also to understand how students perceive and engage with this AI tool which can provide valuable insights into the educational implications of its use on their writing competence.

Environment

This study was carried out in one of the leading universities in Cebu. The institution serves as a venue for innovative learning for the youth as it offers different programs that mold students into the best versions of themselves. To obtain the data needed, third-year BAEL (Bachelor of Arts in English Language Studies) students were chosen to participate in the pre-data gathering. The participants were chosen to constitute the study as their experiences before being selected might have influenced ChatGPT on their writing competence.

Participants and Sampling Technique

This study employed the method of stratified purposive sampling to select participants. Stratified purposive sampling was used to obtain a representative of a good sample. This involves identifying and choosing individuals or groups with significant knowledge or experience related to a specific phenomenon Creswell et. al (2011) cited by Jabonete et. al. (2022). Of the 74 third-year BAEL students who participated in the pre-data gathering, only 6 were chosen to participate in the study using the inclusion criteria; a.) He/she must belong to the top six; b.) experienced at least one year of full online class modality; c.) must be enrolled in the University this second-semester A.Y. 2022-2023; d.) knowledgeable about ChatGPT; e.) highly dependent on using ChatGPT on their written academic tasks; f.) voluntarily consented to participate in the study and are ready to express their experiences following the needs of the researchers.

Instrument

The main tool used to gather data was the interview guide. A qualitative research interview aims to cover both factual and theoretical information, although it's generally harder to consult on a theoretical level. The researchers utilized interview methods to capture the participants' viewpoints by examining the explicit meaning of the described situations. (Kvale, 1996, p. 6, cited in Alamri, 2019). The interview inquiries concentrated on the factual accounts of the individuals' experiences.

The interview guide, illustrated with research questions draws out the selected participants' influence of ChatGPT on their writing competence. The participants were assisted by asking in-depth questions that prompted them to provide comprehensive and detailed information. An open-ended question was utilized to illuminate the main focus area, allowing for a thorough discussion of their writing competence with the influence of ChatGPT.

After the completion of the interview transcripts, the participants were reminded about member checking. The interview guide represents an aid for researchers in the validation of survey questions. The creation of these statements on the survey instrument validation was self-made, according to (Fontana & Frey, 2005, cited in Young, et al. 2018), interviews could potentially assist in strengthening participants in interviews themselves, enabling improvements in societal practices and better-conducting interview conditions.

To ensure the reliability and accuracy of the data collected, a thorough validation process was conducted for the research instrument. Subject-matter experts were consulted to verify the relevance of each item concerning the research objectives, thus addressing content validity. The process involved adjustments and refinements until a reliable instrument that met the needs of the research was achieved.

Data-gathering Procedure

Pre-data gathering was done first before the conduct of an in-depth qualitative interview. Pre-data gathering is an essential constituent upon drawing large information before implementing a continued proposal of the study, cited by Winchester, et al. (2017) the process of collecting preliminary data helps assess the likely success of a subsequent proposed study. The data for the initial study was gathered through small-scale research. The process of pre-gathering data was based on a criterion in the form of an assessment questionnaire. Third-year BAEL students were chosen as the participants for pre-data gathering and the researchers evaluated their responses. The top six participants having the highest influence of ChatGPT in their writing were the final participants of the study. The third-year BAEL students were oriented to the mechanics before the actual distribution of the assessment questionnaire.

An in-depth qualitative interview was utilized to collect data. Fraenkl, et al. (2003) as cited by Yang (2004) stated interviewing is a significant method for verifying the correctness of impressions received by a researcher (p. 455). The researchers utilized interview methods to gather the participant's viewpoints to assess the importance of the investigated phenomenon. Given the current situation, where face-to-face interactions with significant individuals are at risk, the researchers implement a safe protocol to maneuver guidelines

while keeping the participants and the study's conduct safe. Each interview selection was handed out and facilitated by the assigned researcher. Right before the interview, the researcher asked permission from each of the participants to have the interview recorded. The interview was mandated by a series of main questions encouraging the selected participants to explicit points describing the influence of ChatGPT on their writing competence.

Data Analysis

For the study to arrive at a comprehensive analysis of how ChatGPT influenced the students' writing competence, the thematic analysis of Braun and Clarke (2006) was emphasized with distinctive six phases including the following: (1) Familiarizing with the Data. The immersion of the data was done after the interview by listening to the recording done during the in-depth interview. This was followed by reading again the transcript. Being acquainted with the data, the researchers were able to familiarize themselves with the data which are relevant to the study. (2) Generating Initial Codes. The application of codes was analyzed as each of them was organized by the researchers in a way of combining similarities. (3) Searching for Themes. A delicate process of taking codes was evaluated for potential themes for wider significance. Themes are important aspects of the data about the investigation that represents a level of recurring behavior or importance within the collection of data. (4) Reviewing Potential Themes. The researchers have a constant review of emerging themes in light of coded data and the full data set as it heavily focuses on reliability. (5) Defining and Naming Themes. The complete and detailed identification of themes was subsequently derived from the potential themes that were reviewed, serving as the foundational framework for understanding how ChatGPT influences the development of students' writing skills. (6) Producing the Report. To come up with a comprehensive analysis, the researchers provide an explanation and a narrative summary of each theme which will be developed thereafter.

Ethical Consideration

Ethical considerations were necessary for research as participants have moral and legal rights as anchored by Denzin and Lincoln 2018 who emphasize the importance of ensuring respect, beneficence, justice, accountability, and sensitivity to contextual issues. The following are some ethical considerations that should have been taken into account when researching the influence of ChatGPT on students' writing competence: (a.) Respect. The researchers ensure that participants are fully informed about the study and that they provide informed consent to participate. Participants are treated with respect and dignity, and their privacy and confidentiality are protected. Hence, the approval of the letter to the Campus Director was requested first before the conduct of the interview. Then, the chosen participants were provided with a transmittal letter and authorization according to specific selection criteria. (b.) Beneficence. Measures are taken by the researchers to reduce any possible harm that may arise from the study. This involves ensuring that participants do not experience undue stress or discomfort and carefully evaluating and minimizing any risks associated with the study. The participants in this study were oriented on how the

researchers would survey by giving instructions, procedures, and ethical discussions. (c.) Justice. The selection of participants is fair and equitable and does not discriminate based on race, gender, or other factors. Special care should be taken when working with vulnerable populations, such as students with disabilities, to ensure that they are not exploited or placed at risk. (d.) Accountability. The researchers are transparent and accountable in their research practices. This involves providing a clear description of the methods and procedures used in the research, as well as identifying any potential biases or limitations. The results should be accurately and honestly reported, with disclosure of any conflicts of interest or ethical concerns. The core principle of the study emphasizes that data collection includes using an interview guide, selecting participants with their agreement, and ensuring confidentiality after explaining to them the importance of their participation, expected benefits, and safety regarding identity. (e.) Contextual sensitivity. Researchers consider the cultural and social context in which the study is conducted. This encompasses conducting research in a culturally appropriate manner that respects local customs and practices.

Trustworthiness

The researchers ensured the trustworthiness and ability to trace the data by creating a transcription of the original data. Complete and precise documentation of the data gathered can be easily traced back to their sources just in case some issues are arriving at certain statements or information. This was to attest that the information was factually correct and that personal information was held confidential, secure, and protected. Additionally, the four criteria for establishing trustworthiness as identified by Lincoln and Guba (1985) and referenced in Nowell et al. (2017) which include credibility, dependability, transferability, and confirmability were observed. A constant check of participants' responses was done by **contacting** and sharing with them the research texts (credibility). The consistency of data over time and circumstances was observed (dependability). The usefulness of the study's findings to people in other contexts was determined by the readers themselves and was distinct from other research aspects (transferability). Finally, strict impartiality was maintained to guarantee that the results accurately reflected the students' responses and were not manipulated to align with a particular agenda or consistency of storytelling or documentation (confirmability).

RESULTS AND DISCUSSIONS

This research investigated the impact of ChatGPT on students' writing skills using a qualitative framework and suitable methods for collecting and analyzing case study data. The findings of this research outlined the effects of ChatGPT and how they were evident in students' writing abilities. By closely examining interview transcripts, the researchers pinpointed specific word usage and thinking patterns that preceded the development of key themes.

Table 1. Influences of ChatGPT on Students' Writing Competence

Themes	Categories	Utterances
1. Affordances of ChatGPT	1.1 Writing Enhancement	"It will improve your writing skills and the way you construct sentences," Biena Marie.
	1.2 Convenient and Easy Access	"It is useful because it can check your grammar and paraphrase the words to improve your writing," Josh Erick. "It's very convenient because it's easy to access if you search using ChatGPT, it gives many answers," Biena Marie.
2. Constraints of ChatGPT	2.1 Over-Reliance	"No need to understand since I rely on ChatGPT, so I don't have any reason to learn because I usually copy and paste," Jeddiah.
	2.2 Laziness and Lack of Critical Thinking	"Detrimental because you cannot use your critical thinking due to over-dependent," Maria. "Low vocabulary words, laziness, and psychological factors. Aside from that, you have no confidence to make your own/showcase your work," Josh Erick.

Theme 1: Affordances of ChatGPT

This pertains to the positive impacts of using ChatGPT on students' writing competence. It is evident in the participant's responses that ChatGPT can significantly enhance writing competence by providing real-time assistance with grammar, spelling, vocabulary, and sentence structure. Additionally, ChatGPT's adaptability and user-friendly interface make it accessible to students to ensure that users can access information and writing assistance conveniently. Writing apps like ChatGPT are widely used in higher education to improve student learning experiences by producing highly creative output in response to user inputs. Text-to-text AI generators can be a helpful tool for providing writing assistance to students. This is particularly beneficial for non-native English-speaking students who may need additional support to improve their writing skills, (Chan & Lee, 2023 cited by Chan & Hu, 2023), by enabling them to brainstorm ideas and get feedback on their writing through applications such as ChatGPT (Atlas, 2023 cited by Chan & Hu, 2023).

Writing Enhancement

In terms of organization, AI writing tools provide valuable assistance in arranging and presenting ideas coherently. According to Thomas B. (2020) cited by Marzuki et al., (2023), The organization of ideas is crucial for L2 writing. However, students often struggle with

coherence and logical progression in their texts. AI writing tools can provide instant feedback and suggestions to improve writing structure. In step with the study of C. Liu et al. (2021) cited by Marzuki et al., (2023), who emphasized the incorporation of multiple AI tools in enhancing the teaching-learning process. In their study, they discovered that an aggregate of AI gear can foster an extra complete studying environment, particularly for boosting writing abilities in EFL students. Similarly, Ouyang et al. (2022) cited by Marzuki et al., (2023) studied the impact of AI in education, and their findings corroborate our research. They mentioned a developing fashion amongst instructors to apply a mix of AI gear to enhance the knowledge of reveal and observed that this had a fantastic effect on students' overall academic performance, including their writing skills. Moreover, a study by Gayed et al. (2022) cited by Marzuki et al. (2023) found that AI writing tools can be instrumental in fostering idea development, thus aiding students in overcoming creative blocks. According to Marzuki et al., (2023), all four participating teachers in their study recognized the positive role of AI writing tools in enhancing the clarity of student writing and promoting a logical progression of thoughts and arguments. These findings align with the studies of Malik et al. (2023) cited by Marzuki et al., (2023), who suggested that AI tools can be instrumental in improving the organization of L2 writing. According to Y. Liu et al., (2023) cited by Marzuki et al., (2023) AI writing tools like ChatGPT, with their capacity for providing prompts and suggesting improvements, can support students in articulating their thoughts and enhancing the richness of their content in writing.

Convenient and Easy Access

Students may easily obtain material on a variety of subjects, get answers to their inquiries, and get explanations thanks to its round-the-clock accessibility and immediate response capabilities. As technology develops, ChatGPT is a valuable resource for students, providing them with a practical and effective way to obtain information, increase their knowledge, and ultimately succeed in their academic endeavors. According to Limna P. et al., (2023) educators noted that ChatGPT helped to reduce their workload by answering common questions and freeing up time for them to focus on more complex issues. Likewise, students found ChatGPT to be a convenient and accessible resource for academic support. They appreciated its ability to provide immediate feedback and answer questions outside of regular classroom hours, which helped them stay on track with their studies. Some students also noted that ChatGPT made them feel more confident in their learning by providing reliable information and guidance. According to Fauzi et al. (2023) cited by Limna P. et al., (2023) indicated that ChatGPT could significantly contribute to improving student productivity by providing useful information and resources, improving language skills, facilitating collaboration, improving time efficiency and effectiveness, and providing support and motivation. Therefore AI-powered writing apps like ChatGPT undeniably help students make their learning process more convenient with its assistance and easy accessibility.

The students' feedback remarks as proof that there are numerous good impacts of using ChatGPT in improving students' writing competence. According to Imran, M., & Almusharraf, N. (2023) states that ChatGPT can offer significant assistance in generating text, initial drafts, brainstorming ideas, and summaries of the literature, but it cannot replace or be considered a human writer in various skills and knowledge.

Theme 2. Constraints of ChatGPT

This focuses on the drawbacks of ChatGPT that can negatively affect students' abilities. The constraints of ChatGPT may contribute to incompetence in writing as it hampers students' ability to independently construct and generate ideas. According to the study of Sengupta D.2023 (cited in Wessels D. (2023) states that some students have become overly dependent on ChatGPT, which may be a contributing factor to their writing incompetence. In addition, he worries that academic standards could suffer if students start to depend on technology. If they prevent getting to know a way to write essays themselves and use ChatGPT instead, they may become "extremely incompetent and addicted."

Overreliance

Students rely heavily on ChatGPT to provide answers, neglecting to engage in active learning processes like problem-solving or critical thinking. This reliance could result in surface-level learning, where students gain information without truly understanding it. By maintaining an active engagement with learning, we can ensure that these powerful tools augment rather than diminish our efforts. The study of Wilson, G. (2023), states that if we rely too heavily on ChatGPT to do the work for us, we may lose the ability to come up with ideas and concepts on our own, which may have poor outcomes for our creativity. Additionally, counting on AI to generate content material for us ought to cause a loss of variety in the thoughts and views that might be represented, as AI algorithms are most effective and desirable because of the records they're educated on. To become truly competent writers, humans need to practice and refine their skills. Relying too heavily on ChatGPT or any AI language model can hinder the development of one's writing skills. So, it is important to remember that AI models like ChatGPT are trained on large datasets and may not always provide original or creative ideas. Overreliance on AI could restrict the opportunity to learn from mistakes, develop skills, and enhance critical thinking abilities.

Laziness and Lack of Critical Thinking

Laziness comes into play when users rely solely on ChatGPT to generate content without putting in the effort to critically analyze and evaluate the information produced. Researchers have highlighted several factors that can contribute to low vocabulary, laziness, and reluctance to demonstrate one's ideas or work. These factors may include psychological barriers such as fear of judgment or self-consciousness. In the study of Rudolp et.al 2023 (cited in Michalon and Zuñiga (2023). ChatGPT can generate incorrect though seemingly relevant and accurate content, which can lead to a lack of critical thinking if students overly rely on the tool for answers without deeply engaging with the content. The study of Huzaif, M. (2023) states that educators' fear will make students lazy thinkers, and students will be unable to develop life-long skills like critical thinking, researching, or writing. Moreover, if students use technology to produce text that is not original, it may also be considered plagiarism, which is a serious offense in academic settings.

Table 2. How ChatGPT influences Students' Writing Competence

Themes	Categories	Utterances
1. Writing Improvement	1.1 Idea Generation Support	"It helps us learn especially we usually write. He/ She might learn proper grammatical use, and construction of sentences," Jeddiah.
	1.2 Feedback for Enhancement	"It also helps them find ideas on what to write. They can learn because it has feedback that is accessible and available and they can learn," Ella. "It's great to construct pleasant sentences, you can find new words and ideas, like asking questions on ChatGPT. Errors, it will make errors, even if it is convenient," Maria.
2. Dependency	2.1 Complacent and Demotivated	"If you are dependent, the person using ChatGPT may not know what he didn't apply, he just keeps copying and pasting because he is dependent," Maria.
	2.2 Plagiarism and Critique Lack	"You get lazy to construct your words, you get idle to think of ideas," Biena. "We cannot create our sentence because we get dependent," Biena. "Teachers get mad. We do not know how to paraphrase so it falls on plagiarizing," Ella.

Theme 1. Writing Improvement

ChatGPT proves to be a valuable tool in offering constructive feedback for writing improvement. Compared to other existing chatbots, the latest ChatGPT from open AI is more effective at producing written content, particularly for lengthy essays and creative writing. Its most notable capability lies in its ability to mimic human-like performance across a range of academic and professional tasks. Rasul et al., (2023) & Suaverdez, 2023 cited in Imran, M., & Almusharraf, N. (2023) state that users express how ChatGPT helps them understand the construction and organization of sentences, incorporating vocabulary with profound meanings. It acts as a guide in refining writing skills, making the process of composing clearer and more organized content more accessible. The feedback loop allows users to learn and refine their writing, promoting better understanding and application of writing principles. Zhai (2022) cited in Mohammed Ali, et al. (2023) performed a study utilizing ChatGPT, and its findings showed that ChatGPT helps researchers write logical, correct, methodical, and informative publications.

Idea Generation Support

Writers improve as Idea Generation Support emerges as a facilitator for idea generation and vocabulary expansion. Users express positive experiences with ChatGPT, such as finding ideas for writing and learning new words. Additionally, it introduces users to unfamiliar words, prompting further exploration and learning. Zhang et al. (2023), discovered that AI-based writing tools have the potential to assist students in producing more imaginative and unique concepts for their essays. The study also found that AI can help students to identify relevant sources and to develop their arguments more effectively. The chatbot itself can perform a broader range of duties, including writing, addressing inquiries, coding, and coaching individuals and groups through productivity dialogues. (Lund & Wang, 2023 cited in Imran, M., & Almusharraf, N. 2023). The feature of generating ideas helps users overcome the challenge of initiating writing tasks, fostering creativity, and broadening the scope of their writing capabilities.

Feedback for Enhancement

It has long been acknowledged as a fundamental element of improving writing skills and has seen remarkable advancements. Research by Anderson and Rainie (2010) suggests that technology, in general, has transformed the educational landscape. This transformation is particularly evident in the way AI systems can provide feedback to students, enabling them to enhance their writing skills significantly. Smith and Johnson (2018) delve deeper into the integration of technology, highlighting how AI can serve as a valuable writing assistant. AI systems like ChatGPT can generate real-time feedback, pointing out issues related to grammar, sentence structure, and coherence. This aligns with the findings of Imran and Almusharraf (2023) who conducted a study investigating the potential of ChatGPT in enhancing students' writing skills. Their research showed that ChatGPT's feedback mechanism plays a pivotal role in identifying and rectifying writing errors, thereby improving writing competence.

Furthermore, the impact of AI-driven feedback on writing skills has not gone unnoticed. The works of Abdullayeva and Muzaffarova (2023) highlight the substantial influence of artificial intelligence on students' writing skills. They emphasize that AI feedback mechanisms encourage students to reflect on their writing, fostering a culture of continuous improvement. In addition, a study by Zhang and Zhao (2021) found that students who received AI-powered feedback on their essays performed significantly better than students who did not receive feedback. The study also found that AI-powered feedback was more effective than traditional teacher feedback. Liu et al. (2022), conducted a recent investigation which revealed that the utilization of AI-powered feedback significantly enhanced the writing skills of students with learning disabilities, particularly in terms of grammar, style, and overall clarity.

Theme 2. Dependency

This sheds light on the potential drawbacks of excessive reliance on ChatGPT. Students' levels of involvement are evaluated by their engagement in the classroom and their seeming interest in what they are learning (Fredrick, et al. 2004; Skinner et al., 1993 cited in

Muñoz, 2023). ChatGPT's advent on the educational expansion affects students' area of learning in the classroom. Mhlanga, 2023, cited in Chung, 2023, reviewed the ramifications of ChatGPT within the context of education. He examined eight research studies on ChatGPT and revealed that teachers were worried about the habit of ChatGPT in instruction. They raised concerns that students might contract school work to ChatGPT due to its capacity to produce appropriate texts quickly. The impact of the use of ChatGPT crucially shows that their influences have changed students' way of writing, especially in answering their activities, homework, and projects. Due to ChatGPT's vial and its advent inside the classroom, its usage in teaching raises concerns about its reliability and preciseness, Sallam, 2023. Adequate use of ChatGPT may produce bias and improper data, Megahead, F.M; 2023, Baidoo-Anu, D.; 2023, Qadir, J., 2023, cited in Chung, 2023. Students still need to be cautious about being dependent on ChatGPT. Additionally, numerous experts in the industry, among whom are McMurtrie (2022) and Sharples (2022), quoted in Mhlanga, 2023, argue that the use of AI innovations, notably ChatGPT, is soon to become a crucial part of education, and therefore recommend using technology to expand education.

Complacent and Demotivated

While ChatGPT serves as a valuable tool for generating content, this enables answering requests and assisting with activities such as email creation, composing essays, developing software, and so on (Ortiz, 2022 cited in Juan, et al. 2023), users rely too heavily on the tool, leading to a work complacent and deterrence. The ease of obtaining information might make users complacent, diminishing their motivation to develop independent writing skills. (Zhai, 2022, cited in Mohammed, et al. 2023). ChatGPT has been a major tool for students to get information in answering their schoolwork. According to Muhammad, 2023, Learners can pose ChatGPT queries regarding any subject and receive precise and pertinent data from an array of sites. Therefore, students do not need to search for information available in books or lectures, Muhammad, 2023 lists 6 potential negative effects of the use of ChatGPT, he argued this might lead to laziness and an absence of commitment to studying and acquiring knowledge. Chance, 2022, cited in Juan, et al. 2023 defines converters as algorithms for deep learning that enable human language inputs to create outcomes such as interpretations, text descriptions, syntax, and writing style improvement. (Shrivastava, 2022 cited in Juan, et al. 2023) stated that students may use technology such as ChatGPT to speed up essay conclusions, jeopardizing the development of crucial skills. These endangering components resulted in student relief in their work without giving keen uniqueness when submitting their work, and demotivation due to open-dependency and the availability of ChatGPT overtime. Mukerjee 2022 cited in Juan et al. 2023, proposes that AI chatbots be regulated owing to the risks connected with a technology competent in writing like a human and answering questions on a broad spectrum of subjects with advanced degrees of proficiency and consistency.

Plagiarism and Critique Lack

The dependency on ChatGPT poses challenges in falsification and a lack of critical evaluation. Qadir 2022 cited in Mhlanga, 2023 stated that ChatGPT and other generative AI

systems are applications containing their own conceivable systematic data which they employ to correct researchers from their own users, and can reinforce errors or possibly produce and distribute inaccurate data. Users acknowledge the convenience of copying and pasting responses, which raises concerns about originality and academic integrity. The tool's limitations in providing meaningful critique or feedback on the quality of content contribute to potential issues, especially in educational settings. (Jain and Jain 2019, cited in Mohammed, et al. 2023) investigated AI in academic teaching and learning, demonstrating how AI is making services related to higher education available outside the classroom at an extraordinary rate. The result is that detecting incidents of plagiarism is more difficult, which worries a few instructors, (Rudolph et al. 2023, cited in Mhlanga 2023). Therefore, with access to ChatGPT overtime, educators no longer have control of their learners, especially giving assignments which leads students to use ChatGPT in their household. Education is constantly changing and evolving. (Mhlanga 2021, Mhlanga 2022, Mhlanga 2023). Furthermore, research supports Qadir (2022 cited in Mhlanga 2023) stated that generative AI utilization in school premises voices moral apprehensions. This concern is related to outcome evaluation, in which students experience critical unfairness when answering their homework or projects resulting from dependency, Students must comprehend the way artificial intelligence operates, in addition to its strengths and constraints, as AI advances and becomes more prevalent. (Wong et al. 2020, Alam 2022 cited in Mhlanga, 2023). Therefore, ChatGPT is a vehicle of widespread information and programming constitutions, and as a result, it is incapable of thinking critically and innovatively the way human lecturers can. With the use of ChatGPT, students can get vast ideas from its use without analyzing the information being written.

CONCLUSION

The study reveals that the influence of ChatGPT on students' writing competence is twofold, encompassing both benefits and counterproductive impacts. As it relates to the beneficial impacts, the study shows that ChatGPT facilitates writing enhancement, convenience, and easy access. However, corresponding concerns were also registered. From a counterproductive viewpoint, some students have developed laziness, lack of critical thinking, and over-reliance on ChatGPT, primarily due to its ability to easily generate text and provide writing assistance. On the other hand, how ChatGPT influences students' writing competence has a positive and negative side. On the positive side, users have found that ChatGPT can be exceptionally useful for writing improvement. It aids in generating content, brainstorming ideas, and offering constructive feedback which can be particularly useful for students especially when initiating writing tasks. However, there is a significant concern about dependency on ChatGPT which can lead to complacency and a lack of original thought. This dependency was found to negatively impact their overall writing competence. Overall, considering the mixed influence of ChatGPT on students' writing competence, it is crucial to guide the use of such AI tools in a balanced and thoughtful manner.

The vital accomplices of these AI-powered apps to guide students' writing competency is through an exhaustive proofreading expression. Using various apps that look through students' compromised essays as counterparts on ChatGPT such as Turnitin,

Grammarly, Dupllichecker, Paraphraser.io, Quechecker, Scribbr, and other tools associates a plagiarism-free outcome that results in originality and fluent accuracy that balances the potential benefits and drawbacks on students' writing skill. Research shows that the accuracy of these technologies is determined by the software used, and they operate by applying leading-edge database software to check matches between integrated content and prior works, its predetermined purpose is to navigate the execution context smoldered to check coherence and persuasiveness. As the gap of the study assisted the effects of ChatGPT on students' writing competence, the findings suggest that ChatGPT can have both positive and negative impacts on students' writing, depending on how it is used. To be aware of these potential consequences and to teach students how to utilize ChatGPT properly, instructors are critical. Additionally, findings are generalizable to other student populations who have access to ChatGPT. However, it is important to note that the research was carried out with a limited sample size, and more extensive studies are necessary to validate the results across diverse and larger samples. Moreover, the study did not control for other factors that may influence students' writing competence, such as prior writing experience and motivation. In the parliament of education, particularly in writing instruction, it is to acknowledge the assurance of the appropriate utilization, enhancing rather than replacing the holistic development and practice of writing abilities. Additional research is also advised to further comprehend the function and influence of AI-powered tools such as ChatGPT on students' writing proficiency.

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