

THE PERCEPTIONS OF STUDENTS ON THE IMPACT OF USING CHATGPT ON PARAGRAPH WRITING

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Abstract

This study aims to identify the aspects of paragraphs that ChatGPT impacts and to explore students' perceptions of this tool. The study used both quantitative and qualitative methods, with 72 fourth-year students majoring in English Language at Thu Dau Mot University participating. The results indicated that ChatGPT had a strong impact on many aspects of the students' paragraphs, including vocabulary, grammar, coherence, organization of ideas, mechanics, and writing style. Students had a positive perception of ChatGPT, considering it a useful tool that saved time, suggested writing styles, and helped improve the structure of their texts. Additionally, feedback from ChatGPT boosted confidence and helped them gain a better understanding of the topics. However, the tool also had some limitations. Concerns were raised about plagiarism, the accuracy of information, and the reduced interaction between teachers and students. Furthermore, excessive reliance on the tool could impact students' critical thinking and creativity, as well as raise concerns about privacy and information security. This study provides practical values for both teachers and students while contributing to the integration of ChatGPT into the learning process to enhance academic performance.

Keywords: Artificial intelligence, ChatGPT, paragraph writing, writing

1. Introduction

Artificial intelligence, such as the large automatic language model ChatGPT, is gradually becoming a trend in today's era. It affects all fields globally, including the education field. In learning English, especially writing skills, this tool has supported many aspects, such as information suggestions, searching for documents, improving expression, organizing ideas, and building outlines, thereby helping students improve their skills. However, in addition to these benefits, using ChatGPT in writing also poses some challenges, such as the risk of plagiarism, inaccuracy, and the potential for reducing critical thinking and personal creativity (Berriche et al., 2024). Lam and Le (2024) argue that in the context of ChatGPT becoming increasingly popular, it is necessary to study the impact of this tool on the paragraph writing skills of English major students.

While there are many studies on AI applications in academic writing, very few studies have focused specifically on English majors at universities in Vietnam. This group requires a higher level of writing, not only for academic purposes but also for future careers such as translation, interpretation, and teaching. One of the concerns is whether students are actually learning and improving their writing skills or just relying on ChatGPT to complete their writing quickly.

In addition, there is limited research on students' perceptions of using ChatGPT in the writing process. Some students believe that ChatGPT improves their paragraph writing skills, while others believe that using ChatGPT makes them dependent on technology and reduces critical thinking and creativity. These factors need to be further explored to fully understand students' attitudes towards ChatGPT and its true impact on writing development.

To fill these gaps, a study was conducted entitled "The perceptions of students on the impact of using ChatGPT on paragraph writing." The study not only examined the impact of ChatGPT on the quality of students' writing but also explored their perceptions of using this tool in the writing process. This study is warranted and essential on the impact of ChatGPT on the paragraph writing skills of final-year English students at Thu Dau Mot University.

2. Literature Review

2.1. Definition of writing skills

According to Salem (2013), writing is the ability to express thoughts in a structured and comprehensible manner, ensuring sufficient content, appropriate word choice, correct grammar, and proper conventions. Moreover, Gautam (2019) emphasizes the hierarchical nature of language skills, stating that writing is acquired only after mastering listening, speaking, and reading, making it the most advanced of the four. Furthermore, compared to speaking, writing is more structured and formal, necessitating greater accuracy in syntax, vocabulary, and content organization. Flower and Hayes (1981) argue that writing is not merely the transcription of ideas into words but a multi-stage process involving planning, translating thoughts into written form, and revising for clarity and coherence. In summary, it can be seen that writing is a complex process, requiring logical thinking, strict organization of ideas, and continuous editing to create coherent, accurate text.

2.1.1. Definition of a paragraph

A standard academic paragraph typically consists of three main components: a topic sentence, supporting sentences, and a concluding sentence. Specifically, the topic sentence is the most important part, as it introduces the main idea of the paragraph and sets the direction for the supporting sentences. Boardman and Frydenberg (2008) state that an effective topic sentence should be clear, concise, and relevant to the overall content of the writing. Following the topic sentence, the supporting sentences elaborate on the main idea by providing evidence, examples, or logical arguments.

Halliday and Hasan (2014) highlight that cohesion in a paragraph can be enhanced through the use of cohesive devices such as transition words, pronouns, and logical sequencing of ideas. The concluding sentence summarizes the key points of the paragraph and can serve as a bridge to the next paragraph, contributing to the overall coherence of

the writing. In summary understanding and applying the principles of effective paragraph writing is essential for writers to be able to organize ideas, develop coherent arguments, and improve their academic writing skills.

2.1.2. Definition of ChatGPT

ChatGPT is an artificial intelligence language model that is currently being developed and used in various fields, with diverse functions to support humans. Brown et al. (2020) define ChatGPT as a natural language processing (NLP) tool trained on a large corpus of textual data, enabling it to generate coherent and contextually appropriate responses across various fields, including education, business, and academic research.

Similarly, ChatGPT is described as an innovative AI-powered system designed to produce human-like text responses based on user prompts. This system employs advanced artificial intelligence techniques and has been widely applied across numerous domains (Kuraku et al., 2023).

Aydın and Karaarslan (2023) also define ChatGPT as an advanced NLP model developed by Open AI, categorized under generative artificial intelligence, with capabilities such as text generation, question answering, and support across multiple fields. In the future, ChatGPT is expected to continue evolving with improved versions, expanding its capabilities to support more specialized areas such as finance, law, and education.

In conclusion, ChatGPT is a powerful artificial intelligence tool capable of processing natural language and generating coherent and contextually appropriate responses. With its continuous development, ChatGPT is increasingly asserting its significance across various domains and is expected to be further enhanced to support a wide range of industries more effectively in the future.

2.2 Key aspects of paragraph writing

2.2.1 Vocabulary

One of the core elements of paragraph writing is the appropriate use of vocabulary. According to Schmitt and Schmitt (2020), a rich vocabulary enables writers to express their ideas accurately and avoid unnecessary repetition. Moreover, there is a strong relationship between students' vocabulary proficiency and writing skills, and it plays an important role in improving writing ability.

As students expand their vocabulary, their writing skills improve as well. This relationship is not only meaningful but also has a huge impact on language learning (Indriani et al., 2020). In conclusion, students with a strong vocabulary can improve their writing skills by expressing ideas more clearly, gaining confidence, and enhancing their overall language learning.

2.2.2 Grammar

Additionally, Ellis (2006) emphasizes that explicit grammar instruction, combined with contextual practice, significantly aids language acquisition. The correct use of grammar enhances the clarity of writing and enables learners to apply the language flexibly and effectively in real-life communication contexts (Larsen-Freeman et al., 2016). By mastering grammar rules and applying them in paragraph writing, students can create structured and cohesive texts that effectively communicate their intended message.

2.3. Students' perceived impact of using ChatGPT in paragraph writing

2.3.1 Positive perception

Students evaluated ChatGPT as a useful tool that helped them overcome writing difficulties such as limited vocabulary and challenges in sentence construction. In addition, it improved their writing performance, increased their confidence through instant feedback, and provided alternative suggestions to enhance expression, saved time, reduced pressure, and supported effective organization of ideas and arguments (Artiana & Fakhurririana, 2024).

Moreover, students had a positive perception of GenAI. AI technology was perceived as enhancing learning efficiency and rapidly developing writing skills. AI served both as a content generation tool and as a "virtual tutor" that supported the learning process more effectively. Students expected that AI would help them understand context, develop critical thinking, and improve their writing skills (Kim et al., 2025). Students believed that AI played an essential role in developing their academic writing skills and enhancing their writing motivation, thanks to its ability to provide timely feedback and support the improvement of their individual writing abilities.

The study indicated that students had a positive attitude towards using ChatGPT as an AI writing assistance tool. They were familiar with utilizing ChatGPT for various writing tasks, including idea generation, paraphrasing, vocabulary and grammar checking, as well as receiving helpful suggestions (P.H. Nguyen & Dieu, 2024).

2.3.2 Negative perception

According to George et al., (2024), excessive reliance on technology could lead to a decline in critical thinking skills. If students did not know how to use technology properly, they might lose their ability to analyze, evaluate, and innovate independently, ultimately weakening their decision-making and problem-solving abilities.

According to Ningrum (2023), excessive reliance on AI feedback hinders critical thinking and problem-solving skills in learners while also limiting creativity and originality. Ethical concerns such as transparency, privacy, and bias in AI systems were highlighted. Inaccurate or irrelevant feedback led to misunderstandings and reinforced inaccurate language patterns.

ChatGPT had several negative issues, including the risk of spreading misinformation or bias, reducing personal interaction between teachers and students, and the potential for students to misuse AI, leading to cheating and plagiarism. Furthermore, excessive reliance on ChatGPT could have prevented students from developing critical thinking and independent problem-solving skills (Valova et al., 2024). Similarly, the study also highlighted several negative issues, such as concerns about the accuracy of information provided by ChatGPT.

2.4. Research problem and scope

This study focused on investigating the impact of ChatGPT on various aspects of paragraph writing skills among English-major seniors at Thu Dau Mot University, as well as their perceptions of the tool during the writing process. Specifically, the study analyzed the aspects of paragraph writing that were influenced by ChatGPT, including vocabulary, grammar, coherence and cohesion, writing style, mechanics, and idea organization in students' writing. In addition, the study explored students' perceptions of both the positive

and negative impacts they experienced when using ChatGPT to support the development of their academic writing skills.

2.5. Research questions

The study's design aimed to address these research questions:

- In what aspects does ChatGPT impact the paragraph writing skills of English-majored seniors?
- How do English-majored seniors perceive the impact of ChatGPT on their paragraph writing skills?

3. Methods

This study used a mixed-methods approach, combining both qualitative and quantitative methods, to explore the impact of ChatGPT on various aspects of paragraph writing and students' perceptions. For the quantitative method, a questionnaire was used to collect data on how ChatGPT influenced aspects of paragraph writing and students' attitudes toward this tool. In addition, a qualitative document analysis was conducted to compare students' self-written paragraphs with those generated by ChatGPT on the same topics. This analysis aimed to identify specific aspects of writing that students could learn or improve through indirect comparison between their own texts and those produced by the AI tool.

3.1. Population and sampling

3.1.1 Population

The research subjects for this study were English-majored seniors at Thu Dau Mot University. These students had completed both basic and advanced academic writing courses as part of their curriculum. They were selected because they have a solid foundation in paragraph writing skills and are capable of engaging in academic writing tasks. Additionally, as English-majored seniors, they have experience using writing support tools like ChatGPT, making them an appropriate group for investigating the impact of ChatGPT on paragraph writing skills.

3.1.2 Sampling

The researcher used the simple random sampling technique to select 72 participants for this study. The sample size was deemed appropriate, as it represents a group of English-majored seniors who have completed the necessary academic courses and possess relevant experience with writing support tools like ChatGPT. This sampling method was chosen to ensure that the selection of participants was fair, unbiased, and accurately reflected the characteristics of the entire group of final-year students eligible to participate in the study.

3.2 Research instruments

3.2.1 Questionnaire

A questionnaire was used to assess the impact and students' perceptions of using ChatGPT in enhancing the paragraph writing skills of final-year English-major students. The questions in the questionnaire were presented on a Likert scale, with 1 = 'Strongly Disagree,' 2 = 'Disagree,' 3 = 'Neutral,' 4 = 'Agree,' and 5 = 'Strongly Agree.'

The questionnaire consists of three parts:

Part I is designed to collect information about the participants' experiences with using ChatGPT. There is a multiple-choice question to determine whether the participants have used ChatGPT in paragraph writing.

Part II focuses on the aspects of paragraph writing that ChatGPT may influence. This section includes 9 items designed to assess which aspects of a paragraph are affected by ChatGPT, such as idea generation, vocabulary, sentence structure, coherence, and paragraph organization. Participants are asked to evaluate how much ChatGPT has influenced each of these aspects based on their personal experiences.

Part III is about students' perceived impact of using ChatGPT. It includes 14 questions, with 7 questions addressing positive perceptions. These questions focus on the benefits students perceive, such as improved writing quality, time-saving, and support in organizing ideas, among other aspects. The other 7 questions address negative perceptions, focusing on concerns like the accuracy of the content, over-reliance on the tool, lack of creativity, and other negative factors.

Table 3.1. Outline of the Questionnaire

Item	Content	Aim
1	Have you ever used ChatGPT for paragraph writing?	General information
2	Using ChatGPT helps me improve my capitalization in writing.	Aspects Influenced by ChatGPT in Paragraph Writing
3	Using ChatGPT helps me write well-structured paragraphs.	
4	Using ChatGPT helps me improve my spelling in writing.	
5	Using ChatGPT helps me enrich my vocabulary.	
6	Using ChatGPT helps me strengthen my grammatical skills.	
7	Using ChatGPT helps me organize my ideas more effectively.	Aspects Influenced by ChatGPT in Paragraph Writing
8	Using ChatGPT helps me adjust my writing style to suit different contexts	
9	Using ChatGPT helps me enhance coherence and cohesion in my writing.	
10	Using ChatGPT helps me improve my punctuation in writing.	
11	Using ChatGPT helps me improve the structure of my sentences.	Positive perception
12	Using ChatGPT helps me improve my writing style.	
13	Using ChatGPT gives me more confidence in my writing from the feedback it provides.	
14	Using ChatGPT allows me to complete assignments quickly.	
15	Using ChatGPT provides me with constructive suggestions that help improve my writing.	
16	Using ChatGPT makes me consider it a valuable tool for writing paragraphs.	
17	Using ChatGPT helps me gain a deeper understanding of topics in my writing.	

18	Using ChatGPT makes me rely too much on it instead of developing my writing skills.	Negative perception
19	Using ChatGPT decreases my creativity in writing.	
20	Using ChatGPT reduces the interaction between me and my teacher in the writing process.	
21	Using ChatGPT raises concerns about the privacy and security of my writing data.	
22	Using ChatGPT can spread misinformation in my writing.	
23	Using ChatGPT increases the risk of plagiarism in my academic writing.	
24	Using ChatGPT reduces my critical thinking abilities when writing.	

(Source: Author, 2025)

3.2.2 Document

In this study, the researcher used a qualitative document analysis method to explore the aspects of writing that could be improved through the use of ChatGPT. Specifically, the researcher collected written paragraphs from 5 different groups, each consisting of 10 students. The students in each group wrote on the same topic. Then, the researcher used ChatGPT to generate corresponding paragraphs for each topic.

The content analysis process was carried out based on the evaluation criteria table below. These criteria were formulated based on the theories outlined in the literature review of the article and are designed to evaluate the essential components of paragraph writing. This criteria table will help me compare the students' writings with the paragraphs generated by ChatGPT to identify the differences and similarities between the two sets of texts.

Table 3.2. Writing Evaluation Criteria

Criterion	Description
Vocabulary	Use of diverse and accurate vocabulary to express ideas clearly and avoid unnecessary repetition.
Grammar	Use of accurate grammar to ensure ideas are conveyed coherently and logically.
Cohesion and Coherence	Ensuring a tight linkage between sentences and paragraphs to make the text easy to read and understand.
Organization	Organizing the text in a logical structure (introduction, body, conclusion).
Mechanics of Writing	Attention to accurate writing, including spelling, punctuation, and basic writing rules.
Writing Style	Applying a formal writing style suitable for academic contexts, avoiding colloquial language.

(Source: Author, 2025)

3.3 Data collection procedures

3.3.1 Questionnaire

The data collection process in this study was conducted entirely online to ensure convenience and high accessibility for participants. To collect quantitative data, the researcher created a survey on the Google Forms platform, which was then shared with

fourth-year English Language majors at Thu Dau Mot University via email and social media platforms. The survey data was completed within five days. Specifically, on April 3, 2025, the researcher sent the questionnaire to students' email addresses and social media, and by April 8, 2025, a total of 72 responses had been received from students. Before the official release, the researcher made adjustments and modifications to the survey to ensure it was relevant to the topic and capable of providing the necessary data for the research. The questionnaire was presented in English, appropriate for fourth-year English language majors. The study ensured anonymity and confidentiality of all participants' data.

3.3.2 Document

Among the 72 students who participated in the study, the research selected 50 students and divided them into 5 groups, each consisting of 10 students. Each group was assigned a different topic to write a paragraph on. Each student in the group wrote an individual paragraph without using ChatGPT or any AI tools. After collecting the paragraphs, the researcher read and analyzed the writings within each group. From the 10 writings of each group, the researcher extracted common points to create an overall evaluation representing that group. The researcher then used ChatGPT to generate a paragraph for the same topic and compared it with the overall evaluation of the group. The factors analyzed included vocabulary, grammar, coherence, writing style, organization of ideas, and mechanics. The purpose of the comparison was to identify aspects that students could learn or improve upon by contrasting human-written texts with those generated by ChatGPT. These observations serve as the basis for the qualitative analysis in the research.

4. Results

The data reflected students' perceptions of using ChatGPT, including both positive and negative aspects.

4.1 Positive perception

Using ChatGPT helps me improve the structure of my sentences

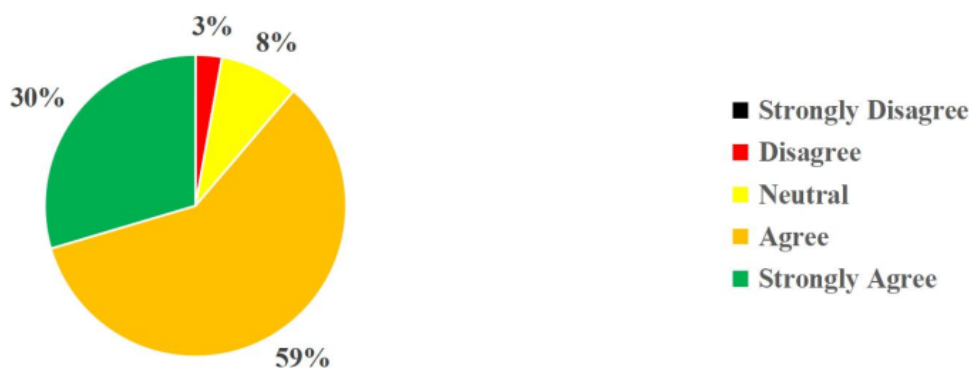


Figure 4.1.1. Participants' Agreement on ChatGPT's Help with Sentence Structure

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows that the majority of participants agreed that ChatGPT helped them improve their sentence structure when writing. In particular, 30% of respondents selected "Strongly Agree," while 59% selected "Agree." In contrast, 3% selected "Disagree," 8% selected "Neutral," and none selected "Strongly Disagree." This shows that the majority of participants positively evaluated ChatGPT's ability to support sentence structure.

Using ChatGPT helps me improve my writing style

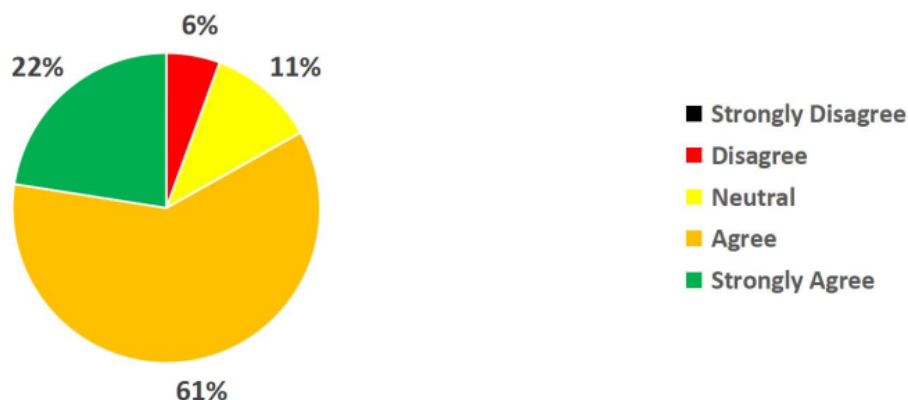


Figure 4.1.2. Participants' Agreement on ChatGPT's Help with Writing Style

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows that the majority of participants believe that ChatGPT helps them improve their writing style. In particular, 22% selected "Strongly Agree," while 61% selected "Agree." Furthermore, 11% selected "Neutral," 6% selected "Disagree," and none selected "Strongly Disagree." Overall, the positive feedback was overwhelming, showing that ChatGPT is highly appreciated in helping to improve writing style.

Using ChatGPT gives me more confidence in my writing from the feedback it provides

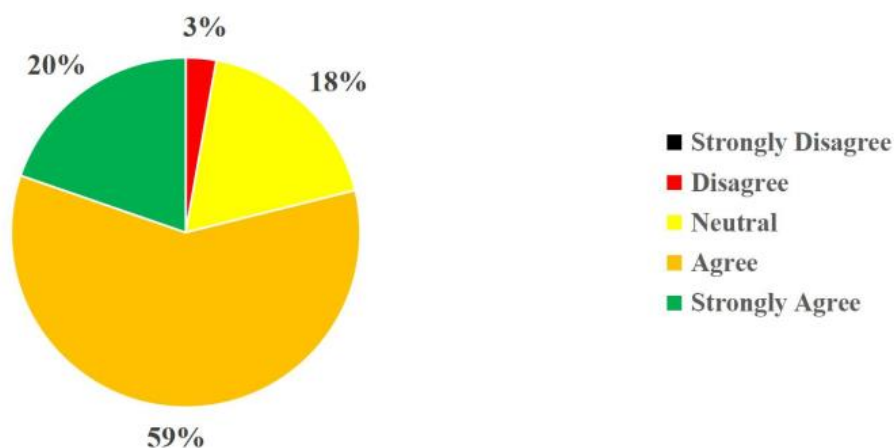


Figure 4.1.3. Participants' Agreement on ChatGPT's Help with Writing Confidence

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

According to the chart, most participants felt more comfortable writing as a result of ChatGPT's feedback. In particular, 20% selected "Strongly Agree," while 59% selected "Agree." Furthermore, no one selected "Strongly Disagree," 3% selected "Disagree," and

18% stayed "Neutral." This reflects their positive belief in the effectiveness of feedback provided by ChatGPT.

Using ChatGPT helps me gain a deeper understanding of topics in my writing

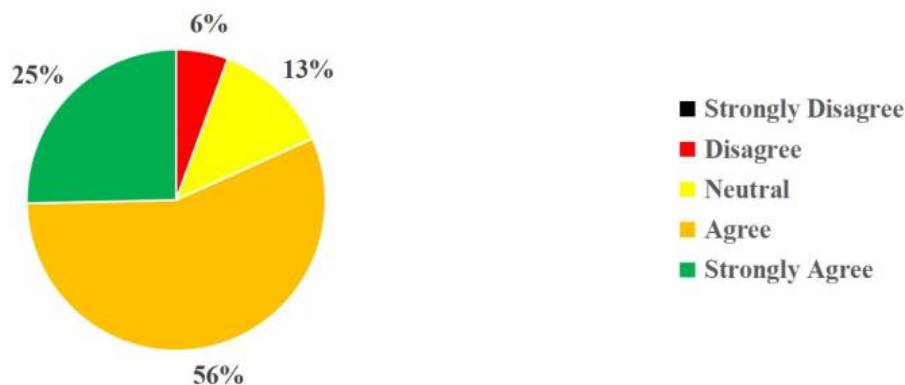


Figure 4.1.4. Participants' Agreement on ChatGPT's Help in Understanding Topics

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

According to the chart, the majority of participants said that ChatGPT helped them gain a deeper understanding of the topics in the paragraph. In particular, 25% selected "Strongly Agree," while 56% selected "Agree." Furthermore, 6% selected "Disagree," 13% selected "Neutral," and none selected "Strongly Disagree." This result shows that ChatGPT not only supports writing but also helps them expand and deepen their knowledge of the content they are writing.

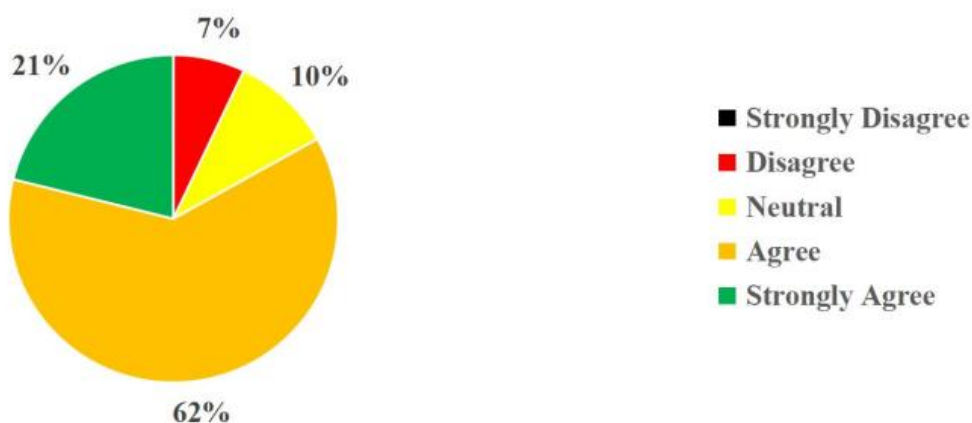


Figure 4.1.5. Participants' Agreement on ChatGPT Helping Complete Assignments Quickly

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

According to the chart, most participants agree that ChatGPT speeds up their assignment completion. In particular, 21% selected "Strongly Agree," while 62% selected "Agree." Furthermore, no one selected strongly disagree, 7% disagreed, and 10% stayed neutral. This demonstrates that ChatGPT is regarded as a useful tool for assisting with time-sensitive assignments.

Using ChatGPT provides me with constructive suggestions that help improve my writing

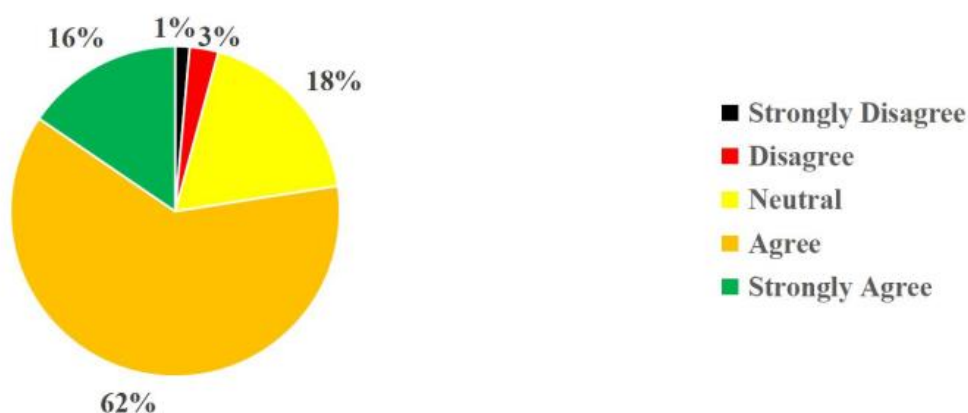


Figure 4.1.6. Participants' Agreement on ChatGPT Providing Constructive Suggestions to Improve Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows that the majority of participants felt that ChatGPT provided constructive suggestions to improve their writing skills. In particular, 16% strongly agreed and 62% agreed. Furthermore, only 1% strongly disagreed, 3% disagreed, and 18% were neutral. Thus, it can be seen that ChatGPT is highly rated for its ability to provide valuable feedback during the writing process.

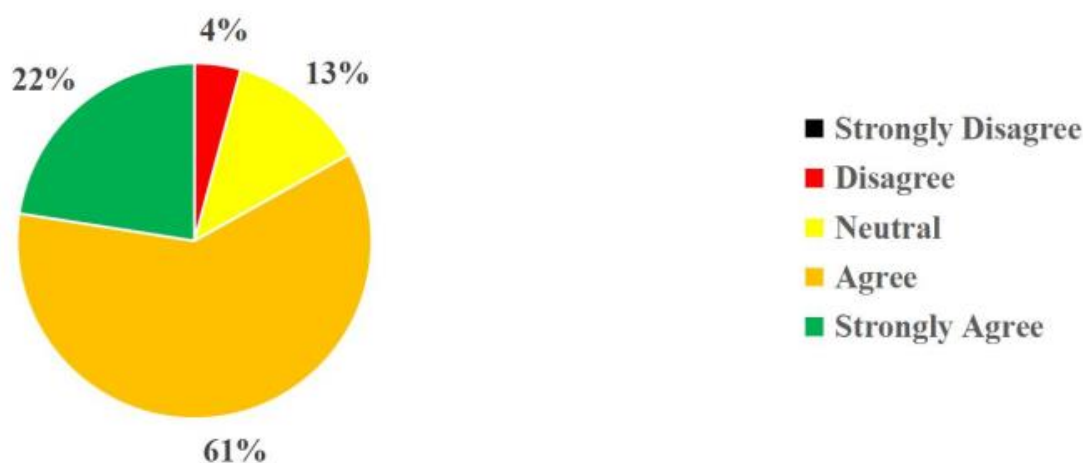


Figure 4.1.7. Participants' Agreement on ChatGPT Being a Valuable Tool for Paragraph Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows that the majority of participants consider ChatGPT a useful tool in writing paragraphs. Specifically, 61% chose to agree, and 22% chose to strongly agree. Besides, 13% remained neutral, 4% disagreed, and no one chose to strongly disagree. This shows that ChatGPT is highly appreciated for its supporting value in paragraph writing skills.

4.2. Negative perception

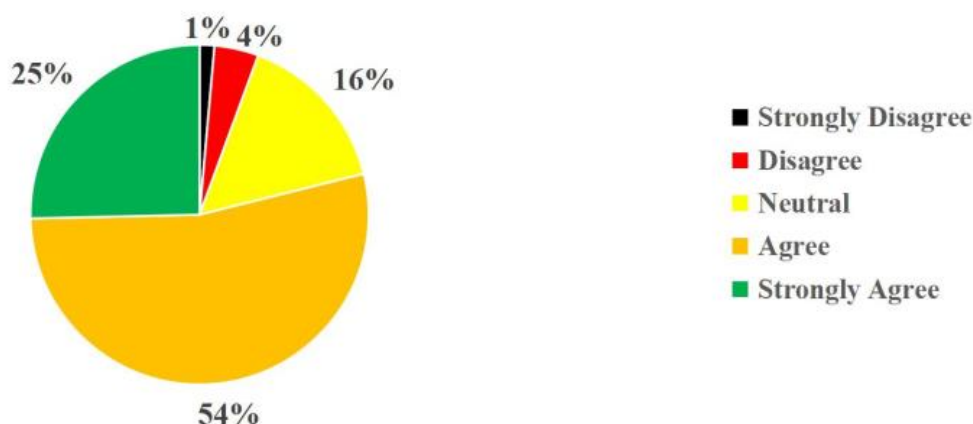


Figure 4.2.1. Participants' Agreement on Overreliance on ChatGPT for Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows that the majority of respondents believed that using ChatGPT negatively affected their writing skills. In particular, 25% strongly agreed and 54% agreed that they got overly reliant on ChatGPT rather than improving their writing abilities. In contrast, only 5% disagreed, and 16% were neutral. These numbers show a clear concern that the overuse of AI tools can hinder self-training and personal skill development, especially in the field of writing.

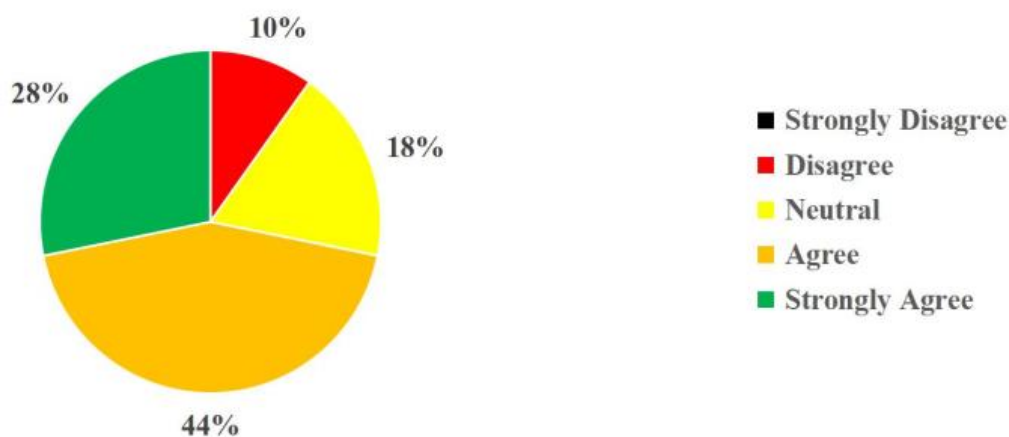


Figure 4.2.2. Participants' Agreement on ChatGPT Limiting Writing Creativity

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows the level of agreement of survey respondents with the statement “Using ChatGPT reduces my creativity in writing.” According to the data, 28% of respondents strongly agreed and 44% agreed with this statement. Furthermore, 10% disagreed with the assertion, while 18% were neutral. No respondents strongly disagreed in this chart. These numbers reflect the concerns of the majority of participants about the negative impact of AI on individual creativity.

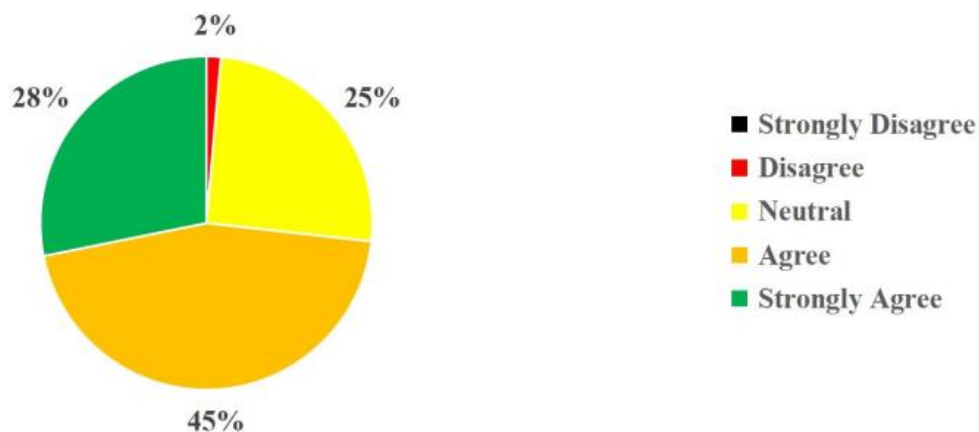


Figure 4.2.3. Participants' Agreement on ChatGPT Reducing Teacher-Student Interaction in Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows the opinions of survey participants on whether using ChatGPT reduces interaction between them and their teachers during the writing process. The results show that 45% of people agree and 28% of people strongly agree with this view. In addition, 25% of people are neutral, uncertain about the impact of this tool. Only 2% of people disagree, and no one strongly disagrees with the above statement. This reflects that the majority of users feel that ChatGPT is replacing the role of teachers in guiding writing skills.

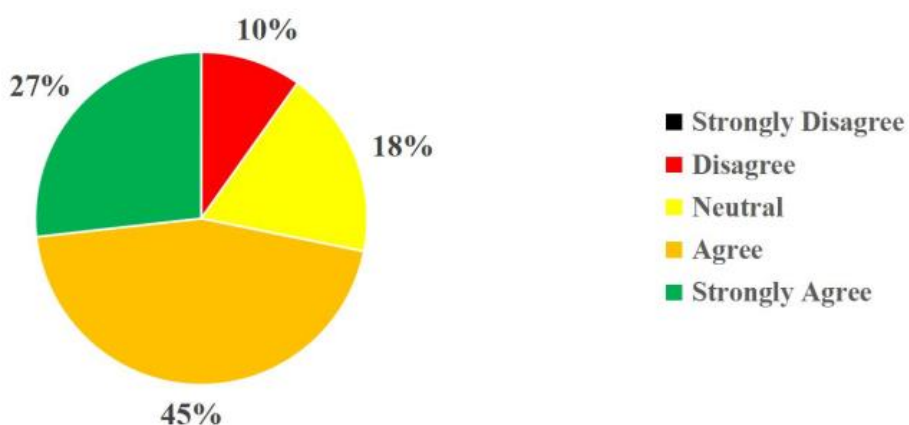


Figure 4.2.4. Participants' Agreement on ChatGPT Raising Concerns About Privacy and Security in Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows the level of agreement among survey respondents that using ChatGPT raises concerns about privacy and data security. 45% of respondents agreed, and 27% strongly agreed. Additionally, 18% of respondents were neutral, and 10% disagreed. No respondents strongly disagreed. This shows that the majority of users are still concerned about the safety and privacy of their data when using AI tools like ChatGPT.

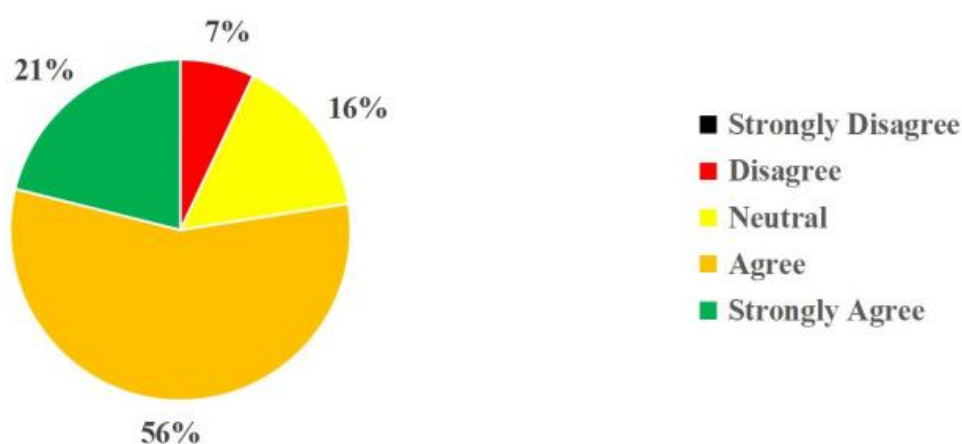


Figure 4.2.5. Participants' Agreement on ChatGPT Spreading Misinformation in Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows the opinions of survey respondents on the risk of ChatGPT spreading misinformation in writing. In particular, 56% agreed and 21% strongly agreed. Meanwhile, 16% were neutral, and only 7% disagreed with the statement. No respondents chose to strongly disagree. This shows that the majority of respondents are aware of the potential risks to accuracy when using ChatGPT for writing.

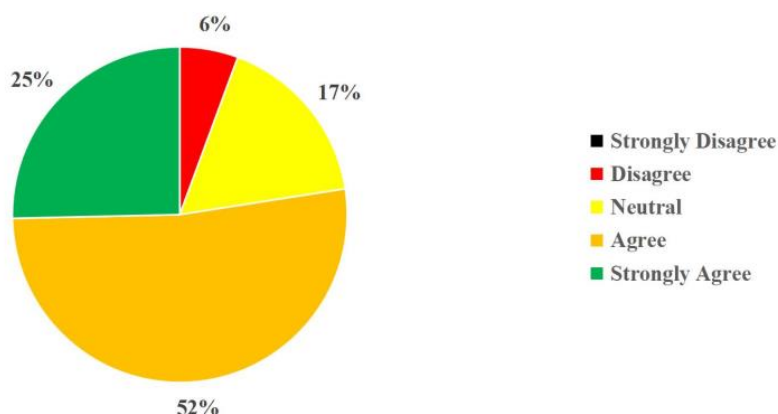


Figure 4.2.6. Participants' Agreement on ChatGPT Increasing the Risk of Plagiarism in Academic Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows the respondents' views on whether using ChatGPT increases the risk of plagiarism in academic writing. The results show that 52% agreed and 25% strongly agreed with this statement. Meanwhile, 17% were neutral, while the remaining 6% disagreed. No one strongly disagreed. This shows that the majority of respondents are concerned that using ChatGPT in academia may lead to violations of academic ethics due to plagiarism, whether intentional or unintentional.

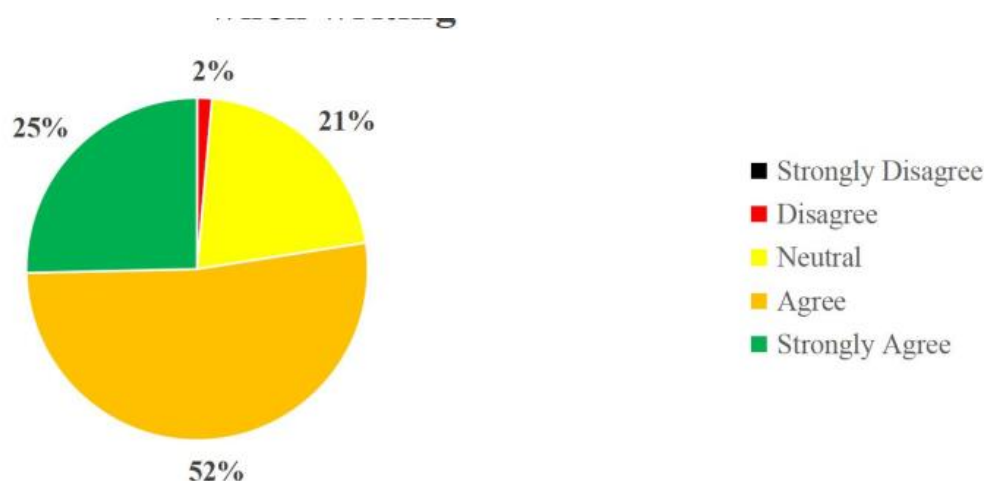


Figure 4.2.7. Participants' Agreement on ChatGPT Reducing Critical Thinking Abilities in Writing

(Source google form: <https://forms.gle/JtFP43VEMgpz8TiT8>)

The chart shows the respondents' views on whether using ChatGPT reduces their ability to think critically while writing. The results show that 52% of respondents agreed and 25% strongly agreed with this statement. 21% were neutral, only 2% disagreed, and no one strongly disagreed. These numbers show that the majority of respondents are concerned that over assisting AI tools like ChatGPT could reduce their ability to think proactively and analyze while writing.

5. Conclusion

The findings reveal a strong consensus among students regarding ChatGPT's ability to facilitate improvements in surface-level writing features, particularly in syntax and stylistic conventions. Thanks to suggestions from ChatGPT, students were able to construct clear and coherent sentences while adjusting their writing style to suit different types of assignments.

ChatGPT had a strong and comprehensive impact on various aspects of the writing process. It helped students enhance their vocabulary and improve their grammar. By suggesting varied, appropriate, and accurate words, ChatGPT helped students expand their expressive ability, avoid word repetition, and improve flexibility in word usage. This enabled students to convey content coherently and accurately.

ChatGPT also supported the organization of ideas for paragraphs effectively. When writing a paragraph, arranging ideas logically and reasonably was very important. ChatGPT could help students divide ideas into clear sections, making the writing easier to follow and understand.

Another important aspect that ChatGPT provided was the ability to adjust writing style to fit the context and audience. ChatGPT could help students adjust tone, presentation style, and word choice to best suit the purpose and audience of the writing. In addition, ChatGPT also helped improve the coherence of the writing. It suggested linking sentences and transitions between paragraphs more smoothly, helping writers maintain tight connections between ideas.

Moreover, basic writing elements such as spelling, punctuation, and capitalization were also well supported by ChatGPT. Spelling mistakes and incorrect punctuation could reduce the quality of writing and make it difficult to understand. ChatGPT helped writers check and correct these errors, thereby creating paragraphs with clear, readable, and understandable structures.

Finally, ChatGPT helped students technically and developed their overall writing skills. This enabled students to demonstrate clarity, coherence, and logic in the arguments of their writing.

6. Limitations and future directions

Although the study has achieved certain results, there are still some limitations that need to be improved in further studies.

Firstly, the number of participants in the study is limited, with only 72 participants. Therefore, the data collected may not be sufficient to fully and comprehensively reflect the entire target group that the study aims to address. The future study should expand the sample size to ensure higher representativeness and increase the reliability of the results.

Secondly, the comparison between the students' writings and the versions supported by ChatGPT was primarily based on the researcher's assessment. This could have led to the introduction of subjective elements in evaluating the differences between the two versions. In future research, the study should have expert support to evaluate the writings, which helps to reduce subjectivity.

Thirdly, the study only surveyed the participants' opinions, mainly relying on questionnaires. It did not delve into analyzing the changes in writing if the learners had used ChatGPT over an extended period or continuously, nor did it assess the long-term impact of using the AI tool on the learners' writing skills. The future study should design studies that track the writing process and the development of learners' writing skills over a longer time.

In summary, the researcher faced limitations such as a small sample size and subjective evaluations. However, future studies can build on these limitations to address the issues and improve the effectiveness of the research.

Recommendations

Based on the results of this study, the researcher proposes the following recommendations.

For students

Students should actively explore how to effectively use ChatGPT in their studies, especially in developing ideas, checking grammar, and expanding vocabulary. However, students should use it in a controlled and thoughtful manner, avoiding complete dependence on the tool. Students should combine their ideas with AI support to develop independent writing skills and always double-check the accuracy and relevance of the information provided by ChatGPT.

For teachers

Teachers should guide students on how to use ChatGPT effectively and responsibly in their academic work. In addition, instructors can organize classroom activities to practice

their skills in evaluating, analyzing, and editing AI-generated text. In addition, teachers should encourage students to develop their own critical thinking and creativity, and design appropriate assessment criteria to ensure that students do not rely too much on the support tool.

For researchers

Researchers should continue to expand their research on the impact of AI on student writing skills, including its potential benefits and challenges. They need specific measurement tools and reliable assessment methods to validate the effectiveness of ChatGPT in various contexts. In addition, researchers should focus on ethics, privacy, and standards for the use of AI in education to ensure fairness and transparency.

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