THE USING OF CHATGPT FOR ASSISTING ENGLISH WRITING IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW

A THESIS

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Submitted to fulfil one of the requirements for writing a thesis in English Language Education Study Program, Language and Art Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura Pontianak

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I hereby affirm that this thesis titled *"The Using of Generative-AI for Assisting English Writing in Indonesia (A Systematic Literature Review)"* is my own work. I take full responsibility for the contents of this work. The opinions and findings of other authors in this work are quoted or cited according to ethical standard. If it is later discovered that this thesis is the result of plagiarism, I kindly accept any punishment given. This statement is made sincerely and for appropriate use.

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ABSTRACTS

ChatGPT has gained growing attention in the field of language learning, particularly for its potential in supporting writing skills, as one of the most challenging areas for EFL (English as a Foreign Language) learners. In Indonesia, this challenge is amplified by large class sizes, limited English exposure, and a lack of personalized feedback. Although previous studies have examined ChatGPT in general language learning and academic writing, its specific role in EFL writing in the Indonesian context, along with learners' perceptions, remains underexplored. This study presents a systematic literature review to examine how Indonesian EFL learners perceive the use of ChatGPT in writing and to identify the roles it plays in the writing process. 19 journal articles published between 2023 and 2025 were selected based on specific inclusion criteria: focus on EFL learners, writing-related use of ChatGPT, and empirical studies. The review followed PRISMA guidelines and employed thematic analysis to interpret the findings. 5 main themes emerged regarding learner perceptions: ease of use, improved writing efficiency, emotional support, personalized feedback, and noted limitations (e.g., occasional inaccuracies, mechanical tone, and reduced critical thinking). Additionally, 3 key roles of ChatGPT were identified: as an intellectual partner (for idea generation and reasoning), a co-writer (for grammar and structure improvement), and a motivational support tool (enhancing confidence and reducing anxiety). Overall, learners viewed ChatGPT as a helpful but not flawless tool that supports writing productivity, idea development, motivation, and language accuracy. While its application in Indonesia is still in the early stages, the findings indicate significant pedagogical potential. However, this review is not exhaustive and may have missed relevant studies. Future research should consider more diverse methodologies to widen the understanding of ChatGPT's uses in EFL writing.

Keywords: ChatGPT, AI, English writing, EFL learners, Indonesia, systematic review

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The Writer

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CHAPTER 1
INTRODUCTION

1.1 Research Background

ChatGPT (Chat Generative Pre-trained Transformer) is a generative AI chatbot developed by OpenAI. It is a rapidly developing technology that plays an important role in various sectors, especially in education and language learning. ChatGPT is a type of chatbot, which refers to an AI tool designed to simulate human-like conversations (Clarizia et al., 2018). Early examples of chatbots include ELIZA (1966) which used simple rule-based systems to respond to users (Rajaraman, 2023). Unlike these early chatbots, ChatGPT is powered by Generative AI, a branch of artificial intelligence that uses Natural Language Processing (NLP) to create human-like text, generate creative content such as music or images, and combine information from multiple sources (Dasborough, 2023).

Although ChatGPT is relatively new, the use of it for language learning has gained significant attention in recent years (Fui-Hoon Nah et al., 2023). Several researchers have investigated Gen-AI in language learning (Nugroho et al., 2023; Solak, 2024). Previous studies showed the use of ChatGPT for language learning and exploring its effectiveness in the language learning experience. For example, ChatGPT can provide instant feedback and accessible translation 24/7 (Solak, 2024). ChatGPT provides learners with the experience of personalized learning and increases productivity (Nugroho et al., 2023). ChatGPT can also provide an engaging and effective learning environment (Songsiengchai et al.,

2023). Therefore, ChatGPT's use can assist language learners in strengthening their language skills.

Writing is one of the important skills for language learners to master. Writing can help learners to master aspects like grammar, vocabulary, and spelling (Jamhuri, 2021; Rezeki & Surmiyati , 2021). Writing well in English means producing a text that is clear and well-structured, with ideas that flow smoothly and follow grammar rules, and sentence structure (Rezeki, 2017). This is why writing is a crucial skill for EFL learners to develop, as it enables them to communicate effectively with others (Rahmawati et al., 2024). However, mastering writing requires learners to generate ideas, draft their thoughts, and structure their writing effectively (Fitria, 2023). Due to its complexity, writing can be challenging, making it necessary for learners to practice and receive proper guidance for improvement.

Despite its importance, writing in English as a Foreign Language (EFL) presents additional challenges for learners. Unlike speaking, which allows face-to-face feedback, writing feedback demands greater precision and structure, making it more difficult to master. Learners often perceive that writing is very difficult, caused by limited vocabulary, grammar problems, structuring ideas effectively, spelling, and syntax errors (Farooqui, 2023). Furthermore, having access to high-quality writing instruction and personalized feedback is important (Liaqat et al., 2021), but is often limited in big classroom settings where teachers may not have the time to make detailed feedback to each learner (Golzar et al.,

2022). As a result, learners may feel frustrated, lack confidence, and not receive enough support for their writing.

Generative AI, such as ChatGPT, has the potential to address these challenges by providing real-time feedback, helping learners refine their grammar, expand their vocabulary, and improve overall coherence in their writing (Salam, 2024). Generative AI as writing assistants can analyze text, highlight errors, and offer suggestions for improvement, making the writing process more interactive and accessible (Imran & Almusharraf, 2023). Several researchers have investigated ChatGPT into EFL writing practice as a writing assistant. Previous studies on the use of ChatGPT for writing have explored its effectiveness as a writing tutor. For example, when used collaboratively, ChatGPT can encourage critical thinking in writing (Harunasari, 2023), decrease writing anxiety (Hawanti & Zubaydulloevna, 2023) and provide extra motivation (Utami et al., 2023). These findings demonstrate that by strategically using ChatGPT, learners can freely receive feedback on their writing and practice more efficiently.

As an accessible and personalized tutor, ChatGPT can be a valuable writing assistant for Indonesian EFL learners, who generally have limited exposure and personalized feedback in their writing. English is not widely spoken as a second language (ESL) in Indonesia. Rather, it is taught as a foreign language (EFL), mostly only in academic contexts. This distinction is important because English exposure is generally limited, and learners mostly engage with English in formal education settings (Rahmawati et al., 2024), reducing opportunities for authentic writing practice. In Indonesian schools, English writing plays a major

role in the students' education, particularly in completing assignments, projects, and exams (Rezeki & Rahmani, 2021). Additionally, many Indonesian EFL classrooms face challenges such as large class sizes (Shehu et al., 2016) and a lack of individualized feedback on writing, which can hinder their writing practice (Ara & Hossain, 2016; Ouahidi, 2021). In this context, Generative AI tools like ChatGPT have the potential to cover these gaps by offering instant feedback, giving examples of correct writing, and providing personalized writing assistance that might not always be available in traditional classrooms.

To support this process, mixing the integration of ChaGPT with traditional learning method can maximize the writing outcome(Ja'ashan, 2024)The collaboration between ChatGPT's intelligence and human intelligence provide effective help for drating and revising writing. In a qualitative study by Solovey (2024), explored learners' feedbacks preferences from peers, ChatGPT, and teachers. The study highlighted that while ChatGPT feedbacks were appreciated, combining it with peers and teacher feedbacks further help the writing to be more contextual to real-life and teachers can see what ChatGPT can't. "GPT helped us a lot with making the writing good but the teacher paid attention to things that we and GPT didn't see." (Solovey, 2024, p.15). This blended approach between human and AI feedback can create a more supportive and productive learning environment, especially in large classrooms where personalized teacher feedback may be limited.

However, while the potential of ChatGPT is promising, it is also important to acknowledge its limitations. Excessive reliance on AI tools may hinder learners'

critical thinking and problem-solving abilities, as they might become too dependent on automated answers rather than developing independent reasoning skills (Kooli, 2023). Moreover, ethical concerns such as the risk of plagiarism must be considered. Since ChatGPT can generate well-written and coherent text, there is a danger that students might use it to produce assignments without fully understanding the content or providing proper attribution, which could compromise academic integrity (Jarrah et al., 2023). Moreover, studies by de Vicente-Yagüe-Jara et al. (2023) and Rahma and Fithriani (2024)emphasized that ChatGPT cannot fully replace human intelligence and creativity. They argued that while ChatGPT can support writing tasks, it must be used thoughtfully. These underline the importance of using ChatGPT a balanced role of human and AI role.

Despite growing interest in ChatGPT, research on ChatGPT's use in the Indonesian EFL writing context remains separated. Most existing studies on ChatGPT in Indonesia have focused on its general application in language learning (Nugroho et al., 2023; Solak, 2024) or its impact on academic writing in higher education (Harunasari, 2023; Hawanti & Zubaydulloevna, 2023). However, learner perceptions, including how they experience both the benefits and limitations of ChatGPT and roles of ChatGPT in writing, remain separated and systematically underexplored. Given this gap, a systematic review is needed to synthesize existing research findings, providing a clearer understanding of how Indonesian EFL learners perceive ChatGPT's use and what role it plays in their writing process. By offering a comprehensive thematic analysis, this study aims

to provide valuable insights for Indonesian educators and researchers regarding ChatGPT as a tool for EFL writing.

1.2 Research Question

Based on the background above, the research questions of this study are:

1.2.1 What are EFL learners' perceptions of using ChatGPT in writing?

1.2.2 What role does ChatGPT play in writing?

1.3 Research Purpose

This study aims to systematically analyze and synthesize existing research on the role of ChatGPT in assisting EFL writing and to examine learners' perceptions of ChatGPT's use in the Indonesian context.

1.4 Research Significance

The researcher aims to benefit these stakeholders through this study. Stakeholders are as follows:

1.4.1 Educational Practitioners and Teachers

This study can help teachers and educational practitioners get informed about

using ChatGPT in learning writing, understanding how it is used by learners, and eventually, may use it in their teaching activities.

1.4.2 Other Researchers

This study may help other researchers gain more existing knowledge in the field as a reference for further studies.

1.5 Scope and Limitations of Research

The scope of this research focuses on the role of OpenAI ChatGPT in assisting English language writing among learners in Indonesia and how they perceive OpenAI ChatGPT in writing. It examines existing studies that explore the use of OpenAI ChatGPT for English writing assistance among Indonesian learners, without restrictions on educational levels. This research considers various types of writing that require the production of coherent texts. Both qualitative and quantitative studies are included, but the scope is limited to research conducted within the Indonesian context. While this study aims to provide deeper insights relevant to the Indonesian educational setting, it is not a complete review. It is based on a comprehensive search that includes most of the recent materials published since 2023, focusing on the titles and abstracts of the studies.

1.6 Research Terminology

Below are clarifications of terminologies based on the context of this research:

1.6.1 SLR (Systematic Literature Review)

Refers to a research methodology that involves a structured, transparent, and replicable process of identifying, evaluating, and synthesizing existing research on a particular topic.

1.6.2 EFL (English as a Foreign Language)

EFL refers to studying the English language in a non-English-speaking country.

1.6.3 Generative Artificial Intelligence (Gen-AI)

Gen-AI refers to the type of artificial intelligence that can produce new content such as text, images, videos or others in response to a user's prompt.

1.6.4 Chatbots

A computer program that is designed to perform and simulates conversations with humans, especially on the internet.

1.6.5 Natural Language Processing (NLP)

The broad field of AI to process focused on the interaction between computers and human natural language.

1.6.6 Large Language Model (LLM)

A type of AI that is built of Transformer architecture to understand and generate human language.

1.6.7 Transformer

A neural network for the foundation for many modern language models (e.g., GPT).

1.6.8 Generative Pre-trained Transformer (GPT)

A generative model that is pre-trained on massive datasets of text and codes based on Transformer architecture, which makes it able to generate and understands natural human language.

1.6.9 ChatGPT (Chat Generative Pre-trained Transformer)

Refers to a specific application of conversational interface interface powered by GPT developed by OpenAI designed to allows users to interact

within chat format through multi media-based interactions, including text, sounds and images.

1.6.10 EFL Learners Writing

Refers to the process of producing written work in the English language by non-native speakers. This includes various forms of text such as essays, reports, scientific papers, and even creative writing pieces like narratives or descriptive texts.

1.6.11 Role

In this research, 'Role(s)' refers to what ChatGPT does for learners in the writing process, not how learners feel about it.

1.6.12 Perception

In this research, 'Perception' refers to how learners feel, think, or react in using ChatGPT.

1.6.13 Writing Skill

The level of ability a person has in producing written language, logically and fluently.