

The Influence of Chat GPT on EFL Students' Descriptive Writing: A Case Study

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Abstract. The development of Artificial Intelligent (AI) has taken teachers' attention particularly in teaching English for the EFL students. Based on the observation and interview to some students, Chat GPT is a part of AI that frequently used by the students in learning English especially in English writing skill. This study aims to investigate the influence of Chat GPT on EFL students' descriptive writing and to find out their attitude toward the use of Chat GPT in learning English. The number of participants was twenty five from one class that enrolled English I subject. This study applied a mixed method research design which combined the quantitative and qualitative approaches. The data of this study was obtained from the pre-post-test of the students' writing and semi-structure interview. The data of the pre-post-test writings was analyzed based on the descriptive text writing rubric. The semi-structure interview was analyzed descriptively. The finding revealed that there was an influenced on the use of Chat GPT on the students' descriptive writing and there was also a positive attitude toward the use of Chat GPT in learning English particularly in writing task. However, they realized that they should not overly rely on this tool and still need the guidance from the teacher. It is expected that the results of this study can be used as the reference for the language teaching and learning process.

Keywords: EFL Students, descriptive writing, chat GPT

Introduction

English is an international language becomes the core subject in school from elementary to higher education. However, based on the observation, this language is only used when the students get an English lesson. In higher education level, the skill of writing is very important to be mastered. Therefore, it is still a challenge for the lecturer to find out an updated strategy in teaching English, especially for the writing skill. In English language learning, the skill of writing is the most difficult skills to be mastered by EFL students since it needs a complex knowledge, such as grammar, structure, and tenses. Practicing writing is only done by the students when they get the English lesson. Since language is like a habit, therefore, it needs to be used regularly. Especially for English Descriptive writing skill. This is about describing something in detail. Descriptive writing activity can be useful for the students to form their thinking and to express their own idea. In fact, most of the students usually need times to think about what they are going to write and sometimes they find that it is difficult to start writing. The understand of the students in using the correct grammar is important as they must be able to send the message to the readers.

Writing can be said as a part of communication. We can use this activity to communicate with other people. It is a challenge for the writer to be make the writing understandable by the reader. It stated by (DAN DOUGLAS, 2012) that product of written are often the results of thinking, drafting, and revising procedures that require specialized skills that not is not developed by speaker naturally. Therefore, writing can be said as a

process to express the way of thinking through symbols. It is also said (Jairos Gonye, 2012) that the complexity of writing activity requires systematic and well-ordered thinking that must be mastered by students and which finally will be the way of their behavior. The use of words to express the idea need to be arranged in an effective way to deliver the correct messages. The use of grammar, vocabulary, and punctuation play the important role in writing.

In descriptive writing text, it usually refers to the description of a person, thing, or place. A descriptive text gives information on the topic, the fact, and their behavior in a clear and complete explanation (Fakeye & Fakeye, 2016) & (S Urunami, DAL Bharati, 2017). Through this descriptive text, it is expected that the readers feel in the situation that has been described by the writer.

Along with the digital era of Information Technology, internet has a grip on all aspects of our life, especially in the education aspect to support the spread of knowledges and a new. Internet is one part of the Information Technology development. The use of internet is considered can influence the teaching and learning process such as in learning foreign language because there are many applications that can support the learning process. The previous study found that that the integration of AI technology in academic English classes not only enhances the improvement of students' writing quality but also made learning process more engaging and interactive (Wale & Kassahun, 2024). Nowadays, the use of Artificial Intelligent that is widely used is known as Chat GPT. This technology gets an attention of the teachers and students in language teaching and learning process. Chat GPT is a technology offers updated opportunities in foreign language learning. It can beneficial the teachers and the students in learning language. (A Lia, 2023) Chat GPT is a chatbot program, is structured of two parts, "Chat" means "chat", "GPT" is the acronym of the English Generative Pre-trained Transformer, that is, "generative pre-trained model". This technology can understand the language that is inserted by human being naturally. People can insert their questions, then Chat GPT will provide the answer quickly. This is also enabling the students to help them understand the materials that they do not understand. Chat GPT will show them the definition and give them some insights. According to (Yang, 2022), AI writing tutors powered by semantic analysis can become valuable assistants for teachers, helping them identify mistakes and enhance student learning. Chat GPT has a beneficial effect on improving students' writing skills (Farda Amini, 2024). Chat GPT can be accessed by the students on their smartphone. It can be accessed whenever they want with the internet connection.

There are many researches on the use of AI in writing have been done previously. Research indicates that students generally have positive attitudes towards AI writing assistants, appreciating their ability to enhance writing quality and efficiency (Iorga, 2022). The confidence of students in writing is very important to make them comfortable and able to build up their own idea. (Yi, 2023) said that in addition, AI platforms can help increase vocabulary diversity and reduce the burden of English usage, positively affecting learners' perceptions and affective aspects of writing. The positive impacts of AI tools such as ChatGPT have been found by some researchers particularly in writing for EFL students. From the use of this technology, the students also can increase the use of vocabularies that are suitable to be used on their writing. Besides that, this tool also provides the grammatical check, and give some suggestions regarding the correct grammar immediately. This process is considered effective and efficient in helping the students to improve their ability in academic writing. ChatGPT is also predominantly utilized in completing academic tasks (Iskandar et al., 2024). In a study by (Nugroho et al., 2023) ChatGPT shows great promise as a digital platform that can support personalize learning, stimulate authentic interactions, and boost student productivity.

There are some previous researches of the similar topic will be used as the main references for this present study. The first study was done by Veri Hardinansyah Dja'far and Fitria Nur Hamidah with tittle "The Effectiveness of AI Technology in Improving Academic English Writing in Higher Education" (Veri Hardinansyah Dja'far & Fitria Nur Hamidah, 2024). This study evaluate the effectiveness in using the AI-based technology to enhance the ability of the students' writing and also to address the gap on teaching that use the traditional methods that often lack personalized feedback since the teaching time is limited. The finding

showed that the use of AI-based tools in teaching academic English writing can improve the students' writing skills significantly. It is also mentioned that the integration of AI in English writing instruction can be said as the effective solution in addressing the challenges of teaching, enhancing the quality and to get the effectiveness of learning process.

Another research has been done by Soumen Nath, Soumi Chakraborty and Dr. Kallab Banerjee with title "Chat-GPT & Its impact on writing skill development: A case study on students of private colleges in north 24 parganas" (Nath et al., 2024). This study investigated the effects of Chat GPT on private college students of North 24 Parganas. The objectives of this research were to examine the usage of Chat GPT, to identify the development of the writing skills, and to provide the suggestions for its effective use. The results of this research showed that there was a positive impact on the development of the students' writing skill. The use of Chat GPT helped them improved their grammar, vocabulary, and sentence structure. Besides that, this study also found that there was a significant improvement on the writing skills of the students who use Chat GPT regularly.

There is also a research that has been done by Alleyza Rahma and Rahmah Fithriani in 2024 with title "The Potential Impact of Chat GPT o EFL Students' Writing: Teachers' Perspective" [8]. This study aims to investigate the perspective of the teacher on using Chat GPT as a tool to support English writing. The result showed that there was a positive respond of the teachers in using Chat GPT to help the students' writing improvement quality. Moreover, the useful of writing features, and aiding language development were provided by Chat GPT.

The use of Chat GPT as a part of AI development, has obtained attention significantly nowadays. However, there is limited research on the influence of Chat GPT in writing particularly in the context of descriptive writing. In conformity to the phenomenon, it is captivating to explore the use of AI tools that is Chat GPT on the students descriptive writing. Therefore, this study has two objectives. The first goal is to find out the influence of Chat GPT on the EFL students' descriptive writing and the second goal is to see the students' attitude toward the use of ChatGPT in learning English.

Methods

This study applied a mixed method research design. This method is the combination of quantitative and qualitative methods that include an experiment group (pre-post-test). This study took place in ITB STIKOM Bali at Jalan Raya Puputan Renon No. 86 Denpasar, Bali. This study will take about one year which is in two semesters, odd and even semesters of 2024-2025. The data of this study was taken from the students' pre-post-test of their descriptive writings to find out the influence of Chat GPT on their descriptive writing. The number of participants that have followed the pre-post-test were 25 students from 1 class that enrolled English class. They were asked to write descriptive writing based on the topic without using Chat GPT as the pre-test. After finishing the pre-test, they were given time to write again with the same topic and with the support of Chat GPT. The semi-structure interview will be applied to get the data of how the students' attitude toward the use of Chat GPT on their descriptive writing after finishing their post-test.

Results and Discussion

The influence of Chat GPT on EFL students' descriptive writing

This part presents the results and discussions of the students' descriptive writing. There are 25 students' descriptive writings that have been assessed based on the descriptive writing rubric. The students were given the same topic for their pre-test and post-test. The pre-test writing is the students' writings without the application of ChatGPT, and for the post-test, the students could use ChatGPT to support their writings. The results of the students' pre-test and post-test writings are presented in the form of tables and discussed descriptively.

Table 1. Descriptive Writing Rubric

Aspect	Score	Performance Description	Weighting
Content (30%)	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear and the details are almost relating to the topic	
	2	The topic is complete and clear and the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization 20%	4	Identification is complete and description are arranged with almost proper connectives	2x
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse connectives	
Grammar 20%	1	Identification is not complete and description are arranged with misuse connectives	2x
	4	Identification is complete and description are arranged with almost proper connectives	
	4	Very few grammatical and agreement inaccuracies	
	3	Few grammatical and agreement inaccuracies but not affect on meaning	
Vocabulary 15%	2	Numerous grammatical and agreement inaccuracies	1.5x
	1	Frequent grammatical and agreement inaccuracies	
	4	Effective choice of words and word forms	
	3	Few misuse of vocabularies, word forms but not change the meaning	
Mechanics 15%	2	Limited range confusing words and word form	1.5x
	1	Very poor knowledge of words, word form and not understandable	
	4	It uses correct spelling, punctuation, and capitalization	
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Table 2. The Students' Writing Result (Pre-Test)

Student	C	O	G	V	M	Score
1	2	3	3	3	2	6.4
2	3	3	2	3	2	6.6
3	3	3	2	2	4	7.0
4	2	2	2	3	3	5.8
5	3	2	2	2	2	5.8
6	3	2	3	3	3	7.0
7	4	3	3	3	3	8.3
8	3	2	2	2	2	5.8
9	3	3	3	3	3	7.5
10	3	2	3	3	2	6.6
11	2	2	3	2	2	5.5
12	2	2	2	2	2	5.0
13	3	3	3	3	3	7.5
14	2	3	2	3	3	6.3
15	3	3	2	3	2	6.6
16	2	2	2	3	2	5.4
17	3	3	2	2	3	6.6
18	3	3	2	3	3	7.0
19	3	2	2	3	2	6.1
20	2	2	3	2	2	5.5
21	2	2	2	2	2	5.0
22	2	2	2	2	2	5.0
23	3	3	2	3	3	7.0
24	3	3	3	3	3	7.5
25	3	2	2	2	3	6.1

Note:

C: Content

O: Organization

G: Grammar

V: Vocabulary

M: Mechanism

The above table is the result of the students' pre-test. For the pre-test students were asked to write based on the topic without applying the ChatGPT. Based on the above table, there are 25 students participated the

test. The range of the score is 5.0-8.3. The students' marks are various for each of the category. Student number seven achieved the best score among the other students. On the other hands, there were three students got the lowest score.

For the category of content, there are nine students got 2 marks, fifteen students got 3 marks, and one student got 4 mark. Most of the students' writing lack of giving explanation in detail regarding the topic. The aims of a descriptive writing are to describe and create the atmosphere that can engaging the imagination of the readers.

On the category of organization, there are twelve students got 3 mark and the rest thirteen students got 2 mark. Some of the students' identification was almost complete and description were arranged with almost proper connectives. However, there were also some of the students' identification was not complete and description were arranged with few misuse connectives.

On the category of grammar, there are nine students got 3 mark and the rest fifteen students got 2 mark. From the students' writings, the students tend to use incorrect agreement and verbs. Those issues reflected to the meaning of the sentences.

For the category of Vocabulary, there are fifteen students got 3 mark, and the rest ten students got 2 mark. In writing, the use of correct vocabularies is very significant. Besides that, the correct of the word form also very important to be noted. The misuse of vocabularies and word forms sometimes can change the meaning of the sentence.

The last category is the Mechanics that consists of spelling, punctuation, and capitalization. There are eleven students got 3 mark and thirteen students got 2 mark. There is one student got 4 mark. Most of the students' mistakes were in the use of capital alphabet and punctuation. It seems that they have a lack of knowledge of the punctuation and capitalization rule and a difficulty in organizing their idea.

Table 2. The Students' Writing Result (Post-Test)

Student	C	O	G	V	M	Score
1	4	4	4	4	3	9.6
2	4	4	4	4	3	9.6
3	4	4	4	4	4	10.0
4	4	4	4	4	4	10.0
5	4	3	4	4	4	9.5
6	4	4	4	4	4	10.0
7	4	4	3	4	4	9.5
8	4	3	4	4	4	9.5
9	3	3	4	4	3	8.4
10	4	4	4	3	2	8.9
11	4	4	4	4	3	9.6
12	4	4	3	4	3	9.1
13	4	4	4	4	4	10.0
14	4	4	4	4	4	10.0
15	4	4	4	4	4	10.0
16	4	4	4	4	3	9.6
17	4	4	4	4	3	9.6
18	4	4	3	4	4	9.5
19	4	4	4	4	3	9.6
20	4	4	4	4	3	9.6
21	4	4	4	4	4	10.0
22	4	4	3	4	4	9.5
23	4	4	4	4	4	10.0
24	4	4	4	4	4	10.0
25	4	3	4	4	4	9.5

The above table is the students' post-test results by applying ChatGPT on their writing. For the post-test writing, the topic is similar with the pre-test writing. The students were asked to use ChatGPT to support their descriptive writing. From the above table, the result of the students' writings is increasing, that can be seen from the range of the students' score is 8.4-10.

On the category of Content and Vocabulary, there are twenty-four students got 4 mark, only one student

got 3 mark. The student number 9 still got 3 mark for both tests on this category. It seems that the student needs to understand and practice more in making a complete and clear details of the topic. On the category of Organization and Grammar, there are twenty-one students got 4 mark and four students got 3 mark. For the last category, which is the category of Mechanics, there are fifteen students got 4 mark, nine student got 3 mark, and one student got 2 mark.

Based on the above result, it can be said that ChatGPT influenced the students' descriptive writing skill almost in all categories, particularly in the category of Content and Vocabulary. The students able to use vivid vocabularies on their descriptive writing to make the explanation regarding the situation, the things, and the other object more details and clear. However, for the category of Machanics, students still made error in the use of capitalization and punctuation. In this case, it seems that they were in a hurry, therefore, they did not read or proofreading their writing before submitting it.

The EFL Students' Attitude toward the Use of Chat GPT in Learning English

Students' attitude toward the use of Chat GPT in learning English is important to be found out and discussed. This part performs the students' opinions through the interview. The semi-structure interview consists of four questions to find out the detailed responses from the students as the participants. The following discussion presents the questions and some of the students' answers and opinions.

How often do you use Chat GPT in English language learning?

The answers of students are various, but most of them said that they often use this application as a tool in learning English. They use it every time they need to use English, to translate the words and to correct the words. Moreover, based on their opinions, this tool can improve their understanding in English, can be used to practice their speaking or conversation, vocabularies, and grammar. Therefore, they also think that this tool is very convenient to be used daily. However, few of them said that they are rarely use Chat GPT in learning English and only use it when they are stuck.

These are some of the students' answers:

Quite often, usually I use chatgpt when I can't interpret or don't understand a sentence or word in English. (Student 1).

Pretty often, usually when im being in a stagnant situation regarding some tasks given. (Student 2)

Quite often, when I need to translate a word that I don't know the meaning of. (Student 4)

I often use ChatGPT as a tool to help me in learn English. (Student 5)

I use ChatGPT regularly to practice English, especially to improve my writing, vocabulary, and comprehension. It's a convenient tool for learning at my own pace. (Student 8)

Not too often, usually using Google Translate. (Student 10)

What are your thoughts on using ChatGPT for English language learning?

Based on the students' answers, in general their thoughts regarding the use of Chat GPT in learning English are positive. Almost all students said that Chat GPT is useful and helpful in learning English because it is easier than checking the meaning of the words from the dictionary. It is in line with the study by (Zebua & Katemba, 2024) the use of OpenAI ChatGPT can be a useful tool in improving students' English writing skills. Through this application, they can get a faster response, accurate answer, and error correction. It also can brainstorm their ideas in writing. On the other hand, few students said that using Chat GPT is not good and can be said that it is a cheating. It also can make the students lazy, and too much depend on this tool can give them a bad effect.

Some of the students' opinion are as follow:

In my opinion, using ChatGPT in learning English, ChatGPT could be a platform to replace a dictionary because it is more efficient and easier to. (Student 1)

Learning to use ChatGPT has been very helpful for me in helping me translate words, and helping me with sentence construction. (Student 4)

I think ChatGPT is a great tool for learning English because it provides immediate feedback, helps with grammar and vocabulary, and allows for interactive conversations that mimic real-life language use. (Student 8)

I think ChatGPT very helpful in writing. (Student 11)

I think the use of chatGPT is great in learning Students can use ChatGPT to brainstorm ideas, create essay outlines, or even compose written assignments, receiving suggestions for improvement along the way. (Student 21)

How do you think Chat GPT can assist or hinder your English learning process?

According to the interview, most of the participants said that Chat GPT can assist and hinder them as well. This tool is very useful in translating the words, giving complete explanations, giving a fast feedback on the student's writing, creating text, and exercising. However, this application can hinder the learners when they are too rely on it. They said that the learners can be too lazy to think because it is too easy to find the answer on this application by using the smartphones. Besides that, it also can decrease the independency of the learners. However, few of the interviewees said that using Chat GPT does not hinder the learner from learning English.

Below are some of the students' answers:

For me, ChatGPT can really help with learning because ChatGPT can immediately translate a sentence or word that we don't understand without having to open a dictionary again, but it comes back to the person who uses ChatGPT, whether they want to learn or just look for answers using Chat GPT. (Student 1)

Sometimes if you need an explanation, chat GPT is very helpful, but if it is not restricted, it will be an obstacle because it is always easy. (Student 10)

I think ChatGPT can help solve quickly and help answer question quickly. However, it can also hinder if you rely too much on ChatGPT so it reduces the opportunity for independent learning. (Student 14)

ChatGPT can help the English learning process by helping you learn new vocabulary or grammar. ChatGPT can also hinder things like dependency in using it. (Student 24)

How do you verify the accuracy of ChatGPT's responses?

Regarding this question, the participants said that they check the accuracy by comparing with the other source or reference such as textbook, reputable dictionary, articles, and other trusted websites. The other things that they usually do is to ask this tool to re-explained and ask it to give a clear reason to make sure that the answer is valid. Besides that, they often compare the answer from Chat GPT with other AI, Google, and a community forum. However, some of the them said that sometimes they also check the accuracy of the Chat GPT by asking the teacher or lecturer. It proves that they still need their teacher to assist them in this English learning process even though the AI technology develop rapidly.

These are some of the students' responses:

Like I mentioned earlier, I verify the answers by looking in an online dictionary, googling them, and comparing them with the answers from online forums. Lastly, I also ask my English tutor. (Student 5)

I verify the accuracy by cross-referencing the information from trusted sources such as textbooks, online dictionaries, or asking teachers for clarification. Additionally, I check if the response makes sense in the context of what I am learning. (Student 8)

I usually compare Chat GPT's answers with other sources like textbooks, articles, or trusted websites. If something feels off, I look for further explanations to ensure the information I get is correct. If I'm still unsure, I ask someone more knowledgeable, like a teacher or lecturer. (Student 12)

I usually compare the Chat GPT answers with other sources such as books, reliable websites or even ask the teacher. (Student 14)

Regarding the students' responses on their interview, it can be said that they showed a positive attitude on the use of Chat GPT in learning English, particularly in writing. They tend to use this tool to learn vocabularies, understand grammar, checking errors on their writing assignments, and to translate words or sentences. However, they know how to use it wisely. In the study by (Baskara & Mukarto, 2023) It is mentioned that for instance, ChatGPT can generate coherent and fluent text on various topics but may have difficulties comprehending more complex or abstract ideas.

Conclusion

In conformity with the aims of this study that are to find out the influence of Chat GPT on EFL students' descriptive writing and to find out their attitude toward the use of the tool in learning English. The results showed that there was an influence of the use of Chat GPT on the students' descriptive writing in all categories, particularly on the category of Content and Vocabulary. For those two categories, only one student got 3 mark, and the rest twenty-four students got 4 mark. The use of vivid vocabularies frequently appears on their writings. Students also develop their skills on the category of Organization and Grammar. On the category of Mechanics, the students need to more focus on the punctuation and the capitalization rules. The scores of the students' post-test descriptive writings were significantly increasing to the range of 8.4-10. To minimize the error on the use of punctuation and capitalization, teacher should explain the rules clearly. Moreover, by providing the students many exercises, they will learn and acknowledge much more vocabularies. The ability of observation is also needed to be improved in descriptive writing. Finally, giving feedback and encourage them to review their works, can be applied as the fun teaching strategies.

It was also found that the students' attitude toward the use of Chat GPT in learning English was also in a positive way. They use this tool particularly in writing task to improve their knowledge on the use of correct words, grammar, vocabularies, and even for translation. On the other hand, they realized that they should not overly dependent on this tool to avoid the decreasing of the critical thinking, and the quality of the academic task.

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