

## Enhancing Writing Skills Through Chat GPT: A Literature Review

Arik Susanti<sup>1\*</sup>, Ahamad Tarmizi Azizan<sup>2</sup>

<sup>1\*</sup> Universitas Negeri Surabaya, Surabaya, Indonesia

<sup>2</sup> Universiti Malaysia Kelantan, Malaysia



### ABSTRACT

**Keywords:**

Descriptive Text  
Technology In  
Education  
EFL  
Writing Skills  
Chat GPT

*This investigation investigates the utilization of Chat GPT as an instrument for improving the writing abilities of EFL (English as a Foreign Language) students in Indonesia. The paper explores the potential of Chat GPT, an AI-based technology, to enhance students' descriptive text writing skills by incorporating it into classroom instruction through a literature review. The paper investigated the obstacles encountered by Indonesian learners, including obstacles in the use of appropriate tenses, punctuation, and the expression of ideas. The research underscores that conventional teaching methods frequently fail to captivate students; conversely, Chat GPT provides learners with immediate feedback, alleviates anxiety, and fosters creativity. Chat GPT cultivates a more interactive and engaging learning environment by assisting students in ideation, outlining, and enhancing their grammar and vocabulary. The results emphasize the beneficial effects of Chat GPT on writing motivation and creativity, indicating its potential as a valuable tool for teaching writing skills. The study concludes by suggesting that additional empirical research be conducted to investigate the more extensive implementation of Chat GPT in educational environments.*

### INTRODUCTION

The most critical skill in the twenty-first century is writing, as it enables individuals to communicate across continents, countries, states, and regions (Rao, 2017). According to ELbashir (2023), writing is indispensable for engaging with ideas, comments, and behavior by transmitting messages, essays, articles, emails, or papers for a variety of purposes. Thus, they must acknowledge their audience, which may consist of adults, any number of citizens, or both. It is employed to determine their writing styles, including the use of colloquial words, sentence structure, and formal or informal situations.

Nevertheless, a significant number of Indonesian students believe that the acquisition of writing skills is a challenging endeavor due to a variety of factors. Initially, the students asserted that it was imperative to employ appropriate grammar, punctuation, and tenses when learning to write. Additionally, they required assistance in articulating their thoughts, which included the identification of pertinent sources and topics. Additionally, Ningrum et al. (2023) contend that students encountered obstacles when practicing writing in an instructional environment that utilized English as the primary language. Bozic (2023) asserts that these conditions were precipitated by educators who failed to implement engaging and interactive media in their writing instruction. Consequently, the students' writing abilities are impacted by their lack of interest in the materials that the teacher has prepared.

Consequently, technology is a critical component of education in the digital era, as a variety of tools and resources are incorporated into the classroom to improve learning outcomes. Chat GPT, a tool used in the English classroom, is one of the technologies that can facilitate learning. Katar et al. (2023) contend that Chat GPT has undergone substantial improvement and has transitioned from a mere concept to a widely used technology in a variety of sectors, such as financial transportation, medical care, and education. Consequently, the students' writing abilities are impacted by their lack of interest in the materials that the teacher has prepared. Hawanti (2023) has also discovered

---

## Enhancing Writing Skills Through Chat GPT: A Literature Review

---

that Chat GPT instruction reduces students' apprehension regarding learning and influences their psychological well-being in English classes. Chat GPT gives pupils immediate feedback, enabling them to promptly rectify any errors. This rapid feedback cycle prevents students from dwelling on their errors, thereby alleviating anxiety. Chat GPT enables students to learn at their own tempo, allowing them to take the time necessary to comprehend concepts, practice writing, and receive feedback without feeling rushed. According to Ni Putu (2023), Chat GPT has the potential to promote personalized learning and responsibility, as well as to establish objectives and make decisions regarding English language acquisition (Ni Putu, 2023).

Furthermore, Chat GPT has a substantial positive influence on the motivation of pupils to learn (Hanum Siregar et al., 2023). The study will concentrate on the use of chat GPT as a learning medium in the descriptive text to teach English writing skills, thereby addressing the divide. This research has the potential to make a significant contribution to the field of education by offering a comprehensive understanding of the efficacy of Chat GPT technology in improving the writing abilities of students. It can also assist educators, curriculum developers, and policymakers in comprehending the potential benefits and drawbacks of integrating AI technology into the educational environment. Teachers can enhance the effectiveness and engagement of writing instruction by comprehending how to incorporate this technology into their pedagogical approach.

### LITERATURE REVIEW

Sa'adah (2020) elucidates that writing is a communication activity that is facilitated by language in order to express one's opinions, arguments, and ideas. Akhadiah (2012) posits that writing can encompass a variety of elements, including information, ideas, and thoughts, in order to provide a written account of an individual's activities. The acquisition of writing skills is not an automatic process; it necessitates knowledge, planning, and a continuous process to produce a high-quality composition.

Brown (2012) elucidates that the writing process encompasses the following: planning, drafting, revising, editing, and publishing. The initial phase of the writing process is planning. During this phase, the authors are required to organize their thoughts, develop concepts, and establish the framework of the composition. During the planning phase, writers must establish precise objectives and take into account the purpose and audience of the writing task. This phase entails the development of concepts, the creation of an outline, and the determination of the piece's overarching structure.

The writer proceeds to the composing stage after the planning phase is concluded. During this phase, they begin to organize their thoughts into sentences and paragraphs, thereby generating the initial manuscript of the composition. At present, the writer should refrain from obsessing over precision and instead focus on the expression of their ideas. Drafting enables the investigation of various methods to communicate ideas and the development of the initial content.

The reviewing phase entails a critical evaluation of an initial draft to evaluate the overall coherence, clarity, and efficacy of the writing. Writers, instructors, or peers may furnish

feedback during this phase. The reviewing phase assists writers in identifying areas for development and refining their work prior to progressing to the subsequent phase.

Editing is the concluding stage of the writing process, which is dedicated to the enhancement of the composition's language, grammar, punctuation, and style. During the editing process, the writer should prioritize sentence structure, word selection, and overall language proficiency. The objective of this phase is to enhance the text's readability and clarity while simultaneously adhering to the standards for acceptable written communication. Additionally, the writer advances to the publishing phase subsequent to the editing process. At this stage, the writer presents the intended audience with a refined, finalized version of the work (Mammadova, 2021).

Brown (2012) also emphasizes that indicators of writing skills encompass a variety of factors, including the following: (1) the development of a high degree of organization in their writing when developing ideas and information, (2) the use of a suitable topic and control in writing, (3) the use of complex grammatical devices for emphasis and emphasis (grammar), (4) the use of correct spelling, punctuation, and capitalization (mechanics), and (5) the strategic selection of words (vocabulary).

Texts are classified into various forms by Gerald (2020), including transactional texts, interpersonal texts, brief functional texts, and long functional texts. We will concentrate on descriptive text that is a component of extended functional text in this investigation. A descriptive text is a piece of writing that elucidates the sensations, sounds, emotions, or words associated with an object. In order to create a descriptive text that is effective, the writer must be able to delve into their idea, and the reader should be able to discern the object in the text (Mammadova, 2021).

According to Wardiman (2015), descriptive writing can be achieved by employing a descriptive that is akin to a word image, which enables the reader to envision the object, location, or individual. A description writer who is exceptional is akin to an artist who creates a distinct image in the reader's mind. The three categories of descriptive texts are as follows: describing individuals, describing place, and describing a unit of time (Wardiman, 2015). The generic structure of descriptive text is divided into two components: 1) the introduction, which introduces the character, and 2) the description, which describes the character. This implies that a descriptive text comprises two components: one that elucidates a phenomenon (identification) and another (description) that illustrates its components, qualities, or characteristics.

Chat GPT is one of the media that can be used to teach writing, as it can assist in the generation of ideas for descriptive text. Imran (2023) asserts that Chat GPT can be employed to obtain inspiration or a commencing point in relation to a particular topic, setting, or character. Additionally, Chat GPT can offer evocative phrases and synonyms to improve the text's vividness and engagement by expanding the vocabulary. Chat GPT can also generate detailed descriptions of objects, locations, people, or events from minimal input, thereby providing additional details that can be incorporated into the text. Božić (2023) has elucidated that Chat GPT can offer students creative ideas and inspiration for descriptive writing. Additionally, it encourages students to think

creatively and create more imaginative works. It is highly beneficial for the in-real-time identification of areas for development and the refinement of their skills. Subsequently, Chat GPT can assist students in expanding their vocabulary and enhancing their language skills by providing them with exposure to a wide variety of sentence structures and vocabulary in the responses.

## RESEARCH METHOD

The literature review methodology was employed in this paper. The data used in this study was obtained from scholarly journals and texts (J. W. Creswell, 2012). To collect relevant information, concerns, and patterns regarding the incorporation of Chat GPT as a media in the teaching of English writing. A series of systematic phases was employed to compile the literature. At first, the primary method of accessing scholastic literature was through free internet databases such as Google Scholar, Science Direct, and ResearchGate. During this phase, the author incorporated additional combination keywords, including "Chat GPT" or "artificial intelligence," "teaching writing" or "teaching composition," and "English teaching and learning." The author subsequently organized the downloaded articles into distinct themes, including the definition of Chat GPT, the significance of teaching writing in education, and the implementation of writing instruction and learning. This work was designated as a descriptive review.

The author conducted a comprehensive search for published literature and categorized it according to specific and preferred subjects in order to obtain dependable information. The author conducted a comprehensive examination of the literature, with a particular emphasis on specific categories. Subsequently, they elaborated on the research subject, pinpointed any deficiencies in the existing body of knowledge, and derived pertinent conclusions. A database was established by the authors through the analysis of published literature, which was conducted as a descriptive review. The objective was to discern any discernible patterns or draw general conclusions regarding the advantages of extant conceptualizations, propositions, methods, or findings (G. Paré, M. C. Trudel, M. Jaana, and S. Kitsiou, 2015).

## RESULTS AND DISCUSSION

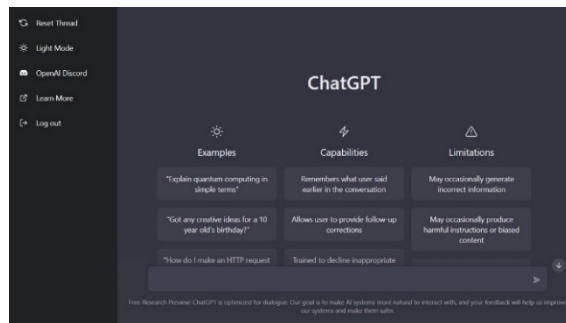
Brown (2012) divides the writing instruction process into three stages: prewriting, while-writing, and post writing activities. A prewriting activity is a process in which the instructor brainstorms with students and provides them with text to inspire them prior to teaching. Subsequently, the instructor collected pertinent information and resources regarding the writing subject. Therefore, in order to facilitate the writing process, students arrange their ideas into a structured outline.

In order to generate ideas for their writing topics, the teacher encourages students to brainstorm ideas, outline their thoughts, and plan their writing using Chat GPT. They are able to input prompts that are pertinent to the theme they wish to write about, and Chat GPT can generate a list of potential ideas. Secondly, Chat GPT can help students develop an outline for their writing. Students can obtain a structured outline that they can subsequently customize by supplying a fundamental prompt.

## Enhancing Writing Skills Through Chat GPT: A Literature Review

Whilst-writing is an activity in which students begin to compose the initial version based on the outline, with the primary objective of capturing ideas without concern for errors. Subsequently, the instructor motivates students to compose freely in order to cultivate their ideas and thoughts. The teacher then provides peer evaluation or feedback to identify areas for improvement. The teacher also permits students to verify grammar, vocabulary, punctuation, spelling, and stylistic errors through the use of Chat GPT.

Students contribute to the composing process by providing language, structure, and content. Additionally, students may utilize Chat GPT to acquire writing prompts or sentence starters to stimulate their creative writing.



(Figure 1. Prompt for writing using Chat GPT)

To commence a paragraph that they can use as inspiration, students encounter difficulty in the generation of sentences and paragraphs. Alternatively, Chat GPT can be employed to identify the appropriate vocabulary, grammar, and mechanics of writing (including orthography, punctuation, and capitalization) in order to compose a straightforward paragraph. The implementation of Chat GPT in the writing process has the potential to inspire students to pen straightforward paragraphs that showcase their creative and pleasurable writing abilities during the learning process.

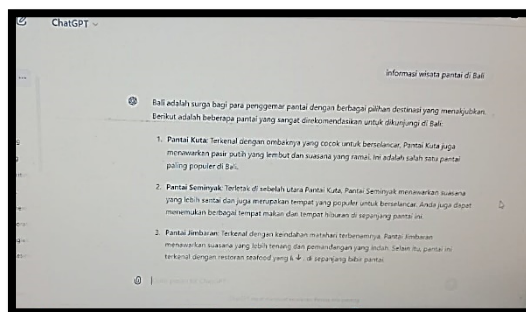


Figure 2 Searching information of place using Chat GPT

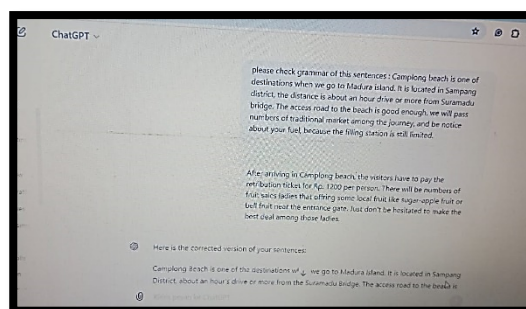


Figure 3 Verifying grammar using Chat GPT)

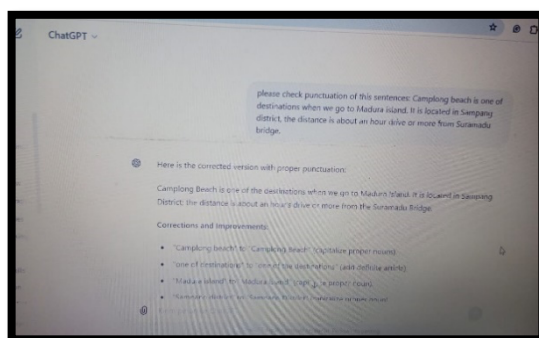


Figure 4 Result of checking grammar using Chat GPT)

The writing materials are the focus of the while-writing activity. The teacher can supervise while-writing activities by utilizing Chat GPT to provide tools. The practice involves the examination of grammar, topic ideas, vocabulary, and mechanics. The final stage is a post-writing activity in which students prepare the final version of the writing after revisions and editing. Second, the process of accumulating the students' assignments and sharing the work with other students. Finally, students are encouraged to contemplate the final product and the writing process.

There is a discussion regarding the potential of Chat GPT as a learning medium for the instruction of writing to EFL students. Learning media such as Chat GPT can assist students in the discovery of novel concepts for the composition of descriptive texts and the development of novel concepts. It can also foster students' creativity in writing by facilitating the process of identifying the generic structure of specific texts. Additionally, Ni Putu (2023) notes that Chat GPT is employed as a tool that enables students to gain a deeper understanding of concepts, practice writing, and receive feedback from the extant features of it.

According to Hanum Siregar et al (2023), Chat GPT has the potential to enhance the vocabulary and grammar skills of students in writing activities. Chat GPT is recognized for its rapid feedback feature, which enables students to receive immediate feedback on their writing by engaging with Chat GPT to verify their grammar. It is beneficial for students to identify areas for improvement and refine their skills in real-time, ensuring that they have no difficulty comprehending a paragraph that has been developed based on their own knowledge. Prananta et al (2023) also contend that Chat GPT facilitates the expansion of students' vocabulary, despite the fact that students are exposed to a wide variety of vocabulary. Chat GPT has the potential to help students improve their writing skills during pre-writing activities, which can be an explanation. Chat GPT effectively encourages students to generate ideas, thereby facilitating the production of written work. Therefore, it is advantageous for students to compose straightforward writing assignments rather than those that require intricate contexts.

It is inferred that Chat GPT has a significant positive influence on the motivation of students to learn, as it provides them with engaging learning methods that ensure that the learning activities in the classroom are not monotonous. Therefore, learning methods

---

## Enhancing Writing Skills Through Chat GPT: A Literature Review

---

are also crucial and are incorporated into the process of learning to write. The teacher maintains control and supervision of the classroom environment while conducting writing exercises. Students are more engaged in the use of Chat GPT as a learning medium during the planning and drafting phases, as they prefer to engage with technology over lecture-based learning methods that do not incorporate media. Consequently, students demonstrate enhancements in content and organization when the teacher offers the opportunity to utilize GPT Chat during the writing phase of a text. This approach ensures that students are focused on the learning process, and the teacher serves as a facilitator.

Furthermore, the implementation of Chat GPT may serve as an incentive for the advancement of educational AI tools that are incrementally more sophisticated and focused. Developers may concentrate on developing applications that are specifically tailored to educational purposes, integrating features that cater to the distinctive requirements of students and educators. Additionally, there is the potential to establish collaborative platforms that allow students to engage with Chat GPT as a learning media, thereby enhancing their writing abilities and cultivating a supportive learning community.

### CONCLUSION

This investigation demonstrates that the utilization of GPT Chat as a learning medium has a beneficial effect on the writing process of EFL students. Chat GPT has the potential to enhance students' motivation to learn writing. An engaging classroom environment is fostered by the implementation of technology. It is recommended that empirical research be conducted to demonstrate the potential of technology to motivate students in the acquisition of English, particularly in the development of writing skills, as this study has limitations due to its literature review.

### ACKNOWLEDGEMENTS (OPTIONAL)

We would like to thank the Rector of UNESA, the dean of the Faculty of Languages and Arts, the Head of Study Program of English Language Education for providing funding for this activity. We would also like to thank the teachers of SD Muhammadiyah 22 Surabaya, colleagues in the English Language Education study program and all parties who have helped with the implementation of this activity.

### REFERENCES

- Arsyad, A. (2016). *Media Pembelajaran*. Raja Grafindo Persada.
- Athanassopoulos, S., Manoli, P., Gouvi, M., Lavidas, K., & Komis, V. (2023). The use of ChatGPT as a learning tool to improve foreign language writing in a multilingual and multicultural classroom. *Advances in Mobile Learning Educational Research*, 3(2), 818–824. <https://doi.org/10.25082/amler.2023.02.009>
- Bašić, Ž., Banovac, A., Kružić, I., & Jerković, I. (2023). ChatGPT-3.5 as writing assistance in students' essays. *Humanities and Social Sciences Communications*, 10(1), 1–5. <https://doi.org/10.1057/s41599-023-02269-7>
- Božić, V., & Poola, I. (2023). Chat GPT and education. *Education*, 1(4), 1–8. <https://doi.org/10.13140/RG.2.2.18837.40168>

Enhancing Writing Skills Through Chat GPT: A Literature Review

---

- Brown, H. D. (2001). *Teaching By Principles: An Interactive Approach To Teaching Pedagogy* ((2nd Ed.)). New York: Pearson Education, Inc
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson.
- ELbashir, B. (2023). Writing Skills Problems: Causes and Solutions. *International Journal of English Language Teaching*, 11(5), 52–64. <https://doi.org/10.37745/ijelt.13/vol11n55264>
- Fütterer, T., Fischer, C., Alekseeva, A., Chen, X., Tate, T., Warschauer, M., & Gerjets, P. (2023). ChatGPT in education: global reactions to AI innovations. *Scientific Reports*, 13(1), 1–14. <https://doi.org/10.1038/s41598-023-42227-6>
- G. Paré, M. C. Trudel, M. Jaana, and S. Kitsiou, "Synthesizing information systems knowledge: A typology of literature reviews," *Inf. Manag.*, vol. 52, no. 2, pp. 183–199, 2015, doi: 10.1016/j.im.2014.08.008.
- Gang Li, Wei Chen, & Duanmu, J.-L. (2010). Determinants of international students academic performance. *Journal of Studies in International Education*, 14(4), 389–405. <https://doi.org/10.1177/1028315309331490>
- Grandgirard, J., Poinso, D., Krespi, L., Nénon, J. P., & Cortesero, A. M. (2002). Costs of secondary parasitism in the facultative hyperparasitoid *Pachycrepoideus dubius*: Does host size matter? In *Entomologia Experimentalis et Applicata* (Vol. 103, Issue 3). <https://doi.org/10.1023/A>
- Hadi Mogavi, R., Deng, C., Juho Kim, J., Zhou, P., D. Kwon, Y., Hosny Saleh Metwally, A., Tlili, A., Bassanelli, S., Bucchiarone, A., Gujar, S., Nacke, L. E., & Hui, P. (2024). ChatGPT in education: A blessing or a curse? A qualitative study exploring early adopters' utilization and perceptions. *Computers in Human Behavior: Artificial Humans*, 2(1), 100027. <https://doi.org/10.1016/j.chbah.2023.100027>
- Hanum Siregar, F., Hasmayni, B., & Lubis, A. H. (2023). The Analysis of Chat GPT Usage Impact on Learning Motivation among Scout Students. *International Journal of Research and Review*, 10(7), 632–638. <https://doi.org/10.52403/ijrr.20230774>
- Harmer, J. (2004). *How to Teach Writing* (New York: Pearson Education, 2004), 12.
- Harmer, J. (1998). *How to Teach English* (Cambridge: Addison Wesley Longman, 1998), 79.7
- Hawanti, S., & Zubaydulloevna, K. M. (2023). AI chatbot-based learning: alleviating students' anxiety in english writing classroom. *Bulletin of Social Informatics Theory and Application*, 7(2), 182–192. <https://doi.org/10.31763/businta.v7i2.659>
- Hikmawati, F. (2017). Penelitian Eksperimen dan Quasi Eksperimen. *Metodologi Penelitian*, 149.
- Javid, M., Haleem, A., & Singh, R. P. (2023). A study on ChatGPT for Industry 4.0: Background, potentials, challenges, and eventualities. *Journal of Economy and Technology*, 1(August), 127–143. <https://doi.org/10.1016/j.ject.2023.08.001>
- KATAR, O., ÖZKAN, D., -3, G., YILDIRIM, Ö., & ACHARYA, U. R. (2023). Evaluation of GPT-3 AI Language Model in Research Paper Writing. *Turkish Journal of Science and Technology*, 18(2), 311–318. <https://doi.org/10.55525/tjst.1272369>
- Kim, Y. S. G., Yang, D., Reyes, M., & Connor, C. (2021). Writing instruction improves students' writing skills differentially depending on focal instruction and children: A meta-analysis for primary grade students. *Educational Research Review*, 34(September), 100408. <https://doi.org/10.1016/j.edurev.2021.100408>



Enhancing Writing Skills Through Chat GPT: A Literature Review

---

- Leavy, P. (2017). *Research Design Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press.
- L, Madley. (2023). How To Use Chat GPT In the Classroom. Pada Tanggal 26 Januari 2024 pada pukul 13.38, <https://madlylearning.com/how-to-use-chat-gpt-in-the-classroom/>
- Lingard, L. (2023). Writing with ChatGPT: An Illustration of its Capacity, Limitations & Implications for Academic Writers. *Perspectives on Medical Education*, 12(1), 261–270. <https://doi.org/10.5334/pme.1072>
- Li, Y., Chen, J., Zhou, H., & Yuan, H. (2023). Research on motivation and behavior of ChatGPT use in middle school students. *International Journal of New Developments in Education*, 5(19), 69–77. <https://doi.org/10.25236/ijnde.2023.051911>
- Marsika Sepyanda, Mukhaiyar, Kusni, "The Effect Of Picture Word Inductive Model (PWIM) And Students" Self-Efficacy Toward Their Writing Skill Of Descriptive Texts At Grade X Of SMA Negeri 1 Koto Sungai Lasi, "Journal English Language Teaching (ELT), Vol. 1 No.1, (Maret, 2024), 113
- Mohamed Haggag, H. (2023). A Program Based on Chat Generative Pre-trained Text Transformer (ChatGPT) for Enhancing EFL Majors' Descriptive Paragraph Writing Skills and Their English Grammar Use. <https://doi.org/10.21608/mfes.2023.315599>
- Pembelajaran, N. A.-E. J. P. D., & 2023, undefined. (2023). Examining the Role of ChatGPT as a Learning tool in Promoting Students' English Language Learning Autonomy relevant to Kurikulum Merdeka Belajar. *Jurnaledukasia.Org*, 4, 921–934. <http://jurnaledukasia.org/index.php/edukasia/article/view/373>
- R, Rocket. Writing Assessment adopted by Reading Rocket Launching Young Reader on Tuesday at 7.42 pm (January, 2 2024) <https://www.readingrockets.org/topics/writing/articles/writing-assessment>
- Repository, Z. O. (2022). Companion Proceedings of the 12th International Conference on Learning Analytics & Knowledge LAK22. March, 79–81.
- Sa'adah, A. R. (2020). Writing Skill in Teaching English: An Overview. *EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran*, 5(1), 21–35. <https://doi.org/10.21462/educasia.v5i1.41>
- Singh, M. K. M. (2015). International graduate students' academic writing practices in Malaysia: Challenges and solutions. *Journal of International Students*, 5(1), 12–22
- Songsiengchai, S., Sereerat, B., & Watananimitgul, W. (2023). Leveraging Artificial Intelligence (AI): Chat GPT for Effective English Language Learning among Thai Students. *English Language Teaching*, 16(11), 68. <https://doi.org/10.5539/elt.v16n11p68>
- Prananta, A. W., Megahati S, R. R. P., Susanto, N., & Raule, J. H. (2023). Transforming Education and Learning through Chat GPT: A Systematic Literature Review. *Jurnal Penelitian Pendidikan IPA*, 9(11), 1031–1037. <https://doi.org/10.29303/jppipa.v9i11.5468>
- Thobroni. (2016). *Belajar dan Pembelajaran (Cetakan II)*. ARRUIZZ MEDIA
- Viera Valencia, L. F., & Garcia Giraldo, D. (2019). Metode Penelitian Kuantitatif Kualitatif DAN R&D. In *Angewandte Chemie International Edition*, 6(11), 951–952. (Vol. 2).

Enhancing Writing Skills Through Chat GPT: A Literature Review

---

- Wahyuningtyas, R., & Sulasmono, B. S. (2020). Pentingnya Media dalam Pembelajaran Guna Meningkatkan Hasil Belajar di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*. <https://doi.org/10.31004/edukatif.v2i1.77>
- White, H., & Sabarwal, S. (n.d.). *Quasi-Experimental Design and Methods*. 8.