
CHATGPT'S PERCEIVED USEFULNESS AND STUDENTS' CONFIDENCE IN WRITING ENGLISH ESSAYS: A CORRELATIONAL STUDY

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Abstract: This research aimed at determining the perceived usefulness of ChatGPT in relation to students' confidence in writing English essays. A mixed-method design was used, where quantitative and qualitative data were collected via a researcher-designed Likert scale and open-ended questionnaires respectively. The participants of the study consisted of 40 senior high school students from one of the private schools in Central Visayas in which stratified random sampling was carried out, and data collection was done face to face. Statistical analysis consisted of descriptive statistics while Collaizzi's phenomenological approach was the qualitative data analysis approach used in the study. The results showed that the students have a moderate opinion about the usefulness of ChatGPT in providing grammar, ideas and content and essay coherence. The linear regression further revealed that students' perception of the effectiveness of ChatGPT was positively correlated with their writing confidence in essay development and construction, such as organization, interpretation and grammar. Qualitative feedback stressed ChatGPT's capacity in improving writing confidence by enabling students to overcome constraints such as writer's block and grammatical mistakes. On the contrary, the issue of over-dependence on the tool indicates the importance of effective integration to avoid loss of independent critical judgement and creativity. The study concludes that while ChatGPT significantly aids students in writing, responsible usage is crucial. Recommendations include training on effective use of ChatGPT, promoting independent writing skills, and further research on ChatGPT's long-term impacts in education.

Keywords: ChatGPT, perceived, usefulness, confidence, correlational, English essays

I. INTRODUCTION

Technology has greatly influenced learning and teaching in the 21st century, thus allowing learners and instructors to have a variety of options and making education simple and accessible. One such technology was Artificial Intelligence (AI), which refers to computer systems, or machines, that simulate human intelligence processes (Laskowski & Tucci, 2024). This field has experienced exponential growth which altered many aspects of our society as it is among the most important areas of study like medicine, robotics, education, self-driving vehicles etc. This research concentrated on ChatGPT which stands for generative pre-trained transformer; this is an AI chatbot utilizing natural language processing for generating dialogues similar to those from humans. For instance, questions can be answered by ChatGPT or it can write articles in different formats like social media posts, essays code or emails (Hetler, 2023). This research aimed to investigate the relationship between perceived usefulness of ChatGPT and students' confidence in writing English essays.

In today's technological development era, ChatGPT is distinguished in educational environments, offering imaginative and creative ways to enhance learning and skills development. These tools provide opportunities, particularly in English essay writing, where students can receive personalized service that improves their writing abilities and boosts student's confidence. Nevertheless, integrating AI into education also leads to different challenges, such as its effects on the student-teacher relationship and students' reliance on AI in their learning skills. This research aimed to investigate AI technologies, specifically ChatGPT, and the students' confidence in English essay writing. These relationships were examined, the study offered insights into how AI support can be balanced with traditional educational approaches for optimal learning outcomes.

There was a noticeable lack of in-depth research on the effects of AI tools like ChatGPT and students' writing confidence in writing English essays. While numerous studies had explored the effectiveness of these tools in generating ideas and enhancing writing quality, relatively few had examined their influence on psychological factors and students' confidence in essay writing. These gaps highlighted the need for targeted research into how AI-driven tools impacted students' attitudes, and self-assurance and their writing abilities. AI continued to play a growing role in education, tools like ChatGPT became valuable assets for students, offering assistance with a range of academic tasks, from language translation to personalized tutoring. This study aimed to investigate the relationship between students' perceptions of ChatGPT's usefulness and their confidence in writing English essays. Internationally, most existing research is either qualitative or experimental, with few correlational studies that specifically examine the link between students' perceptions of AI tools and their academic writing confidence. Much of this research has been conducted within Western educational frameworks, leaving a significant gap in understanding AI tools' role in non-English-speaking or multilingual environments. This lack of diversity in sample populations points to the need for more inclusive studies across various cultural and linguistic contexts. The study *ChatGPT and Academic Writing Self-Efficacy: Unveiling Correlations and Technological Dependency among Postgraduate Students* indicated a strong connection between ChatGPT use and increased writing self-efficacy, with students demonstrating greater confidence in their work through the feedback provided by ChatGPT.

Furthermore, students with higher writing self-efficacy tend to use ChatGPT more frequently, suggesting a positive feedback loop. However, while this study focused on postgraduate students, we aimed to explore these dynamics among senior high school students to better understand their perceptions and experiences. In the context of national research, there was a significant lack of empirical data in the Philippines regarding the integration of AI writing tools within education, especially in relation to their influence on students' confidence, and writing abilities. While national-level research on AI applications tends to focus on fields like business and technology, studies exploring the role of AI in educational settings, particularly in improving English writing skills, remains limited. Only a few research touches on educational technology have specifically examined the relationship between tools like ChatGPT and psychological factors such as students' confidence in academic tasks. Research on digital writing tools in second language (L2) writing environments is still quite limited. Moreover, insights from educational psychology and related fields haven't received much attention in this area of study. Yet, some investigations have noted the influence of AI on writing results; however, a deeper understanding of how AI impacts learning behaviors is still needed, according to (Nazari et al., 2021). In the local context, the researchers observed in schools today reveal that, despite the eagerness to become a technologically advanced country, it is often overlooked both the positive and negative impacts of technology on education. In certain educational settings, students tend to rely heavily on AI tools like ChatGPT for content creation, sometimes at the expense of fundamental essay-writing skills, which can weaken critical thinking and original idea development. This overdependence underscores the need for a balanced approach that combines AI assistance with independent learning. Additionally, a significant gap existed in training for educators and students on effectively using AI tools to improve writing skills and build confidence. Cultural resistance further complicates AI integration, as concerns about reliability, authenticity, and the overall influence of AI on learning result in hesitation from both teachers and students, thus limiting these tools' beneficial use in local educational contexts.

This study aimed to examine the relationship between senior high school students' perceptions of ChatGPT as a useful tool and their confidence in writing English essays in Central Visayas. The study sought to determine whether there is a positive correlation between how useful students find ChatGPT and their self-assuredness in their writing abilities in English essays.

Statement of the Problem

This study focused on the correlation between the perceived usefulness of ChatGPT and students' confidence in writing English essays.

Specifically, this research aimed to answer the following questions:

1. What is the extent of students' perceived usefulness of ChatGPT in terms of:
 - 1.1 Generating ideas for essay writing
 - 1.2. Providing feedback on grammar and sentence structure
 - 1.3. Assisting in improving essay coherence and content
2. What is the students' confidence in writing an English essay in terms of:
 - 2.1. Essay structure and organization
 - 2.2. Grammar and language use
 - 2.3. Idea development and creativity
3. What is the relationship between Students' perception of ChatGPT's Usefulness and Students' Confidence in:
 - 3.1. Students' Confidence in writing and Student's Perception of ChatGPT;
 - 3.2. Relationship between Students' confidence in writing an English essay in Grammar and Language Use and Student's Perception of ChatGPT; and
 - 3.3. Relationship between students' confidence in writing an English essay in Idea Development and Creativity and Student's Perception of ChatGPT
4. What are the experiences of student's use of ChatGPT and their confidence in writing an English essay?
5. What possible proposal may be recommended based on the findings of the study?

II. REVIEW OF RELATED LITERATURE

This chapter gave different journal articles that hold important information to the present study conducted by the researchers. These literatures were explored and analysed to better understand and answer the questions of the current research. In the context of ChatGPT's perceived usefulness and Student's Confidence in Writing English Essays different studies and journals have been given through thematized importance and relevance with the study's purpose and goal in the statement of the problem.

ChatGPT became a go-to AI writing assistant, especially in the education sector. Most of the students now were very conversant in using this especially in their writing outputs. With the proliferation of AI-driven tools such as Grammarly, QuillBot, Copy.ai, WordTune, ChatGPT, and others, it became easier for students to obtain feedback on their writing (Marzuki *et al.*, 2023; Zhao, 2022). Numerous studies have explored the helpfulness of ChatGPT and their confidence in writing English essays. The implementation of artificial intelligence in education had a significant impact, evidenced by improvements in the efficiency of the educational process, the promotion of global learning, the personalization of learning, the creation of more intelligent content and the optimization of educational management in terms of effectiveness and efficiency (Jara *et al.*, 2021).

Herda *et al.* (2024) mentioned that it empowers them since ChatGPT provides feedback, prompt responses and their needs and preferences. This implied that they were more confident in writing essays with the use of ChatGPT. This finding relates to Suriano *et al.* (2024), which highlighted a strong positive impact on students' critical thinking abilities, suggesting that active involvement with AI can enhance complex critical thinking skills. Furthermore, Fabro *et al.* (2024), exposed that Filipino students hold neutral attitudes towards Artificial Intelligence. It showed a strong positive correlation with its utilization and in writing essays. This underscored relevant information about the digital literacy of the students.

However, although it is a prevailing view that ChatGPT has proven its effectiveness on the students' educational learning experience, researchers have not yet reached agreement as to discovering a correlational study between ChatGPT's perceived usefulness and students' confidence in writing English essays.

This investigation aimed to contribute to the ongoing exploration of ChatGPT in education by examining the correlation between students' perceived usefulness of ChatGPT and their confidence in writing English essays through an investigation of identified dimensions which are discussed in the next section.

A. Perceptions of ChatGPT in Educational Support

Technology has continuously helped students hone their learning process especially with the ever-changing environment of Artificial Intelligence. In the article of Ratnawati *et. al* (2018), Giridharan noted that both undergraduate and postgraduate students had difficulties in academic writing and it is caused mainly by poor grammar knowledge and inadequate vocabularies. He further elaborated that student had difficulties in organizing paragraphs and ideas. There are many factors that challenge students in writing essays particularly those who are not exposed to using the language. Hidayati (2018) mentioned that one of the most difficult aspects of teaching English writing is helping students to improve their language skills. This implies that students have hard time constructing essays due to the complexity of the language sentence patterns and grammatical rules. Also, feedback is an essential part of the students' learning and it plays a crucial role in the areas that need improvement. In addition, it provides a positive impact on student's writing. Weaver (2005) highlighted the responses of the students showing that they still find value in feedback and utilize it to better improve the outputs made. Besides, constructing meaningful essays is also important to deliver well-thought and organized ideas in writing essays. Generating ideas is substantial to effectively express and interpret commands from a specific content. Wahyuni, S. E., & Inayati, N. (2020) faced problems when generating ideas during the initial phase of writing. They also found problems in looking for ideas and relevant topics that would relate to the content. Likewise, there is a need for restructuring and reanalyzing the findings and developing more of the topic. It is also substantial to include that writing essays needs to have clear coherence and content and an important skill of a writer. Essays should have coherence and relation to the content presented. Hartini (2018) highlighted that students still have difficulties in making coherence paragraphs since students usually jump from one idea to another. Moreover, it was also revealed that the lowest data centered on lack of variety and organization since they only use the same terms and structure over and over again.

This is where ChatGPT came into play—an AI tool that supports both new and seasoned writers in engaging with literary writing. Artificial Intelligence has continuously helped students in a variety of ways especially in literary writing. It helps students understand the complexities and even adds an exciting aspect in writing. In a research study focusing on the comprehensive understanding of ChatGPT's effectiveness by Bibi and Ata (2024), discovering the overall favorable opinion of the students in using ChatGPT. Based on the study, ChatGPT has been an incredible tool which helped in enhancing students' writing productivity, provided them with greater confidence in writing, and even aided them in their English writing skills. It also helped in assisting writers in uniformity and coherence and has delivered timely and immediate feedback to the students.

Aligned with the aforementioned research, a study by Tseng and Lin (2024) explored the relevance of ChatGPT in enhancing the English proficiency of the EFL Learners. The study answered the challenges that students mostly encounter when writing formal writing. One of the significant results mentioned the efficiency that it gives to students particularly in generating ideas. This leads to a deeper understanding of the usefulness of ChatGPT in students' critical thinking skills. Also, ChatGPT ensures that there is cohesive organization in the students' writing because it guides the students in structuring their ideas critically. It serves as a highly trustworthy tool in empowering students' skills in organizing more clear and coherent writing. Lastly, ChatGPT also grants critical and objective feedback that students may use in drafting their writing. The study mentioned that this AI tool strengthens the learning experiences of the students without compromising their individuality. While the advantages of generative AI tools in language learning are significant, there are growing concerns about their use, especially regarding dependence on AI and how it may affect students' critical thinking and academic honesty (Mleiki, 2024). Therefore, it is essential to strike a balanced approach in employing AI to ensure that students can cultivate their writing skills independently.

Given these considerations, students' generally regard ChatGPT's usefulness as a valuable tool in the writing process. Students viewed ChatGPT as a tool in promoting writing proficiency.

B. Grammar Proficiency and Language Confidence

Creative writing is a vital tool for creating good academic writing since this allows students to be effective thinkers, writers, and be more creative in their essays. Suparsa *et al.* (2023) uncovered that there are varied ranges of student essay writing competence, with strong evidence and coherence but weaknesses in linguistic and vocabulary skills, underscoring the need for targeted teacher support to enhance these areas. Also, linguistic use and coherence were recognized as something that is very useful for the students. In connection, the

prewriting stage is vital in starting an essay. In this stage, there is a need to prepare for a more related idea on the topic and the demands that are needed in writing. Yunus *et al.* (2018) explored the perception of the student in writing essays. The findings observed that students are not aware that the prewriting stage is included in writing directed essays. However, this also led to understanding that students need to be fully aware of the prewriting stage as this stage helps them become more confident in writing activities as this is time-saving, efficient and fun to use. This also helps them enhance their writing abilities and essay organization. Also, it is important to highlight that there is a need to enrich vocabulary and familiarize the basic sentence patterns in formulating meaningful essays. Sopin (2015) strongly suggested that grammar instruction is very important for most people to learn the language. It was found out that students have different perspectives in grammar and language use but correlates on a positive role of grammar instruction in language education. Additionally, the data collected mentioned the need for more speaking activities and there is a considerable difference in the amount of explicit grammar instruction.

A study by Murtiningsih *et al.* (2022) aimed to look into the students' grammar mastery, discover the students' writing ability, and also investigate the relationship between the two among English students from the two classes in a private institution. The findings displayed students' high grammar proficiency and strong writing ability categorized into an advanced level since the mean scores were 79 and 86 respectively. However, the study found no correlation between grammar mastery and writing ability, with a p-value of 0.690. This suggests that strong grammar skills did not necessarily predict better writing outcomes. The study clearly mentioned that students may have high levels of grammar mastery, this does not entail high probability of improving their writing ability. This lack of correlation implies that idea organization, coherence, and creativity must play a crucial role in effective writing than grammar proficiency alone. However, improving grammar proficiency improves confidence. This imposed a better approach to enhance both areas in writing skills.

According to Novianti (2017), EFL students face challenges in applying grammar, especially with subject-verb agreement and sentence combination in writing. This entails that students use self-editing strategies to correct errors, which increases their confidence when they see positive results in their writing after undergoing multiple revisions. Therefore, confidence is closely tied to students' understanding of essay structure, accuracy in language use, and ability to express creativity, all of which are essential components in the process of essay writing. This also correlates with the study by Tayag *et al.* (2024) stating that students express high confidence in literary comprehension like the details of poems, essays, and short stories but their language skills are relatively low since they prefer using the mother tongue.

This emphasized that confidence is linked to a student's grasp of the essay structure, creativity, enriching vocabulary and grammar instruction.

C. Impact of ChatGPT on Writing Competence

ChatGPT has played a crucial role in shaping students' critical thinking skills, better grasp of the complexities of literary writing and helps in enhancing their confidence in writing essays. According to Davis (1989) technology acceptance models, perceived usefulness is a major factor in user engagement and confidence levels. In academic writing, students appreciate ChatGPT for its ability to create human-like text, answer queries, and condense information (Mondal & Mondal, 2023). This underlines the effective use of the tool since it caters the needs of the students and aids them towards better understanding of the grammar rules. Research by Hoa and Khoa (2024) emphasizes that ChatGPT helps students enhance their vocabulary by offering definitions, synonyms, and contextual examples. For grammar, ChatGPT identifies mistakes and provides corrections, deepening learners' grasp of language rules. It also alleviates writing anxiety with suggestions and feedback, thereby boosting students' confidence and motivation.

Moreover, a study by Teng (2024) reveals that students favor ChatGPT because it offers precise, timely, and easily applicable feedback. The survey results point to the positive effect of AI support on writing motivation, self-confidence, engagement, and collaborative writing practices. This synergy reinforced students' belief in their writing capabilities, thus highlighting the strong link between perceived usefulness and writing confidence.

Wu (2024) mentioned that ChatGPT boosts students' confidence in writing essays since most of the English majors use ChatGPT to enrich their vocabulary, grammar patterns, and sentence structure. It was also

mentioned that because of the variety of functions, it has helped the students to confidently use ChatGPT in enhancing and constructing essays. Additionally, Zebua *et al.* (2024) consistently the idea since the data gathered revealed that there is positive perception of the students of using ChatGPT in enhancing and improving the English writing skills of the students. The study provided a clear understanding of the correlation of using ChatGPT in comprehension, confidence, and enhancing writing English essays.

D. Student Experiences with AI in Academic Writing

With the advancement of technology, AI has increased in educational use in recent years. This caused the change of student's writing habits in academic writing and language learning. Even in many universities, AI has been used in academic and administration activities (Ahmad *et al.*, 2023). The use of AI tools like ChatGPT in academic writing has shaped students' experiences and their confidence in writing essays. In research conducted by Herda *et al.* (2024), findings indicated that students appreciated ChatGPT's role in their writing process, as it bolstered their confidence, lowered stress, and enhanced writing quality, leading to greater satisfaction. Similarly, Werdiningsih *et al.* (2024) noted that students value ChatGPT for alleviating doubts, clarifying vocabulary, and providing content suggestions, which improves essay quality by allowing them to concentrate on creative elements. Additionally, many students preferred feedback from AI, linking it to clear advancements in their writing skills and grammatical accuracy (Jamshed *et al.*, 2024).

Based on the study by Ratih and Kastuhandani (2024) that explores the lived experiences of the students in writing their thesis. This aids the aforementioned studies since the results revealed that using AI has significantly impacted students in various ways. The use of Artificial Intelligence motivated students to accomplish writing tasks, improve and discover more of the capabilities that they have. Moreover, it had helped them overcome paraphrasing sentences, grammatical difficulties, and developing ideas. Lastly, it also helped students gain more confidence in their academic writing.

However, the concern of excessive dependence on AI remains, with educators emphasizing the importance of balancing AI usage with the cultivation of independent writing and critical thinking skills. Espartinez (2024) advocates for a thoughtful approach that encourages responsible use, critical analysis, and ethical considerations. This approach includes looking into alternative evaluation methods that complement AI tools while fostering skills like critical thinking and creativity, preparing students for an AI-influenced future.

Subandowo and Sardi (2023) investigates the students' experiences when writing essays which led to finding out that institutional policies don't provide wider scope for students to join in English academic writing. Students also perceived that there is still a lack of seminars and workshops for teachers to enhance their writing skills proficiency. However, students find academic writing useful and extends the knowledge of the students.

ChatGPT has transformed students' academic writing in a variety of ways by enhancing confidence, reducing stress, and improving overall writing quality. It significantly helped with grammar, idea development and support academic writing.

This literature of studies gave a comprehensive detail on what makes the current research important and relevant considering the in-depth details on the perceived usefulness of ChatGPT and Student's Confidence in Writing English essays.

III. METHODOLOGY

A. Research Design

This study used a mixed-methods approach, utilizing both Quantitative and Qualitative research through descriptive survey and phenomenological research design to focus on the relationship on ChatGPT's Perceived Usefulness and Students' Confidence in Writing an English Essay. This study used a cluster and convenience sampling technique utilizing both survey questionnaires and in-person interviews for data collection.

B. Research Instrument

The research instruments used by the researchers are all researcher-made and verified by the course subject professor. Since there were five statements of the problem, the questionnaire has four sections. The 1st

and 2nd section focused on the Students’ Perceived Usefulness of ChatGPT and Student’s confidence in Writing English Essay with a 15-item Likert scale each will be used and assessed through the legend from Tables 1 and 2. The third statement of the problem was done after getting the results from both sections. While the fourth statement of the problem was done through three close-ended questions for the respondents to answer. The fifth statement of the problem was answered after the findings of the study.

Table 1

Research Instrument and its Interpretation on perceived Usefulness of ChatGPT

Scale	Response	Interpretation
4	Strongly Agree	I believe that ChatGPT significantly aids my writing.
3	Agree	I find ChatGPT somewhat useful for my writing.
2	Disagree	I do not find ChatGPT useful for my writing.
1	Strongly Disagree	I feel that ChatGPT does not help at all with my writing.

Table 2

Research Instrument and its Interpretation on Confidence in Writing abilities

Scale	Response	Interpretation
4	Strongly Agree	I have high confidence in my writing abilities.
3	Agree	I feel somewhat confident in my writing skills.
2	Disagree	I do not feel confident in my writing abilities.
1	Strongly Disagree	I have no confidence in my writing abilities.

See appendix B for the research survey questionnaire

C. Research Respondents and Environment

The respondents were in one of the private schools in Central Visayas where the use of ChatGPT is prominent and relevant in the institution. The respondents of this study were 40 Senior High School students in all departments. The location was a Senior High School department in a non-sectarian private school in Central Visayas. The criteria of choosing the respondents were the following: (a) does the student use ChatGPT? and (b) does the student write an English essay? These participants' characteristics were highly observed to maintain and get a result for validity of the research process.

Table 3

Strand and Research Respondents

Departments	Respondents
Humanities and Social Sciences (HUMSS)	10
Science, Technology, and Mathematics (STEM)	10
Accountancy, Business and Management (ABM)	10
Technical Vocational- Livelihood: Home Economics and Information, Communication, and Technology (TVL-HE/ICT)	10
	40

D. Data Gathering Collection

Prior to administering the data collection, the researchers prepared Likert scale questionnaires and close-ended survey questionnaires for the respondents. Before distributing the survey questionnaires, the researchers asked permission to collect data from students in one of the private schools in Central Visayas through a transmittal letter. Once the letter was approved, the researchers then distributed a consent form to selected students to confirm that he or she agreed with the set of procedures. As soon as the respondents agreed to the set procedures, the survey questionnaires were handed to the selected respondents. After the respondents had answered the given questionnaires, the researchers organized and interpreted the collected data. From using statistical methods to analyze the data, Collaizzi’s descriptive phenomenological approach was used and the Pearson’s R correlation through the gathered response of the students.

E. Data Analysis

In this research, both quantitative and qualitative methodologies were used in the data analysis process. Initially, the replies from students about ChatGPT's perceived usefulness through a Likert scale from statement of the problem 1 and 2 was summed up using descriptive statistics (mean, median, and standard deviation) . The relationship between these two factors was examined using a Pearson correlation analysis to see if increasing writing confidence is correlated with higher opinions of ChatGPT's usefulness. Regression analysis was also used to forecast the relationship between perceived usefulness and confidence levels. For statement of problem number four, Colaizzi's descriptive phenomenological method was used to arrive at an all-encompassing description and rigorous analysis of student's experiences of ChatGPT's usefulness and student's confidence in writing English essays. Thematic analysis of qualitative data derived from open-ended questions was employed to discern recurrent themes pertaining to students' ChatGPT experiences, thus furnishing additional context for the quantitative results with the steps of Colaizzi's Phenomenological Data Analysis was followed through these steps: 1. Each of the transcripts were read and re-read, in order to obtain a general sense about the whole content; 2. Significant statements related to the phenomenon under study were extracted from transcripts; 3. Formulate meanings were derived from significant statements; 4. Organization of formulated meanings into clusters of themes and themes; 5. Integration of the findings into an exhaustive description; 6. Validation of the findings from the study participants.

F. Ethical Considerations

Various challenges were generally pinpointed by students' perspectives while writing their essays in the English course, particularly in relating technology integration that could include ChatGPT. The student was a valuable participant in this research; hence, it was important to protect the rights of the student participant, establish trust with them, and treat them as independent people who might have decided something independently. To maintain the confidentiality and considerations of this research, the following were observed with utmost confidence and reliance: (a) informed consent, (b) beneficence, (c) confidentiality and anonymity, and (d) respect for privacy, which included the right to withdraw from the study at any time.

Consent forms signed by each respondent were collected to confirm their voluntary participation and approval to provide all the data needed for the study. Participants were not assigned to any data, and their identity is known only to the researcher. Confidentiality was assured by using coded ID numbers for the students, while all audio recordings and sensitive data was ensured to be destroyed post-validation of the results of the study by mutually agreed timelines. In addition, participants were made aware that they have the freedom to withdraw from the study at any time if they so wish and that such right was communicated to them prior to making their participation.

IV. RESULT AND DISCUSSION

The study sought to determine the students' viewpoints regarding the ease of use as well as the usefulness of ChatGPT in writing in English. A mixed-methods approach was taken and began with a quantitative phase consisting of a survey that used a 5 Likert scale to make relevant quantitative computations. This survey focused on assessing how students employed ChatGPT in idea development, feedback and essay coherence enhancement in addition to their self-efficacy in essay writing, grammar use, and creativity. The statistical results helped in addressing the specific questions on how far ChatGPT advances students in the tasks of writing. To further the accomplishment of quantitative conclusions, qualitative data were collected and interpreted employing the phenomenological method as structured by Colaizzi's seven steps. Close reading of verbatim transcripts of the interviews enabled the researchers to detect the presence of the frequency of words and the tension of thoughts which led to the formulation of themes

Table 4.
The extent of students' perception of ChatGPT's Usefulness in Generating ideas for Essay Writing

QUESTIONS	WM	SD	INTERPRETATION
If I run out of ideas to start writing the essay, ChatGPT can suggest new ideas.	3.28	0.72	Strongly Agree
ChatGPT is helpful in brainstorming different perspectives on the particular essay topic.	3.03	0.83	Agree

With ChatGPT, I get to develop some of the ideas that I conceived at the start when developing my essay.	3.05	0.71	Agree
I depend on chat GPT to stimulate my mind whenever the stage of writer's block strikes me in writing essays.	2.70	0.91	Agree
ChatGPT has assisted me in coming up with new or creative ways to approach an essay topic.	2.95	0.82	Agree
Total	3.00	0.80	Agree
3.26 - 4.00 Strongly Agree (I believe that ChatGPT significantly aids my writing.)			
2.51 - 3.25 Agree (I find ChatGPT somewhat useful for my writing.)			
1.76 - 2.49 Disagree (I do not find ChatGPT useful for my writing.)			
1.0 – 1.75 Strongly Disagree (I feel that ChatGPT does not help at all with my writing.)			

The table above reveals that students generally perceive ChatGPT as somewhat useful for generating ideas for essay writing, with most weighted means (WM) falling within the "Agree" range (2.51 -- 3.25). Question 1 stands out with the highest WM of 3.28, interpreted as "Strongly Agree," as some students believe ChatGPT significantly aids their writing in specific scenarios. However, the other items, with WMs ranging from 2.70 to 3.05, show only moderate agreement, reflecting a perception of its usefulness but not in consistent interest. The relatively high standard deviation (SD) values, from 0.71 to 0.91, reveal notable variability in responses, indicating that some students found ChatGPT highly useful while others did not share the same experience. This variability suggests the need for targeted interventions, such as training on effective use of ChatGPT, to help students maximize its benefits. Hartini (2018) highlighted that students still have difficulties in making coherence paragraphs since students usually jump from one idea to another. Hence, while students recognize ChatGPT's potential in idea generation, further efforts are needed to improve its accessibility and perceived value across diverse student groups.

Table 5.

The extent of students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure

QUESTIONS	WM	SD	INTERPRETATION
1. It helps me catch grammatical mistakes in my writing.	3.10	0.93	Agree
2. ChatGPT gives me very useful feedback on how to improve the structure of my sentences.	3.08	0.57	Agree
3. The grammar suggestions of ChatGPT are easy to understand and apply.	2.83	0.66	Agree
4. ChatGPT's feedback on the structure of the sentence really helps me to write clearly and effectively.	3.05	0.55	Agree
5. I use ChatGPT's feedback to improve the grammar and flow of my essay drafts.	2.93	0.80	Agree
Total	3.00	0.70	Agree
3.26 - 4.00 Strongly Agree (I believe that ChatGPT significantly aids my writing.)			
2.51 - 3.25 Agree (I find ChatGPT somewhat useful for my writing.)			
1.76 - 2.49 Disagree (I do not find ChatGPT useful for my writing.)			
1.0 – 1.75 Strongly Disagree (I feel that ChatGPT does not help at all with my writing.)			

The results above indicate that students view ChatGPT as somewhat helpful for improving grammar and sentence structure in their writing, with weighted means (WM) ranging from 2.83 to 3.10, consistently falling in the "Agree" category or "I find ChatGPT somewhat useful for my writing." This also unveils that students appreciate ChatGPT being somehow useful in some points of writing. With its standard deviation, students' perception indeed varies as some students really benefited from using ChatGPT, while others did not benefit much from it. Subandowo and Sardi (2023) investigates the students' experiences when writing essays which led to finding out that institutional policies don't provide wider scope for students to join in English academic writing. Students also perceived that there is still a lack of seminars and workshops for teachers to enhance their writing skills proficiency. However, students find academic writing useful and extends the knowledge of the students.

Table 6.

The extent of students' perception of ChatGPT's Usefulness in Assisting in improving essay coherence and content

QUESTIONS	WM	SD	INTERPRETATION
ChatGPT will enable me to write logically from paragraph to paragraph.	2.73	0.64	Agree.
ChatGPT helps me get my thoughts in much more order.	2.88	0.79	Agree
ChatGPT aids in making the content quality in the essay overall.	2.85	0.62	Agree
ChatGPT helps me make my points coherent throughout the essay by making my arguments more cohesive.	2.88	0.72	Agree
ChatGPT ensures that my essay is well-directed and on topic.	2.78	0.80	Agree
Total	2.82	0.71	Agree
3.26 - 4.00 Strongly Agree (I believe that ChatGPT significantly aids my writing.)			
2.51 - 3.25 Agree (I find ChatGPT somewhat useful for my writing.)			
1.76 - 2.49 Disagree (I do not find ChatGPT useful for my writing.)			
1.0 – 1.75 Strongly Disagree (I feel that ChatGPT does not help at all with my writing.)			

The data indicates that students generally perceive ChatGPT as somewhat useful for improving the logical flow and coherence of their essays, with a total weighted mean (WM) of 2.82, interpreted as "Agree" (2.51 - 3.25). Among the items, Questions 2 and 4 stand out with the highest WMs of 2.88, indicating that students find ChatGPT particularly helpful in organizing their thoughts and making their arguments more cohesive. However, other items, such as Question 1 (WM = 2.73) and Question 5 (WM = 2.78), suggest only moderate agreement, reflecting some variability in students' experiences when ensuring logical progression and staying on topic. The standard deviation (SD) values, ranging from 0.62 to 0.80, indicate some variation in students' responses, suggesting that while many found ChatGPT helpful, others may have encountered difficulties or had mixed experiences. Suparsa *et al.* (2023) uncovered that there are varied ranges of student essay writing competence, with strong evidence and coherence but weaknesses in linguistic and vocabulary skills, underscoring the need for targeted teacher support to enhance these areas. Overall, ChatGPT is viewed as a helpful, though not transformative, resource for improving essay quality.

Table 7.

The level of students' confidence in writing an English essay in Essay structure and organization

QUESTIONS	WM	SD	INTERPRETATION
I can ensure that my essay will have a well-developed introduction, body, and conclusion.	2.78	0.77	Agree
I can structure ideas effectively throughout my essay into a logical sequence.	2.63	0.70	Agree.
I feel that my paragraphs and ideas are well linked through the transitions.	2.85	0.70	Agree
I can come up with a tight thesis statement that clearly states my main argument or point of view.	2.78	0.77	Agree
I will make sure to structure my essay in a way that keeps the reader interested in my argument.	3.08	0.89	Agree
Total	2.82	0.77	Agree
3.26 - 4.00 Strongly Agree (I have high confidence in my writing abilities.)			
2.51 - 3.25 Agree (I feel somewhat confident in my writing skills.)			
1.76 - 2.49 Disagree (I do not feel confident in my writing abilities.)			
1.0 – 1.75 Strongly Disagree (I have no confidence in my writing abilities.)			

The data in Table 7 highlights the level of students' confidence in writing an English essay, specifically in terms of essay structure and organization. with a total weighted mean (WM) of 2.82, interpreted as "Agree" (2.51 - 3.25). Among the items, Question 5 received the highest WM of 3.08, indicating that students are relatively confident in structuring their essays to keep readers engaged. Similarly, Questions 1 and 4, both with a WM of 2.78, suggest that students believe they can develop well-structured essays with clear introductions, bodies, conclusions, and thesis statements. However, Question 2 received the lowest WM of 2.63, suggesting that some students may struggle with organizing their ideas into a logical sequence throughout the essay. The standard deviation (SD) values, ranging from 0.70 to 0.89, reflect moderate variability in students' responses. Overall, while the data suggests a moderate level of confidence, the variability indicates that some students may require additional support to improve their skills in essay structure and organization. Werdiningsih *et al.* (2024) noted that students value ChatGPT for alleviating doubts, clarifying vocabulary, and providing content suggestions, which improves essay quality by allowing them to concentrate on creative elements.

Table 8.

The level of students' confidence in writing an English essay in terms of Grammar and language use

QUESTIONS	WM	SD	INTERPRETATION
I am confident in my ability to write with proper grammar.	2.78	0.77	Agree
I can effectively convey my ideas in my essays by using suitable vocabulary.	2.83	0.75	Agree
I am certain that I will not make typical mistakes in my writings, such as misspellings or grammar.	2.38	0.81	Agree
I feel at ease utilizing intricate phrase forms to improve my writing.	2.75	0.74	Agree
I can enhance the essay's flow by utilizing a range of sentence structures, including simple, compound, and complicated ones.	2.68	0.66	Agree
Total	2.68	0.75	Agree

3.26 - 4.00 Strongly Agree (I have high confidence in my writing abilities.)

2.51 - 3.25 Agree (I feel somewhat confident in my writing skills.)

1.76 - 2.49 Disagree (I do not feel confident in my writing abilities.)

1.0 – 1.75 Strongly Disagree (I have no confidence in my writing abilities.)

The data in Table 8 examines students' confidence in writing English essays, specifically in terms of grammar and language use. with a total weighted mean (WM) of 2.68, interpreted as "Agree" (2.51 - 3.25). Among the items, the highest WM of 2.83, indicating that students are relatively confident in their vocabulary use. However, the lowest WM of 2.38 suggests that some students still have concerns about avoiding common writing errors. The standard deviation (SD) values, ranging from 0.66 to 0.81, showed moderate variability in responses, with less variation compared to Table 4 on essay structure. Khoa (2024) emphasizes that ChatGPT helps students enhance their vocabulary by offering definitions, synonyms, and contextual examples. Overall, while students show moderate confidence in grammar and language use, lower scores and variability in some areas point to potential gaps in skills that may need targeted intervention.

Table 9.

The level of students' confidence in writing an English essay in Idea development and creativity

QUESTIONS	WM	SD	INTERPRETATION
I am confident in developing my ideas fully in my essays.	2.88	0.85	Agree
I can think creatively and present original ideas in my essays.	2.73	0.78	Agree
I am confident in generating new perspectives or insights when writing about a topic.	2.83	0.81	Agree
I feel confident in my ability to elaborate on my ideas and provide detailed explanations.	2.80	0.76	Agree
I am confident in balancing creativity with clarity to ensure my ideas are both original and easy to understand.	2.75	0.81	Agree

Total	2.80	0.80	Agree
3.26 - 4.00 Strongly Agree (I have high confidence in my writing abilities.)			
2.51 - 3.25 Agree (I feel somewhat confident in my writing skills.)			
1.76 - 2.49 Disagree (I do not feel confident in my writing abilities.)			
1.0 – 1.75 Strongly Disagree (I have no confidence in my writing abilities.)			

The data in Table 9 highlights the level of students' confidence in writing English essays, specifically in terms of idea development and creativity with a total weighted mean (WM) of 2.80, interpreted as "Agree" (2.51 - 3.25), indicating that students believe they can expand on their thoughts effectively. The lowest WM of 2.73, suggesting that some students may struggle with originality or creative thinking when writing. The standard deviation (SD) values, ranging from 0.76 to 0.85 show moderate variability, suggesting that while most students feel somewhat confident, there are notable differences in individual responses. Sopin (2015) strongly suggested that grammar instruction is very important for most people to learn the language. Overall, the results imply that students have moderate confidence in their creativity and idea development skills, but the variability suggests that additional support might be beneficial for those who lack confidence in this area.

Table 10.

Relationship between Students' Confidence in writing and Student's Perception of ChatGPT

		<i>Students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure</i>	<i>Students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure</i>	<i>Students' perception of ChatGPT's Usefulness in Assisting in improving essay coherence and content</i>
<i>Students' confidence in writing an English essay in Essay structure and organization</i>	Correlation	0.489	0.472	0.499
	P value	0.001	0.002	0.001
	Interpretation	Significant Relationship	Significant Relationship	Significant Relationship

N=40

**significant when at 0.05 level of statistical significance (2-tailed)

The data in Table 10 reveals a significant relationship between students' confidence in writing an English essay and their perception of ChatGPT's usefulness. The correlation coefficients (r) for all three areas range from 0.472 to 0.499, with p-values of 0.001 and 0.002, indicating statistically significant relationships at the 0.05 significance level. The highest correlation (r = 0.499, p = 0.001) suggests that students who find ChatGPT helpful in enhancing the coherence and quality of their essays tend to have higher confidence in structuring and organizing their writing. Similarly, the correlations between students' writing confidence and their perceptions of ChatGPT's usefulness in providing feedback on grammar and sentence structure were also significant, with r = 0.489 (p = 0.001) and r = 0.472 (p = 0.002), implying that students who consider ChatGPT valuable for grammar and sentence-level feedback are more likely to feel confident in their overall writing abilities. Overall, the results suggest that ChatGPT's perceived usefulness positively influences students' writing confidence, particularly in areas of grammar, sentence structure, and essay organization.

Table 11.

Relationship between Students' confidence in writing an English essay in Grammar and Language Use and Student's Perception of ChatGPT

		<i>Students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure</i>	<i>Students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure</i>	<i>Students' perception of ChatGPT's Usefulness in Assisting in improving essay coherence and content</i>
<i>Students' confidence in writing an English essay in Grammar and Language Use</i>	Correlation	0.361	0.391	0.362
	P value	0.022	0.013	0.022
	Interpretation	<i>Significant Relationship</i>	<i>Significant Relationship</i>	<i>Significant Relationship</i>

N=40

**significant when at 0.05 level of statistical significance (2-tailed)

The data in Table 11 reveals a significant relationship between students' confidence in writing an English essay in terms of grammar and language use and their perception of ChatGPT's usefulness. The correlation coefficients (r) range from 0.361 to 0.391, with p-values between 0.013 and 0.022, indicating statistically significant relationships at the 0.05 significance level. The highest correlation (r = 0.391, p = 0.013) was observed between students' confidence in grammar and language use and their perception of ChatGPT's usefulness in providing feedback on grammar and sentence structure. This suggests that students who consider ChatGPT effective in offering grammar-related feedback are more likely to feel confident in their language skills when writing essays. Similarly, significant correlations were found between students' writing confidence and their perception of ChatGPT's usefulness in assisting with improving essay coherence and content (r = 0.362, p = 0.022) and providing feedback on grammar and sentence structure (r = 0.361, p = 0.022), enhancing overall writing quality positively affects students' confidence in using correct grammar and language in their essays. Overall, the findings highlight that ChatGPT's perceived usefulness contributes to building students' confidence in grammar and language use.

Table 12

Relationship between students' confidence in writing an English essay in Idea Development and Creativity and Student's Perception of ChatGPT

		<i>Students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure</i>	<i>Students' perception of ChatGPT's Usefulness in Providing feedback on grammar and sentence structure</i>	<i>Students' perception of ChatGPT's Usefulness in Assisting in improving essay coherence and content</i>
<i>Students' confidence in writing an English essay in Idea Development and Creativity</i>	Correlation	0.211	0.331	0.352
	P value	0.192	0.037	0.026
	Interpretation	<i>No Significant Relationship</i>	<i>Significant Relationship</i>	<i>Significant Relationship</i>

N=40

**significant when at 0.05 level of statistical significance (2-tailed)

The findings in Table 12 shows the relationship between students' confidence in writing an English essay in terms of idea development and creativity and their perception of ChatGPT's usefulness. The correlation coefficients (r) range from 0.211 to 0.352, with varying levels of statistical significance. The correlation between students' confidence in idea development and their perception of ChatGPT's usefulness in providing feedback on grammar and sentence structure was found to be weak ($r = 0.211$) and not statistically significant ($p = 0.192$), suggesting that students' confidence in generating and developing creative ideas is not strongly influenced by ChatGPT's grammar-related feedback. However, significant relationships were observed between students' confidence in idea development and their perception of ChatGPT's usefulness in assisting with improving essay coherence and content ($r = 0.352$, $p = 0.026$) and providing general feedback on writing ($r = 0.331$, $p = 0.037$). These findings suggest that students who find ChatGPT helpful for enhancing overall essay coherence and content are more likely to feel confident in developing and organizing creative ideas in their essays.

Experiences of Students on the use of ChatGPT

The qualitative database of this study was thematically analyzed following Colaizzi's seven-step process, ensuring that participants' narratives were explored within the broader social and educational contexts. The researcher, employing a narrative inquiry approach, focused on capturing the interactions and reflections embedded in students' experiences with ChatGPT. Interview transcripts were organized to highlight the nuances of these experiences, providing a comprehensive view of how ChatGPT is perceived and utilized in writing English essays.

The exhaustive description of two central themes, *ChatGPT for Enhancement and Support and Confidence and Dependence in Writing Skills*, offers a condensed understanding of participants' perceptions and interactions with the tool. These themes serve as the foundation for characterizing the role of ChatGPT in enhancing students' writing abilities, fostering confidence, and addressing challenges such as over-reliance and diminished creativity. By presenting these themes, the study underscores the complex interplay between AI integration in education and the need for balanced approaches to maintain critical thinking and independent learning skills.

The subsequent sections delve deeper into these themes, presenting detailed insights into students' experiences and perceptions of ChatGPT's role in their academic writing development.

Theme 1: ChatGPT for Enhancement and Support

ChatGPT significantly enhances the abilities of students in their school work. It has consistently helped the students produce better work, particularly in the area of writing. Students perceived ChatGPT as a valuable tool to refine their writing, discover new terminologies and enhance organization and coherence. This tool has helped students greatly in grammatically incorrect sentences and offers a structured format for essays. The majority of the students stated the ability of the tool in enhancing and supporting their English essays, saying:

Kabalo jud ko mobuhat ug essay, pero too much na akong mabutang nga ideas kay dili na siya related. So mao akong essay akong ibutang sa ChatGPT unya akung ipa enhance didto....ma feel naku nga naay kuwang miss, unya dli ko makaexplain unya ineg kuan nakus CHATGPT mao d ay to akong gipangita nga kuwang. Maka generate siyang idea. (P2)

....There might be some other words that I cannot, there might be some other words that I don't know but ChatGPT can help, kanang mo give silag other definition para makasabot ko sa words then with the help of that makahimo ko ug essay,, kanang makatarung kog himo ug essay. (P4)

Chatgpt help me improve my English essay, giving me examples on how to construct the paragraph or the sentences and it gives me ideas on what words to use and that's specific essay or paragraph." what subject do you use chatgpt?"- Right now sa research. In constructing my paragraph. (P6)

This entailed that ChatGPT provides enhancement and support to produce meaningful sentences and contribute to creating organized and coherent essays. Several respondents mentioned ChatGPT's helpfulness in overcoming issues in poor sentence structure and disorganized paragraphs.

This implies that the integration of ChatGPT in English classes may significantly help students in enhancing their essays, expanding their vocabulary, and improving their grammar. Using ChatGPT as a framework, students will receive immediate feedback and examples, which guide their writing process. This method will enable them to produce more organized and coherent written outputs. Moreover, it builds students' confidence in writing English essays by allowing them to focus on improving specific areas with targeted support.

However, while students see ChatGPT as a useful tool in enhancing their essays, it is not viewed as a substitute for their writing abilities. Instead, they regard it as a supplementary aid that helps them improve their essays, rather than a replacement of their writing skills. With the following statements of the participants:

If dili mag use ug ChatGPT for example kanang on the spot nga essay, okay ra dili ko mag use sa ChatGPT murag confident nako sa akong answer. (P5)

Back then kay dili jud ko confident sa akong ability in writing especially in English essays, since sauna dili ko active or coherent, but since I use ChatGPT naka help siya sa pag construct sa sentences and pag give ug words and ideas. (P6)

This encompassed a greater understanding that ChatGPT provides substantial assistance and supplement for students but it will not diminish students' own writing skills. Wu (2024) highlighted that ChatGPT enriches their vocabulary, grammar patterns, and sentence structure. It was also mentioned that because of the variety of functions, it has helped the students to confidently use ChatGPT in enhancing and constructing essays. These suggested that ChatGPT can be useful in helping students refine their writing abilities, but it is also crucial for students to maintain their critical ability with their writing process to ensure that they continue to develop their skills independently.

Theme 2: Confidence and Dependence in Writing Skills

ChatGPT is known to enhance learners' self-confidence by offering timely feedback and providing some help to improve the quality of their work. ChatGPT enhances confidence by acting as a supportive guide in writing, offering immediate feedback and actionable suggestions. While the tool greatly helps students produce quality essays and reduce their insecurities of writing, it also fosters varying levels of dependency among users. For some students, ChatGPT serves as a confidence booster since it can address weaknesses in grammar, organization, and sentence structure. The majority of the participants stated the ability of the tool in giving them confidence and dependency, saying:

...giving me formats like how to write an essay and giving examples. Not really miss kay dili kayko good sa writing essays specially sa English, so usahay kay ag use nalang kug chatgpt if unsaun pagwrite..mura siyag na improve imung pagwrite sa essay, using of chatgpt.. kay naa koy trust issue if sakto ba siya or dili(P7)

Basically miss, I feel bad myself kay I doubt it kay all if mag make kug essays kay naa jud kuy trust issues, always akung ginabuhay, when I am, specifically when I am making announcement, letters essays and school works, amg use jud ko ug chatgpt for enhancement so without use of chatgpt, it seems like feeling nako sayop siya, sayop siya always nakung ginabuhay. Pero maoto miss, if wala mag use ug chatgpt for example kanang on the spot nga essay so ara rako, feeling naku na ara nga part na okey na dili ko mag use sa chatgpt murag confident naku sa akong answer. Through structures, it helps me a lot and in terms of writing an essay, maka construct ko ug essay which is gagmay rajud siya, dili kaayu siya nga straight into English, mostly mag redundant jud akong essay. With the help of

ChatGPT, ako siya ma enhance then naa sad ko makita nga mga words nga mga bag o ra sa akoo, so ara sad ko ma learn ba. (P5)

However, for other students, the reliance on ChatGPT has created too much independence in their writing abilities, as they feel less capable and skilled without the support of ChatGPT. This confidence is sometimes conditional on its use, leading to a reliance that could limit independent skill-building. As stated by the respondent:

It does not really help me a lot, kay maglibog ra gihapun ko at some point but it would help me correct my grammar sometimes and also be more constructive of my kanang essay. It's ok for me because I'm more on writing man so, mag use rako ug chatgpt when it to correcting my kanang grammars or like kanang sometimes if tapulon kung mu add ug more context sa akung essay. (P8)

The responses revealed that ChatGPT creates a safety net, but excessive dependence risks reducing critical thinking and creativity in constructing original content. While the advantages of generative AI tools in language learning are significant, there are growing concerns about their use, especially regarding dependence on AI and how it may affect students' critical thinking and academic honesty (Mleiki, 2024). This inferred that there should still be a balanced approach in using ChatGPT. Students should acknowledge these problems and actively strive to maintain a balanced usage of ChatGPT and autonomy.

This implies that building the students' confidence without the use of AI is important in teaching English. By providing opportunities for activities like on-the-spot writing, timed essays, or peer-reviewed tasks allows students to develop their skills independently. To also foster a balance between guidance and independence, by providing activities that blend AI-assisted and independent writing, so that students can build confidence in their abilities while maintaining autonomy. These practices help them trust their abilities and gain the confidence needed to succeed without the support of AI tools.

V. CONCLUSION

The study reveals that there is a significant relationship on ChatGPT's Perceived Usefulness and Students' Confidence in Writing English Essays. The study revealed that ChatGPT is perceived as a somewhat useful tool for generating ideas, providing feedback on grammar and sentence structure, and improving essay coherence and content. Students had moderate confidence in their ability to write English essays, particularly in areas of grammar, organization, and creativity, which varies in individual experiences and perceptions. The findings showed significant positive relationships between the perceived usefulness of ChatGPT and students' confidence levels in writing. This suggests that students who perceive ChatGPT as a helpful tool tend to have higher confidence in different writing areas. This suggests that ChatGPT serves as a valuable supplementary tool that enhances writing quality and fosters student confidence. However, the study also identifies potential risks of over-reliance on ChatGPT, which could hinder independent critical thinking and creativity which is needed for balanced integration of ChatGPT. In conclusion, while ChatGPT is a valuable tool for writing English essays, educational strategies should emphasize its role as a supplement for independent writing skills. Future efforts should focus on training students and educators on the effective and responsible use of AI tools to maximize their benefits while fostering critical and creative abilities.

VI. RECOMMENDATION

In the study's result, discussion, and conclusion, Therefore, the following recommendations are formulated to help address the identified gaps and in order to utilize ChatGPT effectively:

- Training programs and workshops for students and educators on effectively using ChatGPT to maximize its benefits while maintaining independence in writing skills.

- Balanced integration to encourage students to use ChatGPT as a supplementary tool, emphasizing its role in refining ideas and providing feedback rather than replacing their writing processes.
- Skill development in incorporating activities that foster critical thinking, creativity, and independent problem-solving in writing to mitigate over-reliance on AI tools.
- Further Research in exploring the long-term effects of AI tools like ChatGPT on students' writing skills, creativity, and critical thinking to provide a more comprehensive understanding of its role in education.

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