

THE ROLE OF CHATGPT FOR MOTIVATING AND INCREASING STUDENTS' CREATIVITY IN ACADEMIC WRITING COURSE

O PAPEL DO CHATGPT PARA MOTIVAR E AUMENTAR A CRIATIVIDADE DOS ALUNOS NO CURSO DE REDAÇÃO ACADÊMICA

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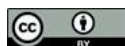
The authors declare that there is no conflict of interest

Abstract

This investigates the role of ChatGPT in motivating and enhancing students' creativity in an Academic Writing course at Universitas Nahdlatul Ulama Surabaya. The main objective was to examine how ChatGPT influences students' motivation, confidence, creativity, and global awareness in academic writing. A qualitative case study approach was employed, combining questionnaires and focus group discussions (FGDs) with students enrolled in the 2024/2025 academic year. Data were analyzed using percentage distribution for questionnaire responses and thematic analysis for FGDs, with triangulation applied to ensure validity. Findings revealed that students strongly agreed ChatGPT helped clarify their ideas, increased their confidence, and stimulated creativity by providing alternative vocabulary, structures, and perspectives. Moreover, students reported higher engagement and motivation, extending their use of ChatGPT beyond classroom tasks to independent writing. FGDs further highlighted that ChatGPT enhanced self-determination, encouraged experimentation with style, and broadened students' knowledge of global cultures. While the tool was recognized as a valuable scaffold, students emphasized the need

Resumo

Este estudo investiga o papel do ChatGPT na motivação e no aprimoramento da criatividade de alunos em um curso de Redação Acadêmica na Universitas Nahdlatul Ulama Surabaya. O objetivo principal foi examinar como o ChatGPT influencia a motivação, a confiança, a criatividade e a consciência global dos alunos na escrita acadêmica. Foi utilizada uma abordagem qualitativa de estudo de caso, combinando questionários e discussões em grupo focal (GFOs) com alunos matriculados no ano letivo de 2024/2025. Os dados foram analisados por meio de distribuição percentual para as respostas do questionário e análise temática para os GFOs, com triangulação aplicada para garantir a validade. Os resultados revelaram que os alunos concordaram fortemente que o ChatGPT ajudou a esclarecer suas ideias, aumentou sua confiança e estimulou a criatividade, fornecendo vocabulário, estruturas e perspectivas alternativas. Além disso, os alunos relataram maior engajamento e motivação, estendendo o uso do ChatGPT para além das tarefas em sala de aula, incluindo a escrita independente. Os GFOs destacaram ainda que o ChatGPT aumentou a autodeterminação, encorajou a experimentação



for teacher guidance to ensure appropriate use. In conclusion, ChatGPT effectively supports both motivation and creativity in academic writing. The study suggests broader integration of ChatGPT in writing instruction, supported by teacher involvement, AI literacy training, and further research with larger and more diverse populations.

Keywords: Artificial Intelligence in Education. Student Engagement. AI Literacy. Global Awareness. Higher Education

com estilo e ampliou o conhecimento dos alunos sobre culturas globais. Embora a ferramenta tenha sido reconhecida como um suporte valioso, os alunos enfatizaram a necessidade de orientação do professor para garantir o uso adequado. Em conclusão, o ChatGPT apoia efetivamente a motivação e a criatividade na escrita acadêmica. O estudo sugere uma integração mais ampla do ChatGPT no ensino da escrita, apoiada pelo envolvimento do professor, treinamento em alfabetização em IA e pesquisas adicionais com populações maiores e mais diversas.

Palavras-chave: *Inteligência Artificial na Educação. Engajamento do Aluno. Alfabetização em IA. Conscientização Global. Ensino Superior.*

1 INTRODUCTION

In the era of artificial intelligence (AI), higher education is undergoing significant changes, particularly in academic writing instruction. Tools such as large language models (LLMs), notably ChatGPT, developed by OpenAI, have begun to reshape learning by offering dynamic, interactive, and personalized support (Kasneci et al., 2023). Academic writing, traditionally rigid and rule-governed, can now become a more engaging process where creativity, motivation, and iterative feedback are central.

Academic writing requires grammatical accuracy, genre conventions, critical thinking, and originality, yet many students face challenges such as writer's block, low confidence, and lack of motivation (Zou et al., 2023). Traditional approaches emphasize correctness over ideation, often leading to disengagement (Hyland, 2019). ChatGPT addresses these issues by generating ideas, rephrasing, and offering feedback, thereby reducing writing anxiety and fostering learner autonomy (Kasneci et al., 2023). Its dialogic nature encourages a process-oriented rather than product-focused mindset, enhancing creativity and higher-order thinking (Zhai, 2022).

While academic conventions can constrain experimentation (Paltridge & Starfield, 2020), ChatGPT provides a low-stakes environment for exploring multiple drafts and styles. From a motivational lens, Self-Determination Theory (Deci & Ryan, 2000) highlights autonomy, competence, and relatedness as key drivers of engagement. ChatGPT supports these dimensions by allowing control over pacing, offering

constructive feedback, and simulating social interaction, which students perceive as collaborative rather than evaluative (Yin et al., 2023).

Nonetheless, concerns about overreliance, compromised originality, academic dishonesty, and ethical issues—such as authorship, bias, and data privacy—remain (Susnjak, 2023). Thus, its integration must balance innovation with academic integrity and critical literacy.

Research on AI in language learning is growing, but few studies specifically address ChatGPT in higher education academic writing courses. This study aims to fill that gap by examining how ChatGPT influences students' motivation and creativity. It focuses on three questions: (1) To what extent does ChatGPT affect motivation? (2) How does it support or hinder creative expression? (3) How do students perceive it as a co-writing or brainstorming tool? Using surveys, writing analysis, and focus groups, the study seeks to provide empirical evidence for AI's pedagogical role.

From a socio-cognitive perspective, writing involves planning, drafting, revision, and interaction with audiences (Flower & Hayes, 1981; Lantolf & Thorne, 2006). ChatGPT, as a co-participant, can prompt reflection and reorganization of ideas, aligning with Vygotsky's (1978) emphasis on tools and social interaction in learning. Its relevance also resonates with digital natives who are accustomed to adaptive, technology-driven learning (Selwyn, 2022) and aligns with 21st-century skills frameworks emphasizing creativity, collaboration, and digital literacy (Trilling & Fadel, 2009).

In conclusion, ChatGPT presents both promise and complexity for academic writing pedagogy. It can enhance motivation and creativity, but its use requires careful pedagogical framing and ethical consideration. Studies such as this contribute to understanding how AI can responsibly support student-centered, creative academic writing practices (Farrokhnia et al., 2023).

2 LITERATURE REVIEW

2.1 Theoretical framework

The study on the role of ChatGPT in motivating and increasing students' creativity in academic writing is underpinned by multiple intersecting theoretical lenses: Self-Determination Theory, Sociocultural Theory, and Theories of Creativity in Language

Learning. These perspectives provide a robust conceptual basis for understanding how AI-powered tools can facilitate motivation and creative engagement in academic contexts.

2.1.1 Self-determination theory (sdt)

Self-Determination Theory (Deci & Ryan, 2000) posits that motivation is primarily governed by the satisfaction of three psychological needs: autonomy, competence, and relatedness. When learners feel that they have control over their learning, believe in their capabilities, and feel connected to others (including digital agents), they are more likely to be intrinsically motivated. ChatGPT's interactive, responsive, and customizable nature supports all three of these needs. For example, it allows learners to write at their own pace (autonomy), receive instant feedback (competence), and simulate dialogic interaction (relatedness). According to Yin et al. (2023), AI tools such as ChatGPT can positively impact students' motivational levels if appropriately integrated into educational settings.

2.1.2 Sociocultural theory

Vygotsky's Sociocultural Theory (1978) emphasizes that cognitive development is inherently social and mediated by tools. Writing, in this framework, is not just an individual mental process but a socially and culturally situated activity. When students interact with ChatGPT, they are engaging with a "mediating artifact" that facilitates meaning-making, experimentation, and revision. The tool can serve as a form of scaffolding that helps learners operate within their Zone of Proximal Development (ZPD). Zhai (2022) notes that LLMs like ChatGPT can effectively support learners in moving from assisted to independent performance in complex language tasks such as academic writing.

2.1.3 Theories of creativity in language learning

Creativity in language learning has traditionally been associated with expressive and narrative genres. However, recent perspectives extend creativity to academic writing,

which involves problem-solving, innovation in structuring arguments, and original expression of ideas (Kaufman & Beghetto, 2021). According to Torrance's framework of creative thinking abilities—fluency, flexibility, originality, and elaboration—academic writing can be seen as a fertile ground for creative expression. ChatGPT facilitates this by offering multiple examples, generating alternative formulations, and supporting idea elaboration, thereby empowering students to engage creatively with content (Kasneci et al., 2023).

2.2 Academic writing in tertiary education

Academic writing poses cognitive and linguistic challenges, especially for EFL learners who must master rhetorical structures, citation, and critical thinking (Hyland, 2019). In Indonesia, English Education students often face limited vocabulary, weak organization, and low confidence, hindering their performance (Astuti et al., 2022). Traditional pedagogy, with its focus on grammar and correctness, can suppress creativity and disengage learners, a problem worsened by large classes and limited feedback. AI tools such as ChatGPT offer a potential solution, providing accessible, continuous support for idea generation, organization, and revision.

2.3 ChatGPT and language education

The launch of ChatGPT in 2022 sparked debate on its educational impact, initially focused on plagiarism and ethics (Susnjak, 2023), but later highlighting pedagogical benefits. In EFL contexts, it supports grammar correction, summarization, paraphrasing, and brainstorming (Wu et al., 2024). As an intelligent writing assistant, ChatGPT reduces anxiety, increases engagement, and aids argument structuring (Kasneci et al., 2023). Studies also show it boosts motivation through instant, personalized feedback (Zou et al., 2023) and fosters a “dialogic space” for iterative, process-oriented writing that enhances higher-order thinking (Yin et al., 2023).

2.4 AI and student motivation

Motivation is central to student writing performance, and technological tools can enhance it by making tasks interactive and personalized (Reinhardt, 2023). AI tools like ChatGPT provide novelty and responsiveness that reengage learners. In Indonesia, students using ChatGPT for brainstorming reported greater satisfaction and enthusiasm, as it reduced cognitive load and fostered achievement (Fatimah et al., 2023). This supports Dörnyei's (2020) L2 Motivational Self System, where visualizing success and task value drive motivation—roles ChatGPT fulfills by helping students envision an ideal academic writing self.

2.5 ChatGPT and student creativity

Creativity is often sidelined in academic writing due to prescriptive rubrics, yet AI shows potential to foster it. Zhai (2022) found that ChatGPT encouraged experimentation with styles, perspectives, and content elaboration through multiple phrasing options. Similarly, Li and Cockerill (2023) reported that AI-assisted students produced more original essays with greater lexical and syntactic variety, viewing ChatGPT as a creative partner rather than a substitute. However, most evidence comes from Western contexts, with little research from Southeast Asia, especially Indonesia, and few studies examining creativity and motivation together. This study addresses that gap by exploring Indonesian EFL students' experiences with ChatGPT in academic writing.

2.6 Research gap

Although the literature acknowledges the pedagogical value of ChatGPT in enhancing writing skills, there is a paucity of empirical research examining its specific role in motivating and enhancing student creativity in academic writing, particularly in the Indonesian EFL context. Most studies focus either on technical performance (grammar, coherence) or general user satisfaction, without delving into the psychological and cognitive impacts of ChatGPT on students' engagement with academic writing.

Additionally, the dual dimensions of motivation and creativity have rarely been studied together. This study seeks to bridge this gap by providing evidence on how ChatGPT influences these two interrelated factors, using students from the English Education Department at Universitas Nahdlatul Ulama Surabaya as a case study.

3 RESEARCH METHODOLOGY

3.1 Research design

This study adopts a qualitative method of a case study conducted in the classroom research. The data were collected by means of questionnaires regarding the students opinion about ChatGPT in the implementation of learning interaction in their course of Academic writing class. Besides, the data were also gathered using Focus Group Discussion (FGD). These two strategies are intended to provide a holistic understanding of how ChatGPT affects student motivation and creativity in academic writing. This case study is suitable for capturing both the measurable aspects (e.g., changes in motivation scores or writing fluency) and the interpretive dimensions (e.g., students' perceptions and experiences).

3.2 Setting and respondents

The research will be conducted at the English Education Department, Universitas Nahdlatul Ulama Surabaya. The participants will be students enrolled in the Academic Writing course in the 2024/2025 academic year. This cohort was selected because they are at a developmental stage where academic writing becomes central to their scholarly work. A purposive sampling method will be used to take those who were taking the Academic Writing Course during one semester. Of interaction with ChatGPT during classroom activities or writing assignments.

3.3 Instruments and data collection

1. Questionnaire (quantitative)

A pre- and post-intervention questionnaire will be administered to assess students' motivation levels based on the Self-Determination Theory. The scale will include subscales for autonomy, competence, and relatedness. Creativity will be assessed using an adapted version of the Creative Behavior Inventory (CBI) tailored to academic writing.

2. Focus Group Discussions (Qualitative)

The focus group discussions with 6 respondents from the class representing the wholes class respondents to explore students' perceptions of how ChatGPT influenced their motivation and creativity. Data will be transcribed and analysed thematically.

3.3 Data analysis

The questioners' data were analysed using percentage based on the statements regarding ChatGPT with 8 questions covering the motivation, creativity, confidence, and also cultural perspectives. Transcripts from focus groups will be analysed using thematic analysis (Braun & Clarke, 2006), with coding focused on perceived usefulness, motivation, creative freedom, and challenges. Emerging themes will be triangulated with quantitative findings for comprehensive insight. All of the data analysis results were triangulated and inferenced for conclusion.

4 FINDING AND DISCUSSION

4.1 Findings of the data from the questionnaires

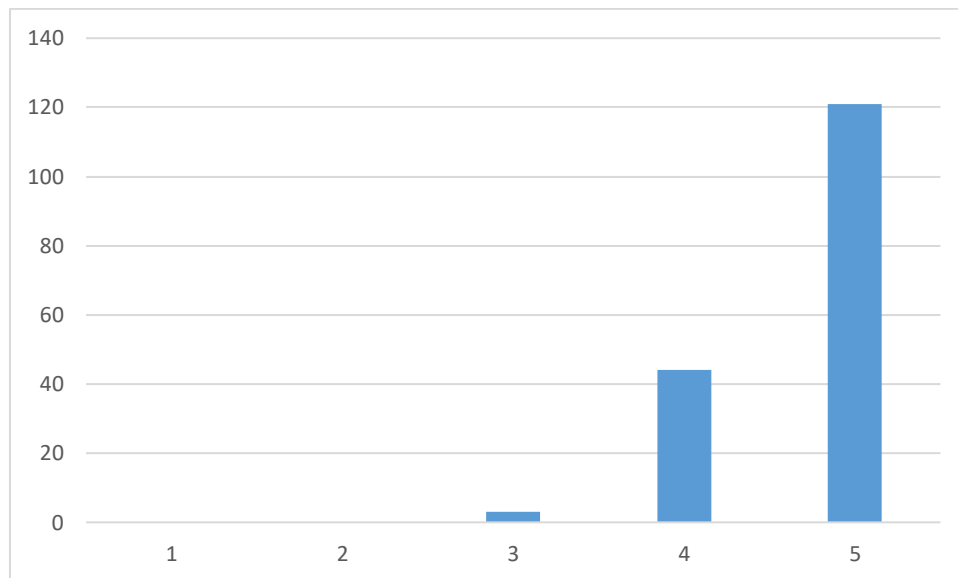
Table 1.

Results of the Questions

QUESTIONS	1	2	3	4	5
1	0	0	0	7	14
2	0	0	0	0	21
3	0	0	0	0	21
4	0	0	0	7	14
5	0	0	0	7	14

6	0	0	0	12	9
7	0	0	0	5	16
8	0	0	3	6	12
	0	0	3	44	121

1. Strongly disagree
2. Disagree
3. Abstain
4. Agree
5. Strongly agree



These items appear to assess students' opinions on their interaction with ChatGPT in their Academic Writing class, using ChatGPT in their class of Academic Writing is significantly proved (Graph 1). They mostly agree with using this tool. Here's a description of the content and focus of each of the 8 questions, along with how the results might typically be interpreted if you had the data.

- (1) "ChatGPT helped me express my ideas more clearly in academic writing."
Focus: Evaluates ChatGPT's support in idea clarity and expression.
Expected result interpretation: High scores would indicate that students found ChatGPT useful in articulating their thoughts better.
- (2) "I feel more confident writing academically after using ChatGPT."
Focus: Confidence building in academic writing post-ChatGPT use.

Expected result interpretation: Positive results suggest ChatGPT boosts student self-assurance.

(3) ChatGPT improved my creativity in composing academic texts."

Focus: Influence on creativity and idea generation.

Expected result interpretation: Agreement here implies ChatGPT fosters originality and creative thought.

(4) Using ChatGPT made the academic writing class more engaging."

Focus: Perceived engagement in the learning environment.

Expected result interpretation: High engagement suggests increased motivation and attention.

(5) "ChatGPT motivated me to learn more about academic writing."

Focus: Intrinsic/extrinsic motivational influence of the tool.

Expected result interpretation: Agreement here indicates positive learning attitudes.

(6) I used ChatGPT not only during class but also in my independent writing tasks."

Focus: Extent of use beyond the classroom (autonomous learning).

Expected result interpretation: High scores suggest effective integration into broader learning routines.

(7) "ChatGPT gave me useful suggestions for improving my academic writing."

Focus: Quality and usefulness of feedback from ChatGPT.

Expected result interpretation: Agreement supports ChatGPT's instructional role.

(8) "I would recommend using ChatGPT in other writing-related classes."

Focus: Student endorsement for broader adoption.

Expected result interpretation: A strong indicator of overall satisfaction and perceived value.

Based on the questionnaire responses addressing the integration of ChatGPT in academic writing, several key themes emerged from the students' feedback. The data collectively reflect students' perceptions of the usefulness, motivational impact, creativity enhancement, and broader application of ChatGPT in their academic writing experience. Here's a synthesized analysis of the results across all eight items:

1. Enhanced Idea Clarity and Expression

Students generally reported that ChatGPT significantly helped them express their ideas more clearly in academic writing. This indicates that the tool played a supportive role in bridging conceptual gaps and articulating thoughts more effectively. High levels of agreement suggest that ChatGPT served as a cognitive scaffold, enabling students to structure their arguments, improve coherence, and enhance overall textual clarity.

2. Increased Academic Writing Confidence

A strong trend of agreement on the statement “I feel more confident writing academically after using ChatGPT” highlights that the tool has a positive effect on students’ self-efficacy. Students felt more secure in their ability to write academic texts, likely due to receiving real-time feedback and being able to model appropriate academic language structures, which can reduce writing anxiety and foster a sense of competence.

3. Boosted Creativity in Composition

Students agreed that ChatGPT improved their creativity, indicating its role not just in refining language, but also in stimulating idea generation. By providing diverse perspectives, vocabulary, and stylistic options, ChatGPT appears to have helped students move beyond formulaic writing to more original and nuanced expressions in their academic work.

4. Greater Classroom Engagement

Responses to the item “Using ChatGPT made the academic writing class more engaging” suggest that students found the integration of the tool enjoyable and motivating. It transformed the learning environment into a more interactive and dynamic space, enhancing attention and fostering active participation. ChatGPT’s immediacy and responsiveness likely played a role in keeping students intellectually stimulated.

5. Strengthened Motivation to Learn

Students generally agreed that ChatGPT motivated them to learn more about academic writing, reflecting both intrinsic and extrinsic motivational gains. The tool appears to have sparked curiosity, sustained interest, and encouraged students to explore

writing conventions more independently. This aligns with motivational theories that associate positive learning tools with deeper engagement.

6. Extension to Independent Writing

High scores on the item “I used ChatGPT not only during class but also in my independent writing tasks” show that students extended the use of the tool beyond the classroom, indicating meaningful integration into their self-directed learning habits. This points to the tool’s usability and perceived value as an autonomous writing assistant.

7. Perceived Usefulness of Feedback

The item “ChatGPT gave me useful suggestions for improving my academic writing” received strong agreement, affirming that students found ChatGPT’s feedback constructive and applicable. The AI tool’s ability to offer revisions, clarify structure, and model academic conventions contributed to students’ learning process and writing improvement.

8. Willingness to Recommend

Finally, most students indicated that they would recommend ChatGPT for other writing-related classes, showing a high level of overall satisfaction and perceived benefit. This endorsement reflects the students’ trust in the tool’s efficacy and their belief in its potential to support peers across various writing contexts.

Overall, the questionnaire results suggest that ChatGPT has a multifaceted positive impact on students' academic writing experiences. It improves clarity, confidence, creativity, and motivation, while also promoting engagement and independent learning. The strong endorsement from students indicates that ChatGPT could be considered a valuable addition to writing instruction across disciplines. These findings support the tool’s role not just as a linguistic aid, but as a catalyst for academic growth and learner autonomy.

	rephrased sentences, I was inspired to try new styles in my writing. It encouraged me to think outside the box while still staying academic and formal	
3	Yes, of course, chat GPT makes me more creative during academic writing lessons, because by using chat GPT I can search for things related to the academic writing material being studied in class.	
4	Yes, I did. Using ChatGPT while doing my assignments I m always creative. It makes me more and more create some new phrases and vocabularies. Yes, I did. Using ChatGPT while doing my assignments I m always creative. It makes me more and more create some new phrases and vocabularies.	
5	Yes, ChatGPT made me more creative. It gave me new vocabulary and sentence ideas. I could explore different ways to write and express my thoughts better.	
6	Yes, ChatGPT made me more creative in the Academic Writing class. It gave me new ideas, suggested different ways to express my thoughts, and helped me explore various sentence structures and vocabulary. By seeing different examples and rephrased sentences, I was inspired to try new styles in my writing. It encouraged me to think outside the box while still staying academic and formal.	
No	Question	
3	Did ChatGPT in Academic Clash make you more confident and have self determination? Why?	
respondent	Responses	Coding
1	Yes, It did. I feel confident when using ChatGPT in doing my assignment. I believe what I am doing in writing because I can get some more new phrases and vocabulary.	
2	Yes, using ChatGPT in Academic Writing class made me more confident and helped me build self-determination. It gave me instant support when I was unsure about grammar, vocabulary, or structure, so I didn't feel stuck. As I practiced more with its help, I became more sure of my writing skills. Over time, I relied less on it and started to trust my own abilities, which strengthened my motivation to keep improving.	
3	I think so. When I use ChatGPT in doing my assignment, I feel confident, I am sure that what I am doing is correct. Sometimes, even though, I have to edit some of the phrases in order I can make my writing as my own. .	
4	Yes, It make me confident in writing because ChatGPT is helpful for answering the questions to improve my writing.	
5	Yes, it made me more confident. When I used ChatGPT, I was not afraid to try writing. It helped me fix my grammar and gave me support, so I believed I could do better.	
6	I think so. I get more confident when using ChatGPT because it can create some new sentences for me. I learned from	
No	Question	
4	4) Did ChatGPT in Academic Writing Class make you have knowledge about global cultures not only national? Why4) Did ChatGPT in Academic Writing Class make you have knowledge about global cultures not only national? Why	
respondent	Responses	
1	Yes, using ChatGPT in Academic Writing class helped me gain knowledge about global cultures, not just national ones. When I asked for examples or topics, ChatGPT often included references from different countries, traditions, and perspectives. This exposed me to various cultural values, writing styles, and global issues, which enriched my understanding and helped me write with a broader, more international mindset. It made my writing more relevant and informed in a global context.	
2	Yes, in my opinion, when I used ChatGPT in the Academic Writing class I feel that I expanded my knowledge of global cultures beyond just my own. When I requested examples or topics, it often provided insights from a variety of countries, traditions, and viewpoints. This experience made me able to appreciate different cultural values,	

	writing conventions, and international issues, which could increase my knowledge for writing with a more global and inclusive perspective. Therefore, my academic writing became more relevant and informed within variety of international exposure.
3	Yes, of course, during academic writing lessons, chat GPT gave me a lot of knowledge about global cultures, because during academic writing lessons, apart from the lecturer giving explanations, I was also able to find out about global cultures by searching using chat GPT
4	Yes, it can make me get global knowledge, even unlimited. I can get more knowledge about cultures and ways of lives from different countries.
5	Yes, ChatGPT gave me knowledge about global cultures. When I asked something, it shared information from different countries, so I learned more than just about my own culture.
6	Yes, using ChatGPT in Academic Writing class helped me gain knowledge about global cultures, not just national ones. When I asked for examples or topics, ChatGPT often included references from different countries, traditions, and perspectives. This exposed me to various cultural values, writing styles, and global issues, which enriched my understanding and helped me write with a broader, more international mindset. It made my writing more relevant and informed in a global context
No	Question
5	(1) Did you get motivated What do you think about ChatGPT in the class of Academic Writing when the class of Academic Writing using ChatGPT as a tool for doing some exercises? Explain Why?
respondent	Responses
1	Yes, I felt motivated when using ChatGPT in Academic Writing class. It helps me get quick feedback, improve grammar, and organize my ideas more clearly. ChatGPT also supports independent learning and critical thinking, though it still needs guidance from the teacher. Overall, it's a helpful tool that makes writing easier and builds my confidence.
2	Yes, I felt motivated when using ChatGPT in Academic Writing class. It helps me get quick feedback, improve grammar, and organize my ideas more clearly. ChatGPT also supports independent learning and critical thinking, though it still needs guidance from the teacher. Overall, it's a helpful tool that makes writing easier and builds my confidence.
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4	Yes, I did. It made me motivated because it can help me in finding some phrases and sentences for writing. And, this made me motivated to learn again nd again some new vocabularies and new expressions. It is really a good tool for me in the class of Academic Writing.
5	Yes, I got motivated. ChatGPT helped me a lot in doing exercises. It gave me ideas and examples that made writing easier. I felt more excited to write because I had support from the tool.
6	Yes, I felt motivated when using ChatGPT in Academic Writing class. It helps me get quick feedback, improve grammar, and organize my ideas more clearly. ChatGPT also supports independent learning and critical thinking, though it still needs guidance from the teacher. Overall, it's a helpful tool that makes writing easier and builds my confidence
No	Question
2	(2) Did ChatGPT make you more creative in the Class of Academic Writing? Explain why
respondent	Responses

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2	Yes, in my opinion, when I used ChatGPT in the Academic Writing class I feel that I expanded my knowledge of global cultures beyond just my own. When I requested examples or topics, it often provided insights from a variety of countries, traditions, and viewpoints. This experience made me able to appreciate different cultural values, writing conventions, and international issues, which could increase my knowledge for writing with a more global and inclusive perspective. Therefore, my academic writing became more relevant and informed within variety of international exposure.
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4	Yes, it can make me get global knowledge, even unlimited. I can get more knowledge about cultures and ways of lives from different countries.
5	Yes, ChatGPT gave me knowledge about global cultures. When I asked something, it shared information from different countries, so I learned more than just about my own culture.
6	Yes, using ChatGPT in Academic Writing class helped me gain knowledge about global cultures, not just national ones. When I asked for examples or topics, ChatGPT often included references from different countries, traditions, and perspectives. This exposed me to various cultural values, writing styles, and global issues, which enriched my understanding and helped me write with a broader, more international mindset. It made my writing more relevant and informed in a global context

Based on the responses on Table 2, Focus Group Discussion (FGD) Results: ChatGPT Use in Academic Writing Class can be thematised described as follows:

Question 1: Did you get motivated when using ChatGPT in Academic Writing class? Why? All six respondents reported feeling motivated when using ChatGPT. The primary reasons include: Quick feedback and grammar support: Students appreciated how ChatGPT helped them improve their grammar and sentence structure in real time. Idea organization and support: ChatGPT assisted students in organizing ideas and finding appropriate vocabulary and expressions. Increased learning autonomy: Students highlighted that ChatGPT encouraged independent learning while still requiring teacher guidance. Boosted confidence and enthusiasm: With instant suggestions and examples, students felt more confident and excited to write.

Question 2: Did ChatGPT make you more creative in Academic Writing class? Why? All participants agreed that ChatGPT enhanced their creativity. Reasons provided

were: Exposure to new ideas and expressions: ChatGPT offered alternative phrasings, vocabulary, and structures, which inspired students to try different writing styles. Stimulating creative exploration: Students were motivated to think "outside the box" while maintaining academic conventions. Encouragement of experimentation: The tool helped them construct varied and richer sentences, encouraging the development of unique writing voices.

Question 3: Did ChatGPT increase your confidence and self-determination in writing? Why? All six participants affirmed that ChatGPT contributed to their confidence and self-determination. They mentioned: Confidence through assistance: With real-time grammar correction and vocabulary suggestions, students felt reassured and more confident in their drafts. Self-reliance improvement: Some participants shared that over time, they became less dependent on ChatGPT, indicating increased self-efficacy and internal motivation. Validation of personal writing ability: Several students used ChatGPT as a learning partner, editing its output to maintain ownership of their writing.

Question 4: Did ChatGPT help you gain knowledge about global cultures beyond just your national culture? Why? All respondents acknowledged that ChatGPT broadened their global cultural awareness. Key points include: Exposure to international perspectives: When seeking writing examples, students encountered content referencing diverse countries and traditions. Expanded cultural context in writing: Students learned various cultural values and writing conventions, which helped them write with a more inclusive and global lens. Improved academic relevance: Access to global topics and issues enriched their understanding and helped produce writing that was internationally informed.

The core findings based on the above results of the Focus Group Discussion. It can be synthesised also as follows: The Focus Group Discussion revealed a unanimous positive perception of ChatGPT as an educational tool in the Academic Writing class. All six participants highlighted four major areas of impact: Enhanced Motivation: Students consistently reported feeling more engaged and enthusiastic. The instant support system provided by ChatGPT reduced frustration, facilitated smoother writing experiences, and promoted continuous practice, making learning more enjoyable.

Increased Creativity: ChatGPT encouraged exploration and risk-taking in writing. By presenting varied linguistic options and structural suggestions, it empowered students to go beyond basic expressions and develop more nuanced and diverse writing styles.

Boosted Confidence and Self-Determination: The tool played a dual role as a supportive assistant and a stepping stone toward learner independence. Students grew more confident in their abilities and expressed greater self-reliance in later tasks. And, finally, **Broadened Cultural Knowledge:** ChatGPT served as a window into global cultures, offering examples and content that exposed students to different worldviews and values. This cultural exposure enriched their academic writing and aligned it with global standards.

Overall, ChatGPT acted as both a cognitive and motivational scaffold, helping students overcome common writing challenges while fostering growth in creativity, independence, and global awareness. While students acknowledged the ongoing need for teacher supervision, the tool was recognized as a significant enhancer of the academic writing process.

5 CONCLUSION

Based on the findings from both the questionnaire and focus group discussion, it is evident that the integration of ChatGPT in the Academic Writing class had a significantly positive impact on students' learning experiences. The use of ChatGPT enhanced multiple dimensions of students' academic writing skills, including idea clarity, confidence, creativity, engagement, and motivation. Students widely reported that ChatGPT served not only as a tool for immediate linguistic support but also as a source of inspiration and knowledge that encouraged independent learning and broadened cultural awareness.

From the questionnaire data, students found ChatGPT to be effective in facilitating clearer expression of ideas, boosting their confidence, and making the learning environment more interactive and enjoyable. They extended its use beyond the classroom, indicating meaningful integration into their independent learning. Meanwhile, the focus group discussions reinforced these results, revealing that students were motivated, felt more autonomous, and were exposed to global perspectives through the use of ChatGPT. The tool effectively served as a cognitive and motivational scaffold, helping students overcome writer's block, experiment with language, and become more self-directed learners.

Collectively, these findings highlight ChatGPT's dual role as both a language enhancement tool and a pedagogical partner, capable of transforming academic writing instruction into a more dynamic, personalized, and globally relevant experience.

Limitation

Despite these promising outcomes, the study has several limitations. First, the sample size was relatively small, with only six students participating in the Focus Group Discussion and a limited number of questionnaire respondents. This restricts the generalizability of the findings across broader academic contexts. Second, the study relied on self-reported data, which may be subject to personal biases or social desirability effects. Third, the research did not systematically measure actual improvements in writing quality through objective assessments, focusing instead on students' perceptions and experiences. Lastly, while ChatGPT showed potential as a supportive tool, students still required teacher guidance to interpret and validate AI-generated content, indicating that it cannot fully replace human instruction.

Suggestions

Based on the results and limitations, several recommendations can be made for future practice and research:

Wider Implementation and Scalability: Educational institutions can consider incorporating ChatGPT into academic writing curricula across disciplines, especially in settings where personalized feedback is limited. However, its implementation should be guided by clear pedagogical frameworks.

Teacher Involvement and Critical Use: While ChatGPT offers significant support, it should be used as a complement to—not a substitute for—teacher feedback. Instructors should guide students in critically evaluating AI-generated suggestions and maintaining authorship over their work.

Further Research: Future studies should involve larger and more diverse student populations, and incorporate objective metrics to assess writing improvement. Longitudinal studies could also examine how sustained use of ChatGPT affects writing development and learner autonomy over time.

AI Literacy Training: Educators and institutions should provide students with training on how to use AI tools ethically and effectively, including understanding the limitations of AI outputs and avoiding overreliance

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