THE POTENTIAL IMPACT OF USING CHAT GPT ON EFL STUDENTS' WRITING:TEACHERS' PERSPECTIVE

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Abstract: Chat GPT is currently gaining significant attention worldwide, including in writing. Extensive research has been conducted of writing in higher education. Many students are also utilizing Chat GPT as a new technology tool. With advances in technology, tools like Chat GPT that utilize artificial intelligence (AI) can help overcome difficulties with academic writing. However, there is known about how teachers view Chat GPT as a digital tool for English writing. The study investigates teacher perspective on using Chat GPT as a tool to support English writing, using qualitative case study approach. 10 teachers familiar with Chat participated. Questionnaires and in-depth interviews collected data on participants' viewpoints. Findings showed teachers responded positively overall to using Chat GPT to help improve students writing quality. Additionally, Chat GPT was providing useful writing features, and aiding language development. This study suggests AI technologies like Chat GPT play an important role in facilitating high-quality student academic writing.
Keywords: *Writing; artificial intelligence (AI); chat gpt; EFL teacher*

INTRODUCTION

AI (artificial intelligence) is something that is very widely used in today's era. Especially in education, a lot of artificial intelligence has been created to help students make learning easier. Chat GPT's versatility makes it useful in many areas of life, such as education(Abdullayeva & Muzaffarovna, 2023; Ausat et al., 2023; Johnson et al., 2023; Klamma et al., 2007;Shidiq, 2023;Julianto et al., 2023;Xue & Wang, 2022; Yusriadi et al., 2023). Its capabilities can be applied to learning and instructionIn fact, some of EFL students still have difficult to face off in writing. The existence of Chat GPT helps students in teaching writing. With Chat GPT EFL students can get instant and tailored feedback on their writing, which can help them identify and correct errors more quickly.

Chat GPT is part of AI. Artificial intelligence (AI) has revolutionized various aspects of our lives and reshaped industries across the globe. AI has become a driving force behind innovation, efficiency, and progress. The field of education is experiencing a profound transformation with the integration of AI technologies. Education is being revolutionized by artificial intelligence. AI-powered adaptive learning platforms can customize educational content to match each student's individual needs and learning styles. Chatbots that use AI like GPT models are making major advancements in education by improving how students learn, teachers teach, and schools function. Chatbots are especially useful for learning languages, as they can imitate real conversations, fix grammar and pronunciation errors, and generate diverse language activities. The interactive, dynamic nature of chatbots powered by GPT models gives language learners a more immersive and engaging experience. AI is democratizing access to quality education, fostering lifelong learning, and nurturing a more skilled and knowledgeable workforce (Amz, 2023).

Now, AI is becoming part of the digitalization of education. A lot of artificial intelligence has been created to help students make learning easier, such as Quillbot, Grammarly, Wordtune and so on. AI-driven writing assistance tools

leverage sophisticated algorithms to detect common grammatical, punctuation, and syntactic errors, recommending fixes for improved clarity and style. They also enable capabilities like paraphrasing and rephrasing sentences for heightened impact. However, Chat GPT has distinct advantages for language learning compared to other writing aids. Chat GPT supplies instant, real-time feedback on pronunciation, grammar, and vocabulary usage during conversations with learners. This allows it to provide on-the-spot corrections and recommendations for enhancement as the dialogue progresses. Thus, while writing aids are useful for correcting documents, Chat GPT's interactive nature offers more tailored, in-the-moment guidance to develop language skills. Its conversational capabilities make it uniquely valuable for honing pronunciation, grammar, and vocabulary through dynamic, back-and-forth exchanges. Based on literature, AI writing assistants can evaluate written work and give suggestions on many facets like grammar, word choice, sentence structure, content, and organization (Hosseini et al., 2023; Strobl et al., 2019; Thorp, 2023). These AI tools are programmed to critique writing and provide feedback on elements such as diction, syntax, subject matter, and flow (Hosseini et al., 2023; Strobl et al., 2019; Thorp, 2023). So many students use AI tools as a place or container that makes it easier for them to search and write things, one of the things that is developing in the world of education today is Chat GPT.

However, artificial intelligence such as Chat GPT is widely debated in the world of education, it cannot be denied that Chat GPT has a lot of influence in the world of education. The use of AI technology like Chat GPT in education has been extensively studied and shown to help students by increasing motivation, participation, and problem-solving skills (Rao & Chen, 2020; Doroudi, 2023;Roll & Ford, 2016;Skrynnyk et al., 2022; Xue & Wang, 2022). Chat GPT's introduction into the classroom has sparked debates about its possible impacts on learning. While some champion Chat GPT for its capacity to support education through personalized and adaptive instruction (Qadir, 2022), others voice concerns about ethical issues (Mhlanga, 2022) and potential adverse effects on assessment (Rudolph et al., 2023).

A comparable scenario exists in the Indonesian context. Based on current knowledge, there has been minimal research published in journal articles that explores the potential effects of utilizing Chat GPT for EFL students' writing from the perspective of Indonesian teachers or students. The usage of AI writing assistants like Chat GPT and their implications are still an emerging issue in Indonesia, with limited formal studies on how this technology could impact learning for Indonesian EFL students. More research is needed within the Indonesian education context to understand teachers' and students' views on integrating Chat GPT into writing practices and examine what influence it may have on developing skills like critical thinking, accuracy, and independent writing. Investigating this topic can provide insights into how Indonesia could effectively leverage AI for writing while avoiding over-reliance and other unintended consequences.

Many people still lack understanding of and experience with using Chat GPT as an educational tool, especially in learning contexts. This stems from uncertainties users have about utilizing Chat GPT for learning since it is an AI-powered robot, whose outputs may still be questionable. However, the application of AI like Chat GPT in education can have significant positive impacts and advantages, as it can help enhance the quality of students' writing. While some doubt exists, AI writing assistants have the potential to greatly assist students in improving their skills if utilized properly. Further awareness and education around AI tools could help address misconceptions and highlight the meaningful benefits AI can provide students and teachers. With informed implementation, the integration of Chat GPT into writing instruction could become a valuable asset rather than a source of uncertainty. It is true that previous research has provided information about the impact of this instrument on students' writing, but in this case, it can still be researched further to make an accurate finding. There is still little research on Chat GPT as a medium and there are not many references. However, it is yet uncertain how AI writing tools effect student writing quality, particularly when employing Chat GPT. As a result, this study was deliberately planned to bridge existing knowledge gaps, resulting in a more comprehensive understanding of the value of the Chat GPT authoring tool in the EFL classroom. The primary goal of this research is to point out the impact of using Chat GPT on EFL students' writing, with a particular emphasis on instructors' viewpoints on the use of Chat GPT with EFL students, as seen through the perspective of EFL teachers. While some studies have examined artificial intelligence (AI) like

Chat GPT and its application (Marzuki et al., 2023), research on how Chat GPT impacts student writing and teacher perspective remains limited. Past studies by Miranty and Widiati (2021) and Fahmi and Cahyono (2021) explored students' views on the pros and cons of automated writing evaluation tools like Grammarly. Their findings revealed that students perceive these AI writing aids as beneficial, regardless of proficiency level. While these studies provide valuable insights, further research is still needed to fully understand the effects of AI writing assistants. Despite profound existing findings, many questions remain regarding how tools like Chat GPT specifically impact EFL students' writing quality, especially from teachers' perspectives. While prior work sheds light on student attitudes, more work is required to determine how AI writing aids influence the actual quality of student writing output, particularly in the eyes of educators. There are still gaps in understanding the role tools like Chat GPT play in teaching and improving EFL writing skills. Further research can provide richer insights into these emerging AI technologies' impacts within foreign language writing instruction and development. To address this empirical gap, this study aims to investigate teacher view of Chat GPT as a digital writing tool. The research specifically examines the impact of using Chat GPT as a writing tool from the teacher perspective. The findings of this study intend to assist in positioning English as a Foreign Language (EFL) learning and teaching in Indonesia appropriately based on teachers' perspective and what they have learned.

METHOD

This research employed a qualitative case study approach. Case study methodology, which usually involves implementation interviews and observations, allow researchers to uncover important factors that emerge from an open process (Yin, 2009). Through this methodology, we were able to explore in depth the potential impact of Chat GPT used by EFL students in writing, as well as teachers' perceptions regarding it the impact of this tool on the quality of students' writing. This study was carried out at a private school located in North Sumatra, Indonesia. The participants were 10 foreign language teachers who were purposively selected to take part in the research aligning with the study objectives. Purposive sampling was utilized to intentionally recruit participants meeting the criteria needed to provide insights relevant to examining the research aims. The sample of 10 teachers from this specific private school in North Sumatra was deliberately chosen because of their experience with foreign language instruction, which enabled gathering their perspectives on the research topic. The rationale for focusing on only 10 private school teachers is that private schools tend to have more resources and higher teacher qualifications in Indonesia. Conducting the research at this setting with this sample allowed for an in-depth exploration of the research questions within the given context. In accordance with the research objectives, participants were selected using purposive sampling technique. In this case, the criteria for selected participants what needs to be met is their familiarity with using Chat GPT in learning writing. Table 1 shows participants' demographic information.

Table 1. *Demographic information of participants*

Participants	Age	Sex	Education Degree	Experience in using Chat GPT (years)
Teacher 1	32	Male	S1	≤1
Teacher 2	27	Female	S1	1
Teacher 3	29	Female	S1	≥1
Teacher 4	37	Female	S1	≥1
Teacher 5	40	Female	S1	≥1
Teacher 6	30	Female	S2	≤1
Teacher 7	29	Male	S1	1
Teacher 8	33	Female	S1	≥1
Teacher 9	28	Female	S1	≥1
Teacher 10	36	Male	S1	≥1

This research data comes from two sources, namely, questionnaires and in-depth interview. To collect data, a questionnaire with closed-ended questions using a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) was created via Google Forms and distributed to participants. For in-depth interviews conducted based on questionnaire responses. The purpose of an in-depth interview is to dig further information regarding respondents' questionnaire responses.

Interviews were audio recorded with participant permission. The recordings were then transcribed verbatim before the data analysis stage.

We utilized Thematic Content Analysis to examine the collected data. As described by (Braun & Victoria, 2006), this thematic analysis aims to identify patterns and connections between themes emerging from the qualitative data to address our research questions. The interview transcriptions were analyzed qualitatively using thematic content analysis to identify themes relevant to the research questions. This involved a three-step coding process (Terrel as cited in Fithriani et al., 2019). First, key quotes and passages were manually coded by highlighting with colored pencils. These initial findings guided subsequent analysis. Next, all essential quotes and passages were coded into temporary categories at the sentence level. Finally, the findings were iteratively reviewed and categories/subcategories refined until saturated. This cyclical process helped fully develop the themes from the raw interview data through multiple stages of coding.

RESULTS AND DISCUSSION

This section presents findings on teachers' perspective about Chat GPT's impact on EFL student writing. First, teacher views on language learning supported by Chat GPT were analyzed using a Likert scale. Second, results were analyzed from the teacher perspective regarding the impacts of EFL students' using Chat GPT.

Teachers perspective toward language learning supported by Chat GPT

To address the first research question, data was gathered through a questionnaire and interviews asking respondents for their perspectives on using Chat GPT for writing. The findings revealed that most teachers strongly agreed or agreed that Chat GPT is a highly useful AI tool for improving writing quality. Students tended to use Chat GPT to view sample answers, ask questions, and receive feedback on their writing. They found this provided significant benefits for enhancing their writing outcomes. Students felt Chat GPT helped improve their grammar abilities, vocabulary mastery, and appropriate language use in writing, thereby boosting their confidence in producing higher quality writing. The majority of teachers and students expressed positive views on Chat GPT's utility for strengthening writing skills. They reported meaningful advantages from leveraging Chat GPT's AI capabilities for multiple aspects of the writing process.

Table 2. *Teachers' perspective toward language learning supported by Chat GPT*

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Chat GPT is a readily available online tool.	80%	10%	10%	-
2	Chat GPT is effective because it includes several features that can help students improve the quality of their writing.	55%	35%	5%	5%
3	By using the Chat GPT make students writing skills in organizing text have improved.	30%	50%	20%	-
4	Utilizing Chat GPT improves students' confidence in their writing abilities.	30%	50%	20%	-
5	In general, I frequently make use of Chat GPT.	40%	40%	20%	-
6	Chat GPT has many capabilities that are very helpful for enhancing writing skills.	50%	40%	10%	-

While much of the analysis showed comparable results, some notable differences emerged. For the first two statements, most teachers strongly agreed. However, for the third and fourth statements, the highest percentage was for "agree" rather than "strongly agree", which was only 30%. The fifth statement had equal percentages of 40% for "strongly agree" and "agree". Finally, 50% strongly agreed that Chat GPT can increase confidence in writing. Overall, respondents largely gave positive feedback on using Chat GPT for writing, though some disagreed with its use. There was particularly strong agreement about Chat GPT improving grammar, vocabulary, language use, and writing confidence. But the extent of strong agreement declined for other benefits like creativity and critical thinking. The analysis highlights mostly favorable views on Chat GPT's usefulness, but also some reservations, especially regarding over-reliance on the AI tool. This aligns with the theory of situated learning by Lave and Wenger

(as cited in Supuwingsih, 2021), which suggests optimal learning happens when students encounter relevant, real-life contexts. Hence utilizing learning media that provides authentic contexts and applications can enhance learning outcomes. The integration of AI writing assistants like Chat GPT can potentially give students experience with a real-world relevant tool to support their writing skills development. Following Lave and Wenger's framework, enabling students to engage with Chat GPT for writing within an educational context mirrors how such AI technologies are being applied in various real-world situations. Providing this situated learning experience allows students to build writing abilities while also gaining practice with an emerging real-world application of AI. This applied, contextualized learning can make picking up writing skills more effective.

Teachers perspective toward the impact of using Chat GPT
This section examined interview results regarding teachers' perspectives on how using Chat GPT as a writing aid impacts students' writing abilities. The use of Chat GPT in education has sparked debate. Through interviews and observations with English teachers, this study sought to understand their views on Chat GPT's potential effects when not interfering with teaching and learning. The researchers interviewed two English teachers by asking their perspectives on how students using Chat GPT could potentially influence outcomes. The interviews provided insights from teachers with firsthand experience about possible advantages and disadvantages of students utilizing AI writing tools like Chat GPT for improving their writing and learning. The qualitative findings helped elucidate teachers' nuanced opinions on this complicated issue within the particular educational setting.

Theme one: Enhancing the quality of students' writing
Based on data from several sources, most participants found that using Chat GPT can improve their quality in writing. In addition to reducing their writing anxiety, they reported that using Chat GPT increased their self-confidence. The quality of students' writing is evident from the following quote:

> "I see a phenomenon that is currently developing regarding the use of Chat GPT. I

think this Chat GPT has quite an impact on students' writing by just typing and the answer will come out straight away, I think this also makes it quite easier for students in writing." (Teacher 1, Interview)

> "I think Chat GPT is very useful and very good if used by EFL students, apart from being easy to access the answers given by chat GPT are also very high quality." (Teacher 2, Interview)

Teachers 1 responded quite well to this growing phenomenon. She said that the Chat GPT phenomenon which was debated by many people was quite good in improving the quality of students. Due to advances in modern technology, almost all learning processes now integrate technology (Fithriani, 2018).Chat GPT has many advantages, as it can automatically generate responses to questions based on its database. The primary function of Chat GPT is to provide information through queries about desired topics using keywords as "prompts" or prompts. Chat GPT is an AI system capable of producing human-like text, employing reinforcement learning where it integrates human feedback to improve its language model (Mann, 2023). This allows Chat GPT to modify and refine its responses based on input from human appraisers (Shen et al., 2023). Moreover, as more training data is steadily supplemented, Chat GPT can be constantly enhanced and updated with new information. This ongoing augmentation of data can potentially make Chat GPT even more accurate over time (Rudolph et al., 2023). Thus, examining digital technology's role in education has become more crucial. However, currently, Chat GPT is only able to contain information up to 2021, so users cannot obtain the most recent data beyond that time frame. In the world of education, Chat GPT is widely used by students. Teacher 2 also stated that Chat GPT is very good to use and very useful for improving the quality of EFL students' writing. This result supports (Johnson et al., 2023) claim that the biggest impacts of AI-powered digital tools in education are to boost student engagement, achievement, motivation, and self-regulation. Students may find it simpler to learn through online platforms, which could also lead to more active student participation and writing. This links to the idea that student involvement in learning is tied to motivation, allowing them to have positive emotions and keep practicing with dedication and assurance (Mandernach, 2009). They think that Chat GPT really makes it easier for them to write

according to what Teacher 1 said. According to (Ariyanti & Anam, 2021), utilizing different technology forms in language learning and teaching helps students feel less anxious and more motivated. The conclusions from the empirical evidence suggest that the more students use technology in learning, the more their creativity can develop, strengthening their desire to study. Thus, Kelleher et al. (as cited in Meysarah, 2018) have also shown that integrating information and communication technology (ICT) into education can re-engage students in learning. In this case, applying AI technology like Chat GPT has been found to significantly improve students' positive attitudes during academic writing.

Theme two: Encouraging the quality of students' writing and its various impacts
Another reason from the teacher's perspective is that they say that Chat GPT can encourage students to improve the quality of their writing. However, there are also impactsthat must be received from using Chat GPT for students. as seen in the following:

> "My opinion about this Chat GPT is that I think this Chat GPT is quite interesting and makes it quite easy for students to use, but I don't think it's very effective because this Chat GPT is used by robots which can misinterpret what we mean." (Teacher 3, Interview)

> "I think this GPT chat is very good to use because this technology can make it easier for students to improve their writing, because just typing what we want can immediately produce the answer we want."(Teacher 4, Interview)

Teachers 3 also said that the use of Chat GPT had an impact on students, especially EFL students in writing. He said that Chat GPT was quite good in improving the quality of students' writing. While Teacher 4 said that Chat GPT is very good to use for EFL students because Chat GPT is very easy to access and can help them improve the quality of their writing. Utilizing Chat GPT's feedback and revision proposals can help students learn to recognize and fix mistakes in their writing as well as enhance their overall writing abilities. The AI system provides personalized recommendations on how to improve writing based on its language model. By applying Chat GPT's suggested edits and revisions to their work, students can develop skills to independently identify and correct issues in their own writing. Over time, integrating this collaborative process with Chat GPT while writing can allow students to become better writers. This finding also corroborates past research by (Styati & Irawati, 2020), who found that utilizing technology with various capabilities for writing elements can substantially impact writing quality. Chat GPT's processing speed can vary based on factors such as query complexity and volume. However, its advanced natural language processing model enables comprehending complex questions and delivering relevant instant responses (Deng & Lin, 2022). However, this teacher 3 also expressed doubts because Chat GPT is operated by robots rather than humans, conveying perceived negative impacts of using Chat GPT. As we know, the impact of using Chat GPT used by EFL students writing has both positive and negative impacts. Chat GPT generates text based on data available on the internet, including unverified or even inaccurate information. Another negative impact is students' inability to carry out critical analysis of the information they receive. They may rely on Chat GPT as a single source for answers without questioning the validity or reliability of the information. Educating students about digital literacy skills has become increasingly important. They should be taught how to identify trustworthy sources and verify information before using it. Educators can also provide concrete examples of the negative impacts that can arise as a result of relying entirely on Chat GPT as a source of information.

Theme three: Making students abuse this technology by cheating
Another reason says that Chat GPT will only make the student cheat. Because its use is easy to access, it makes students commit cheating.

> "I think that GPT Chat will make my students cheat. Because it's easy to get answers to questions that make them cheat." (Teacher 5, Interview)

In addition to potentially improving student writing quality, Chat GPT also has negative impacts. A major downside in education is the decline of students' writing abilities. With Chat GPT's capacity to generate cohesive, varied text, students may become reliant on this technology to finish written assignments, disregarding developing real skills like grammar, style, and creativity. In some cases, Chat GPT can directly

substitute teachers in explaining concepts or assisting with academic work. This can cause passive learning tendencies, as students may depend on Chat GPT to complete work without active thinking or peer interaction.

Teachers must take an active role in guiding learning and ensuring student intellectual engagement. Collaborative, interactive methods like group discussions, team projects, and hands-on activities should be encouraged. Also, teachers can use technology wisely, like leveraging Chat GPT to expand knowledge rather than replace instruction. AI should complement teachers, not substitute them. With thoughtful implementation, Chat GPT could provide supplementary writing support, while teachers focus on core instruction, facilitating interactive learning, and developing critical thinking. The key is for teachers to actively direct how tools like Chat GPT are incorporated into learning and monitor their impact. This balanced approach allows teachers to enhance education with technology while prioritizing development of students' skills. In the world of education, although Chat GPT has impressive capabilities, we should not ignore its negative impacts. Students' inability to carry out critical analysis of the information provided by Chat GPT can damage their ability to differentiate between valid and invalid information. In addition, students' dependence on Chat GPT to complete writing assignments can reduce the development of independent writing skills. Furthermore, if Chat GPT is used as a direct substitute for a teacher, students can become passive in learning and miss out on important social interactions.

In conclusion, the majority of responses were positive regarding the potential impact of using Chat GPT as a writing tool EFL students' writing, although each focuses on slightly different benefits. Chat GPT has the potential to be an invaluable tool for students who have difficulties with writing, including those with learning disabilities or those who are not native English speakers. Chat GPT can offer writing support, like recommending substitute words or expressions that convey similar meaning. It can also provide clarification of grammar rules and give examples of how to utilize particular words or phrases in context. This can be especially beneficial for students who require extra assistance with their writing to supplement their learning and language acquisition. The customized explanations and examples from Chat GPT can aid these students in improving their overall writing abilities.However, Teachers hasprovidesa warning about the potential for over-reliance on Chat GPT, and signals the importance of this maintain balance within themselves. Most expressed reluctance to use Chat GPT in the classroom, while others reported not using it at all or only using it occasionally when necessary. The majority of participants did not support a total ban on Chat GPT in the classroom. This is because many see several potential benefits of using Chat GPT. Likewise, the use of Chat GPT is positive.

The most frequent worries raised were the potential for cheating and plagiarism, as well as disruption or distraction from traditional learning settings. Also, making students lazy about studying due to the ease provided by Chat GPT. Consistent with findings by (Faiz & Kurniawaty, 2023), the use of Chat GPT in education presents an ethical challenge, requiring consideration of the impacts of reliance without critical filtering. In summary, key concerns were cheating, plagiarism, interference with conventional classrooms, and reduced student effort due to Chat GPT's convenience, highlighting ethical issues of dependence without critical evaluationWhile AI tools like Chat GPT have benefits for student writing, there are also worries about their potential impact on developing writing skills. Some fear that the use of AI, especially Chat GPT, may discourage students from learning how to write well on their own. If students depend heavily on AI to fix errors, they may not learn how to independently identify and correct mistakes. Additionally, there is a risk that students could become over-reliant on AI, hindering their ability to cultivate critical thinking, creativity, and analytical skills. Without learning proper writing techniques, students may struggle with organizing thoughts, conveying complex ideas, and expressing originality. While AI can provide useful assistance, experts caution that it should complement rather than replace traditional writing instruction and practice.There are also worries that Chat GPT may be utilized to automatically generate essays or academic papers. Students could then submit these as original work (Kasneci et al., 2023;Cotton et al., 2023 in Muna et al., 2023). Also, the findings of (Shidiq, 2023)state that the use of Chat GPT is the challenge is for the world of education which provides many conveniences so that reduces the originality of the work, and tends to be uncreative. In fact, potential benefits of using Chat GPT in higher education settings are great, including improved lesson

planning and the ability to provide timely feedback to students. Risks associated with using Chat GPT include the potential for cheating and plagiarism, as well as disruption or disruption of traditional learning environments. Potential strategies to mitigate the risks of Chat GPT include enhancing monitoring of student use, creating clear guidelines, and articulating standards for students. (Zhao, 2022)contended that technology's usefulness stems not from the technology itself, but from how well its features are applied to enhance learning. This assertion is reinforced by other experts and previous research. For writing in a foreign language, utilizing tools with diverse capabilities has shown to be beneficial and productive, with positive effects on both knowledge and abilities (Choi, 2012; Styati & Irawati, 2020)

This research provides insight into the perspectives towards Chat GPT technology. It is important for teachers to consider the potential risks associated with the use of Chat GPT technology in higher education settings, as well as identify strategies to mitigate those risks while still capitalizing on its potential benefits. With increased understanding and knowledge about how to best use Chat GPT technology responsibly, educators can make informed decisions about how to best implement and use Chat GPT in their classroom. In summary, the emergence of artificial intelligence like Chat GPT has had a major influence on students' writing abilities. While AI tools present potential advantages for writing instruction, there are also worries regarding possible adverse effects on students' capacity to learn and improve their writing proficiency. Just as with any technology, it is crucial to utilize AI tools judiciously and conscientiously, weighing both the positives and negatives. Though AI can provide useful support, it is important not to completely replace traditional writing teaching and practice. Overall, a balanced approach is needed to ensure students can benefit from AI's help while still developing vital skills like critical thinking, creativity, and the ability to write independently. With prudent use, AI can complement writing instruction rather than hamper core skills.

CONCLUSION

This research found that all participants agreed Chat GPT can improve writing quality. Teachers cited benefits like easy access, querying abilities, and useful feedback. However, some negatives were laziness, cheating potential, and imperfect

accuracy since it's AI-powered. Teachers felt Chat GPT provides understandable word choices to choose from to enhance writing. It also enables easily obtaining answers and improving writing quality. Although Chat GPT's sources aren't highly accurate, teachers still found it good and useful, especially for students with limited English. Since Chat GPT lacks true reading comprehension, students should use it critically and with teacher guidance. Based on these findings, it is recommended that AI tools, particularly Chat GPT, be integrated into EFL classes in Indonesia. However, teacher supervision remains vital to ensure Chat GPT is used appropriately to meet learning objectives. While there are clear benefits, Chat GPT requires thoughtful implementation to maximize advantages and mitigate risks. With proper oversight and direction, Chat GPT can be a valuable asset to complement EFL writing instruction in Indonesia and assist students in improving their skills. But teachers must actively shape how this technology is utilized to avoid potential downsides. Overall, Chat GPT shows promise for EFL writing, but integration efforts must be deliberate and measured. Based on the findings, it is advised that EFL writing teachers integrate Chat GPT into their English language and writing instruction. Since this study had a narrow focus, future research should examine other facets of Chat GPT usage, like its impacts and difficulties related to research writing. Further work could provide a more comprehensive understanding of how to effectively leverage Chat GPT across diverse EFL writing contexts and purposes.

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