

EFL STUDENTS' FEELINGS IN USING CHATGPT FOR ENGLISH ESSAY WRITING

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By:

HABIBATUL KARIMAH

SN. 2521006

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2025

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 26 Juni 2025

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UIN KH. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi TBIG
di Pekalongan

Assalamu'alaikum Wr. Wb

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Judul : **EFL STUDENTS' FEELINGS IN USING CHATGPT FOR ENGLISH ESSAY WRITING**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

Pekalongan, 7 Mei 2025
Pembimbing Skripsi



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ACKNOWLEDGEMENTS

Alhamdulillah, All my Praise and gratitude go to the presence of Allah, the Almighty, for guiding me through every step of my journey. It is all by His divine will and endless mercy that I can stand here today, having reached this significant milestone in my academic life. Peace and blessing always be upon our Great Prophet Muhammad, peace be upon him, whose life and teachings illuminate hearts and guide souls around the world. In all sincerity and humility. I would like to express that this research could never have been completed without the support of many individuals who have offered their guidance, suggestions, encouragement, and support. Therefore, I would like to extend my deepest gratitude to all who have contributed in any way.

1. First, I would like to express my deepest gratitude to my beloved parents Mr. Supriyadi and Mrs. Masnah who have given guidance, warmth, countless prayers, and unconditional love more than the researcher could ask. And I would like to say the gratitude to my best sister Fidha, thank you for supporting and loving me.
2. I could not have undertaken this journey without Mrs. Isriani Hardini, S.S., M.A. Ph. D. As my supervisor. Thank you for supervising my thesis, and motivating me to finish this thesis by giving advice, feedback, comments, and corrections that have made learn many things in this journey. Her encouragement and expertise have shaped this thesis from the very beginning to its final form.
3. I would like to extend my sincere thanks to all lecturers and staff of the English Education Department who taught me and gave me knowledge about all the new things that I learned in academics.
4. To all parties involved in writing this research, which I cannot mention one by one. Thank you very much to all my friends for their support and motivation.
5. Last but not least, I want to say a big thank you to me. Thank you for working hard and not giving up until this thesis is finished. Keep working hard for other challenges in the future.

MOTTO

“Consequences, becoming a better person”

(Mom)

“This thesis is not perfect, but it is enough to make me graduate and get my S. Pd.
Bismillah for all the good things that are being fought for”.

(The Researcher)

“Success is Not Final, Failure is Not Fatal : It is The Courage to Continue That Counts”

(Winston Churchill)

“There is Only One Thing That Makes a Dream Impossible to Achieve: The Fear
of Failure”

(Paulo Coelho, The Alchemist)

ABSTRAK

Kemunculan ChatGPT dalam dunia pendidikan bahasa Inggris membuka peluang besar, khususnya bagi mahasiswa EFL dalam keterampilan menulis esai. Sebagian besar penelitian sebelumnya lebih banyak fokus pada potensi umum dan penggunaan ChatGPT dalam meningkatkan keterampilan menulis, bukan pada perasaan mahasiswa saat menggunakan ChatGPT dalam menulis esai bahasa Inggris. Oleh karena itu, penelitian ini penting untuk dilakukan untuk mengisi celah tersebut dengan mengeksplorasi secara mendalam perasaan mahasiswa EFL ketika menggunakan ChatGPT. Penelitian ini bertujuan untuk mengungkapkan perasaan mahasiswa dalam menggunakan ChatGPT saat menulis esai berbahasa Inggris. Secara spesifik, penelitian ini mengeksplorasi secara mendalam bagaimana perasaan mereka selama proses penulisan menggunakan teknologi tersebut. Peneliti menggunakan pendekatan kualitatif dengan desain *narrative inquiry*. Pengumpulan data dilakukan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik dari Braun dan Clarke dan teori penilaian dari Martin dan White. Partisipan dalam penelitian ini membagikan perasaan emosional mereka ketika menggunakan ChatGPT dalam menulis esai. Hasil penelitian mengungkapkan bahwa mahasiswa mengalami dua jenis perasaan yang kontras. Di satu sisi, mereka merasa senang, percaya diri, terdorong untuk terus menggunakan, dan puas karena ChatGPT membantu mereka dalam tahap pra-penulisan, menyusun kalimat, memberikan ide, serta meningkatkan kualitas tulisan. Namun, di sisi lain, mereka juga merasakan ketidaknyamanan, rasa kurang percaya diri, kekhawatiran akan ketergantungan, dan ketidakpuasan akibat informasi yang tidak akurat, hasil yang terasa kaku, serta fitur yang dianggap membingungkan. Secara keseluruhan, studi ini menyimpulkan meskipun ChatGPT dapat menjadi alat pendukung yang bermanfaat dalam menulis esai bahasa Inggris, mahasiswa dan pendidik harus tetap menyikapinya secara kritis, dengan memahami manfaat dan keterbatasannya secara seimbang.

Keywords: ChatGPT, Penulisan Essay, Perasaan Mahasiswa

ABSTRACT

The emergence of ChatGPT in the world of English education opens up great opportunities, especially for EFL students in essay writing skills. Most of the previous studies have focused more on the general potential and use of ChatGPT in improving writing skills, not on students' feelings when using ChatGPT in writing English essays. It is important to fill this gap by exploring in depth the feeling of EFL students when using ChatGPT. This study aims to uncover students feelings in using ChatGPT while writing English essays. More specifically, it explores in depth how they felt during the writing process using the technology. The researcher used a qualitative approach with a narrative inquiry design. Data were collected through semi-structured interviews and were analyzed using Braun and Clarke's thematic analysis and Martin and White's appraisal theory. Participants in this study shared their emotional feelings when using ChatGPT in writing essays. The results revealed that students felt two contrasting types of feelings. They felt happy, confident, encouraged to continue using, and satisfied because ChatGPT helped them in the pre-writing stage, structuring sentences, providing ideas, and improving the quality of writing. However, they also felt discomfort, lack of confidence, fear of dependency, and dissatisfaction due to innaccurate information, stilted results, and features they found confusing. Overall, the study suggests that while ChatGPT can be a useful support tool in writing English essays, students and educators should still approach it critically, understanding its benefits and limitations in a balanced way.

Keywords: ChatGPT, Essay Writing, Students' Feelings

PREFACE

In the name of Allah, the Almighty, the Most Gracious and the Most Merciful, who has blessed me with the strength, patience, and clarity to complete this thesis. Peace and Blessing always be upon our Great Prophet Muhammad, peace be upon him, whose teachings continue to inspire and guide hearts throughout generations. After months of study, reflection, and research, the researcher hereby presents this thesis title entitled **“EFL STUDENTS’ FEELINGS IN USING CHATGPT FOR ENGLISH ESSAY WRITING”** as one of the requirements to obtain a Degree of *Sarjana Pendidikan* in the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan. This thesis is humbly presented as the researcher’s small but sincere contribution to academic development, with the hope that it may benefit future readers, researchers, and students. Criticism and suggestions are sincerely welcomed for the improvements of this work. Therefore, the researcher would like to express his deepest gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., as the Dean of Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
3. The Head and the Secretary of the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A. and Mrs. Eros Meilina Sofa, M.Pd.
4. Mrs. Isriani Hardini, S.S., M.A. Ph. D., as the Thesis Supervisor who has given the researcher patient guidance, insightful feedback, and steadfast support.

5. All lecturers and staff of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, who have provided knowledge, information, and experience.
6. The researcher's beloved family and friends who provided endless support, prayer, advice, and encouragement in writing this thesis.

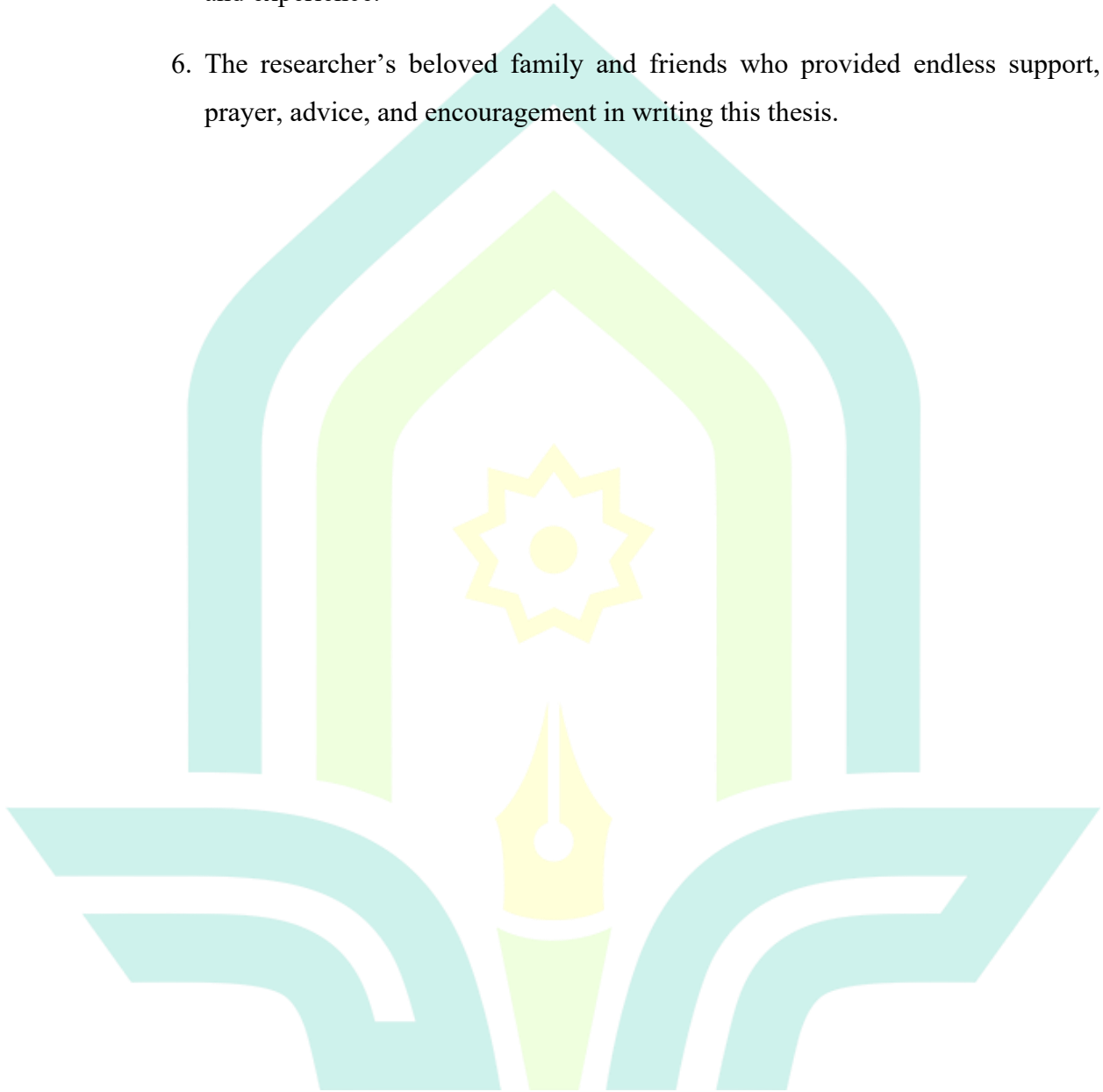


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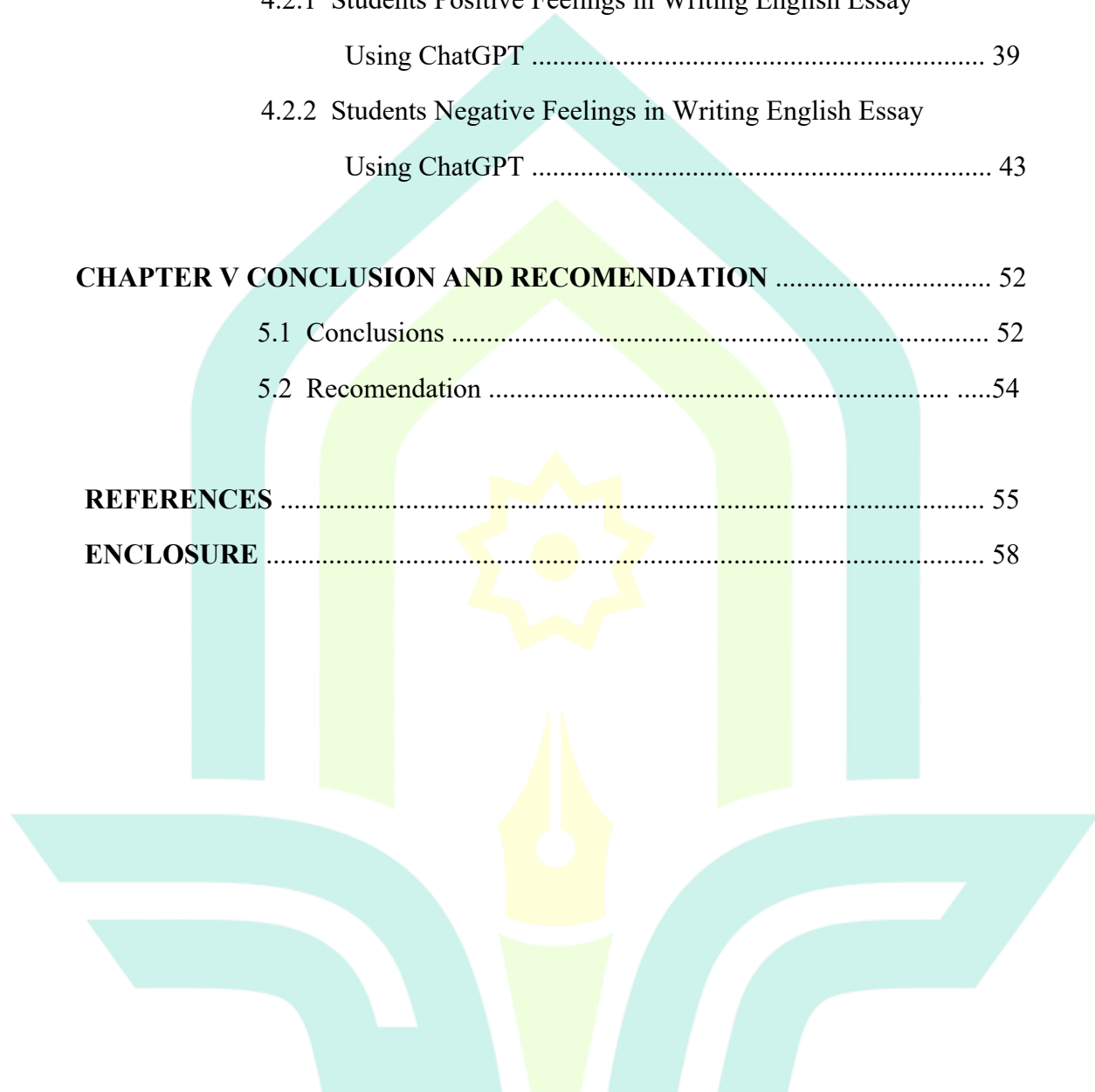


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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Along with technological advances, education is undergoing a shift and transformation. Education and technology influence each other. Technology has influenced changes in education, and education has also influenced technological advances (Potasheva 2019). In this digital era, education faces the challenge of digital transformation that impacts universities and other educational institutions (Anderson et al., 2023). In line with this, findings from Garcia-Penalvo (2023) show that one of the significant innovations in recent years is the emergence of artificial intelligence (AI) which has attracted much attention for its potential to revolutionize educational practices. According to Russell & Norvig (2016), AI is generally intended to act as a virtual assistant, facilitating and simplifying human tasks.

One interesting AI-based technology is ChatGPT (Generative Pre-trained Transformer). The Generative Pre-trained Transformer (ChatGPT) developed by OpenAI launched in November 2022, is one of the applications developed within this framework (Cotton et al., 2023). ChatGPT is attracting increasing attention in the field of English language education, especially in the field of English as a foreign language (EFL). In the field of English as a Foreign Language (EFL) education, ChatGPT plays an important role as an innovative and interactive language learning medium. As stated by Subiyantoro, et al. (2023) in their research mentioned that ChatGPT can play an important role in personalizing the learning experience, providing real-time feedback, and increasing student motivation. In addition, ChatGPT can also support students in their learning

journey by providing some relevant information, resources, and guidance (Gokcearslan et al. 2024). ChatGPT is also available anytime, which offers students the flexibility to engage in language practice whenever and wherever they want. Overall, ChatGPT serves as an easily accessible tool in the EFL student's journey and encourages an immersive learning experience by transcending classroom boundaries.

According to Fitria (2021), the development of Artificial Intelligence (AI) in the form of ChatGPT in the field of education can help the process of daily activities, including teaching and learning activities. This artificial intelligence-based ChatGPT provides a dynamic platform to train and improve their English skills. One of the skills that can be built in learning activities with technology when learning English is writing skills. In recent years, ChatGPT has become an important tool to improve students' writing ability (Zulfa et al., 2023).

In the world of English education, essay writing courses are often an important and mandatory part of the curriculum at various universities. In the context of essay writing, ChatGPT, as an AI-based language model, has an important role to play. ChatGPT can assist in grammar checking, providing writing suggestions, and offering constructive feedback that can improve the quality of student writing. ChatGPT can be an effective tool for correcting writing errors and developing writing skills (Veddayana et al., 2023). However, the reality is that the phenomenon of using ChatGPT in essay writing can also be a threat because it can expand plagiarism and cheating through unwise use of ChatGPT (Tlili et al., 2023) This can change the values of moral or academic education in the learning process of student writing.

The use ChatGPT has now become commonplace among students, including at a university in Pekalongan, Central Java, where some students utilize it in writing essays. What is interesting to find is that the use of ChatGPT is often not accompanied by careful consideration of its impact on their own essay writing ability. Instead, some students felt that ChatGPT made writing essays easier and more enjoyable.

The researcher is interested in examining the feelings of EFL students who have used ChatGPT as a medium for students to learn to understand English essay writing and that it will help students be able to write English essays well. This research is expected to answer the question about EFL students' feelings toward English essay writing in one of the universities in Pekalongan.

1.2 Formulation of the Problems

This research provides one research question. The researcher explores **“How do EFL students feel when they write English essays using ChatGPT?”** By employing this formula, the researcher hopes to know more about EFL students' feelings about ChatGPT towards English essay writing.

1.3 Operational Definition

The researcher offers the following research-related definitions to help minimize misunderstandings regarding the terms used in this study.

1. ChatGPT : Artificial intelligence (AI) designed to be able to interact with humans through text. According to Setiawan & Luthfiyani (2023), this machine has the ability to use natural language processing (NLP) technology that can answer human questions in the form of text (called prompts) typed in the application.

2. Writing Essay : A form of written communication used to convey ideas, arguments, or analyses in a structured manner. According to Lubis (2017), writing essays is essential for developing critical thinking skills in students, which enables them to contribute positively to social issues by expressing innovative ideas in written form.

3. Students' Feeling : Feeling is a sensation that has been checked against previous experiences and labelled (Shouse, 2005)

1.4 Aim of the Research

Based on the problems that has been described, this research aim to find out more about students' feelings about the use of ChatGPT towards English essay writing.

1.5 Significances of the Research

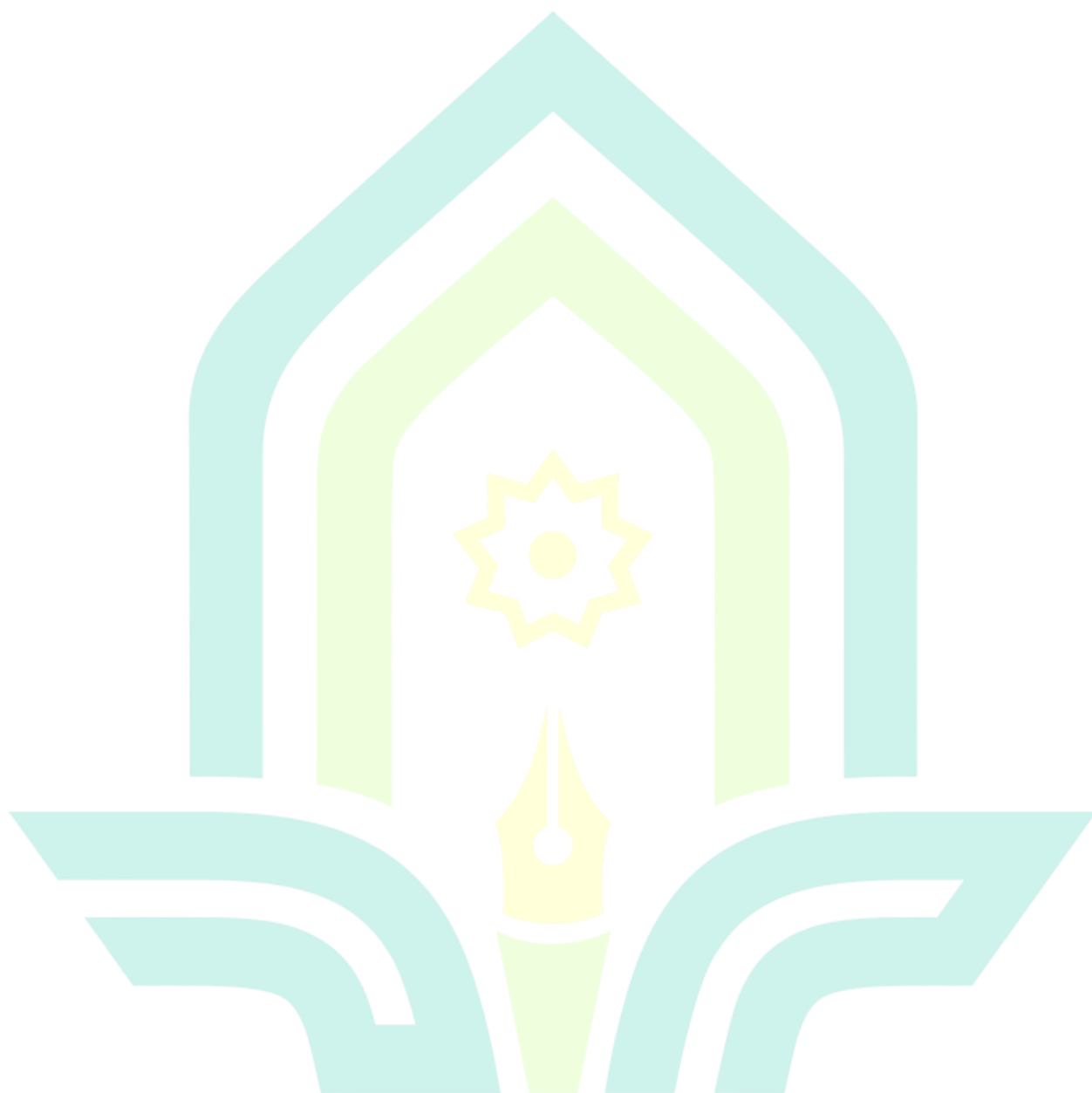
The significances of the research are as follows:

1.5.1 Theoretical Significance: This research can be useful in developing Martin and White's feeling theory especially in the area of feeling affect. This research also involves other supporting theories related to the stages of essay writing from Barrot (2023).

1.5.2 Empirical Significance: This research is expected to provide empirical insights to readers, especially teachers, regarding the feelings of students who have used ChatGPT as a writing English essays.

1.5.3 Practical Significance: This research is expected to provide information about students' feelings about the use of ChatGPT in learning to write English essays.

Thus, readers, especially teachers can find out the students' feelings caused when writing English essays using ChatGPT.



CHAPTER V

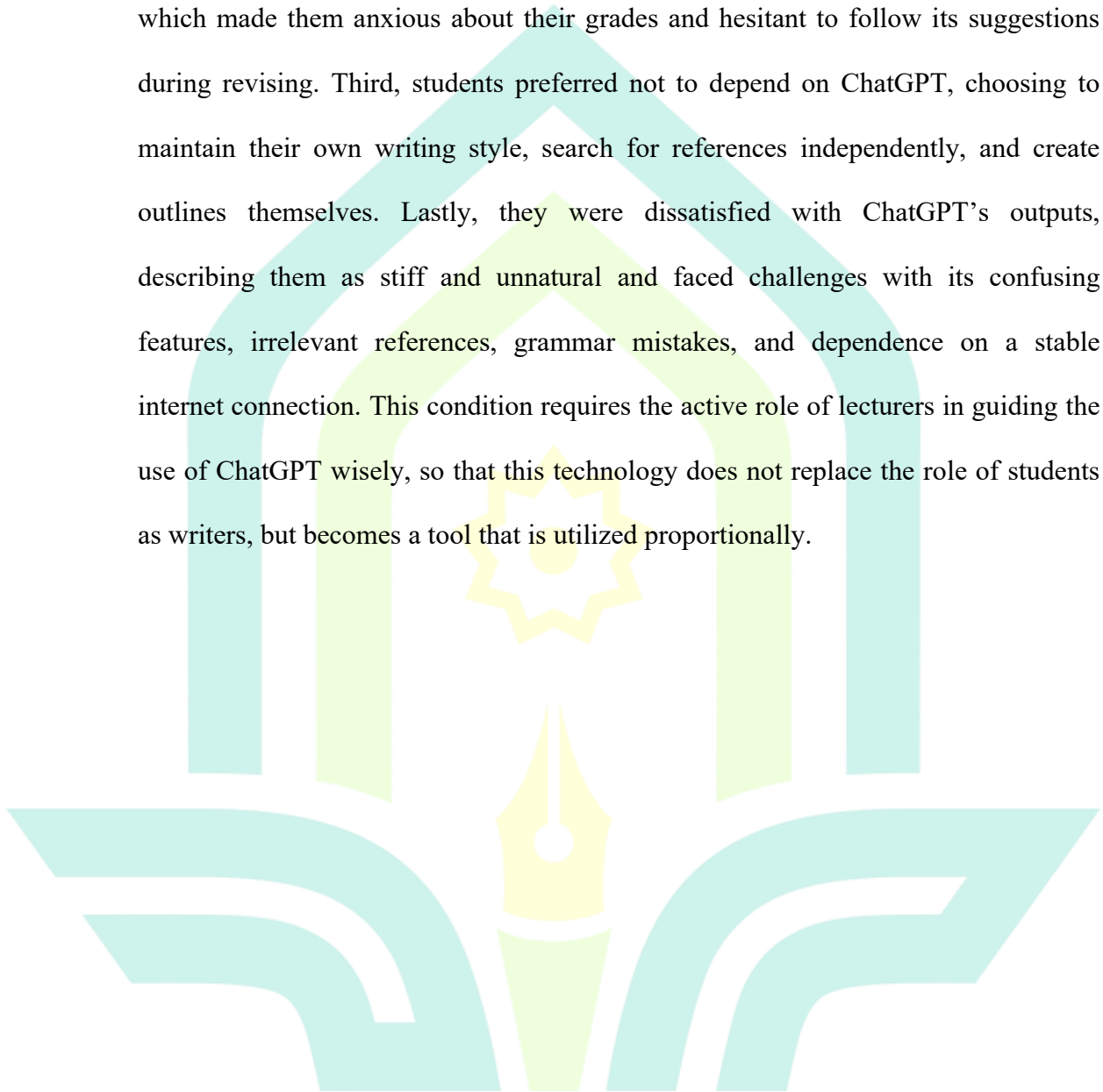
CONCLUSION AND RECOMENDATIONS

5.1 Summary of the Findings

Based on the results and discussion in the previous chapter, The researcher found four positive feelings experienced by students when writing essays using ChatGPT: happiness, security, inclination, and satisfaction. First, students felt happy because ChatGPT helped them start writing, gave new ideas, improved sentence construction, and made learning English more enjoyable and motivating. Second, they felt secure and confident as ChatGPT provided structured examples, useful references, and assistance in checking, revising, and refining their essays. Third, students showed a strong tendency to keep using ChatGPT because of its convenience, especially in outlining essays during the prewriting stage, which also helped improve their writing skills. Finally, they felt satisfied with the quality of their essays, as ChatGPT supported idea generation, sentence coherence, and logical argumentation, making the writing process smoother and the results better. This opens up opportunities for educators to integrate ChatGPT as a supporting tool in learning to write, while still guiding students to develop their creativity and critical thinking skills. That way, ChatGPT is not only utilized as a practical tool, but also as a companion tool that enriches the learning process of writing.

However, researchers also found four negative feelings students experienced when using ChatGPT for essay writing: unhappiness, insecurity, independence, and dissatisfaction. First, students felt unhappy when ChatGPT gave incorrect or

irrelevant information, which made them spend more time editing. They also worried about relying too much on ChatGPT, fearing it would hinder their thinking skills. Second, they felt insecure because they doubted the accuracy of ChatGPT's content, which made them anxious about their grades and hesitant to follow its suggestions during revising. Third, students preferred not to depend on ChatGPT, choosing to maintain their own writing style, search for references independently, and create outlines themselves. Lastly, they were dissatisfied with ChatGPT's outputs, describing them as stiff and unnatural and faced challenges with its confusing features, irrelevant references, grammar mistakes, and dependence on a stable internet connection. This condition requires the active role of lecturers in guiding the use of ChatGPT wisely, so that this technology does not replace the role of students as writers, but becomes a tool that is utilized proportionally.



5.2 Recommendation

This study still has many weaknesses and needs further improvement in various aspects. Therefore, the researcher suggests that future research can explore more deeply the feelings of EFL students in writing English essays, not only limited to the use of ChatGPT as a medium. Perhaps there are many other media that can be explored to understand students' feelings in writing English essays. In addition, although this study involved EFL students who used ChatGPT as research subjects, other researchers can expand by examining the feelings or experiences of teachers who use ChatGPT as a medium to teach English essay writing. For further research, the researcher would also like to suggest future researchers to expand this study with different topics or methods.

In addition, future researchers can examine students' feelings towards the use of ChatGPT with other theories about its use in English essay writing. Finally, the researcher hopes that this research can be used as a reference by tutors or teachers to help in teaching English and hopes that this research can also be used as a reference by students to help in learning English, especially in English essay writing.

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