

Utilization of Chat Generative Pre-Trained Transformer (ChatGPT) in Essay Writing Among English Major Students in a Philippine State University

Lorenze Anne C. Himarangan¹, Shara Joy P. Constantinopla²

College of Education, Arts and Sciences, University of Southern Mindanao-
Kidapawan City Campus, Sudapin, Kidapawan City^{1, 2}
hlorenzeanne@gmail.com¹, sjconstantinopla@usm.edu.ph²

APA Citation:

Himarangan, L. A. C., & Constantinopla, S. J. P. (2026). Utilization of Chat Generative Pre-Trained Transformer (ChatGPT) in Essay Writing Among English Major Students in a Philippine State University. *EDUCASIA*, 11(3), 195-209. doi: <http://dx.doi.org/10.21462/educasia.v11i3.464>

Abstract

This descriptive qualitative research aimed to discover the reasons behind using ChatGPT in essay writing and the tool's functions in writing among third-year Bachelor of Secondary Education major in English students at the University of Southern Mindanao, Kidapawan City Campus, Philippines. The researcher considered the Technology Acceptance Model by Fred Davis (1989), following the Theory of Reasoned Action concept by Fishbein and Ajzen (1975), highlighting perceived usefulness and ease of use. Moreover, Jerome Bruner's Scaffolding Theory is another foundation of the study. Lastly, the Social Constructivism Theory by Lev Vygotsky (1968) also became paramount in the investigation. Fifteen participants were invited to be part of the research. Ten participants went through in-depth interviews, and the remaining five were subjected to a focused-group discussion with the help of interview guide questionnaires validated by three experts. The researcher employed thematic analysis to extract the main points in the investigation. The result of the study revealed six themes. The themes under the first research question, which were the reasons behind the students' utilization of the tool in their essay writing, were: *Streamlines the Essay Writing Process, Offers Convenience in Essay Writing, and Personalizes Output and Handles/Avoids Plagiarism*. Moreover, the second research question answered the functions of ChatGPT in students' essay writing were: *One-click-away Writing Buddy, Tool for Faster Essay Structuring and Outlining, and Tool for Idea Generation*.

Keywords: *Academic Writing, Artificial Intelligence, ChatGPT, Essay Writing, Technology Acceptance Model*

1. INTRODUCTION

Chat Generative Pre-trained Transformer, commonly known as ChatGPT, is familiar to every student. The OpenAI research company produced this tool in November 2022 (Hetler, 2023). It includes features that allow it to create text that can be helpful for many people because it can mimic human writing. ChatGPT can respond to inquiries and provide human-like answers, saving users time when looking for information. Since ChatGPT makes them more productive and effective, users have become addicted to it (Sundar & Mok, 2023).

Industrial Revolution 4.0 impacts today's educational system, or Education 4.0, which increases students' connection with technology. Although ChatGPT is a fantastic tool for students to use when writing, there are drawbacks, particularly for college students. The use of ChatGPT is gradually altering the way that students learn (Delmigani, 2023) since a lot of them would rather get their answers from the internet than create them on their own. In an Asia Society (2024) article, Ligot, a director of Data Ethics PH, stated that AI can only respond to queries depending on its programming, which poses a risk to educational institutions. On the other hand, ChatGPT has proven beneficial in higher education. As stated in a study by Fauzi et al. (2023), ChatGPT increases college students' efficacy and productivity. One more study by Caratiquit, K. Caratiquit, J. (2023) showed that ChatGPT supports students' academic performance.

Numerous pieces of research evidence indicate the advantages of ChatGPT in the education process. For instance, this tool increases productivity and efficiency, making it easier for students to do their academic work (Fauzi et al., 2023; Caratiquit & Caratiquit, 2023). The application also facilitates idea generation and helps structure the information by creating better sentences, thus contributing to academic success (Javaid et al., 2023; Dempere et al., 2023). It also acts as a writing partner that aids in overcoming some common difficulties, such as writer's block and structuring problems (Imran & Almusharraf, 2023; Mehta et al., 2024). Paraphrasing can serve to make ChatGPT usage more ethically correct. In particular, using this approach, learners would be able to rephrase and rewrite the text while preserving its core meaning to avoid plagiarism and improve understanding (Emran et al., 2024). Paraphrasing will also provide an opportunity to convey ideas according to one's personal writing style (Hans, 2017).

At the same time, there is much controversy concerning the use of ChatGPT in academic work. For example, its overuse might harm students' abilities to think critically and independently, as well as hinder the creation of original texts (Delmigani, 2023; Islam & Islam, 2023). There are also some issues related to the problem of misinformation, inaccurate information provided by AI, and academic integrity violations (Sok & Heng, 2023; Blose, 2023).

Modern research considers the implications of ChatGPT in educational settings. In particular, there is analysis regarding the influence of using ChatGPT on students' academic performance, motivation, and productivity, as well as writing quality (Caratiquit & Caratiquit, 2023; Dempere et al., 2023; Javaid et al., 2023). Issues such as excessive reliance on the technology, cheating, misinformation dissemination, and reduced critical thinking skills are also raised in some sources (Islam & Islam, 2023; Sok & Heng, 2023). Such sources may provide valuable insights into the meaning of ChatGPT in an educational

Himarangan and Constantinopla, *Utilization of Chat Generative Pre-Trained Transformer (ChatGPT)* context, although they lack any consideration of the reasons why ChatGPT is used.

There is only limited research conducted qualitatively that addresses how ChatGPT is used by students in writing essays and the function of the application according to the experiences of those involved. Research done mostly tackles concepts related to artificial intelligence in general and its impact on performance, instead of understanding the reason behind its usage and how ChatGPT aids in the writing process. The lack of relevant literature on this issue becomes evident within Philippine higher education, wherein there are limited studies done concerning English major students.

The study is anchored on the Technology Acceptance Model (Davis, 1989), which explains users' adoption of technology based on perceived usefulness and ease of use. It is also supported by Bruner's Scaffolding Theory and Vygotsky's Social Constructivism Theory, which emphasize guided learning and interaction in knowledge construction.

While there have been an increasing number of studies regarding ChatGPT used in education, only a few focus on the reasons why students choose to utilize ChatGPT in their essay writing and the role it serves in the essay-writing process. Likewise, there have been limited numbers of studies that focus on English-major students in Philippine universities. In order to address this, this study focused on investigating why students utilize ChatGPT in essay writing and its role in the writing process among BSSE Major in English third year students in USM-KCDCP, Philippines.

This study aimed to explore the reasons behind students' utilization of ChatGPT in essay writing and to examine its functions in the writing process. Specifically, it sought to answer the following questions:

1. What reasons do students have for utilizing ChatGPT in essay writing?
2. What are the functions of ChatGPT in students' essay writing?

2. LITERATURE REVIEW

Nowadays, many educational specialists explore the role of ChatGPT in facilitating educational processes. Specifically, according to the results of research, this technology facilitates students' ability to write better and more effectively, generating scholarly responses in accordance with the principles of critical thinking (Jdioguardi, 2023). At the same time, it is convenient for teachers since it gives an opportunity to access various resources and develop lesson plans and activities (Blose, 2023; Kasneci et al., 2023).

Despite its advantages, using ChatGPT as an educational instrument has some challenges as well. First of all, there are issues related to ChatGPT being ineffective if used incorrectly and causing problems with academic integrity (Sok & Heng, 2023). Secondly, the use of this application raises concerns about the increase in cases of plagiarism and over-reliance on the generated content. In turn, sometimes it produces incorrect information that should be critically evaluated by learners (Blose, 2023).

As an educational tool, ChatGPT is viewed both positively and negatively in the works of different scholars. On the one hand, its flexible features make it popular among students as well as allow creating texts that look human-made (AlAfnan et al., 2023). According to Lock (2022), it is easy to learn how to simulate natural writing. On the other hand, such extensive use of this application requires further investigation of its influence on learning outcomes and practices.

This AI is also useful in stimulating critical thinking since it generates correct and informative responses if prompt questions are asked. Assigning specific roles to ChatGPT (being a teacher or a student) helps to enhance learning outcomes and stimulate analytical thinking (Guo & Lee, 2023). However, excessive dependence on this application may cause difficulties for learners in generating their own ideas and thoughts, which leads to the issue of academic integrity and learning practices (Islam & Islam, 2023).

Furthermore, the use of ChatGPT is beneficial when it comes to academic writing because it facilitates this process. Specifically, learners can benefit from getting help in formulating ideas, correcting grammatical mistakes, and building correct sentences with the help of feedback provided by the program (Javaid et al., 2023). Moreover, ChatGPT generates structured and scholarly responses that facilitate students' writing skills (Dempere et al., 2023). According to scholars, it makes a positive contribution to students' creative and cognitive outcomes as well as stimulates learners' motivation for participating in academic activities (Shehri et al., 2023; Caratiquit & Caratiquit, 2023). Although it is helpful for learners, it may affect their independence in writing negatively (Baron, 2023).

At the same time, paraphrasing plays an important role since this technique allows making the most of this AI. Paraphrasing is the process by which information is restructured, but its essence does not change. The literature proves that paraphrasing ChatGPT responses improves the quality of students' comprehension and writings as well as reduces their likelihood of engaging in plagiarism (Emran et al., 2024). It is helpful in learning and applying knowledge to new situations (Hans, 2017).

However, it is worth mentioning that paraphrasing is a rather complicated activity. For instance, it requires sufficient comprehension of the material that should be rephrased; otherwise, patchwork writing occurs (Na & Nhat Chi Mai, 2017; Chiu, 2022). In studies assessing ChatGPT's paraphrasing abilities, it has become evident that this application reduces the level of plagiarism among students. However, its output differs depending on the prompt and text length (Amini-Salehi et al., 2023).

To sum up, the literature shows that this artificial intelligence significantly benefits academic writing since it helps learners to formulate ideas, generate correct sentences, and improve their writing skills. Nevertheless, it also poses certain risks, namely, the reduction of creativity and writing independence, as well as increases in cases of plagiarism. Therefore, using this AI tool in education requires critical evaluation and the development of paraphrasing skills among learners.

3. RESEARCH METHODOLOGY

The Research Methodology section describes the complete method used for the qualitative study. It outlines the research design and the researcher's role. It also discusses the participants, materials, and processes for data collection and analysis. Trustworthiness and ethical considerations are carefully addressed. These components ensure the study is conducted with integrity and reliability.

3.1. Research Design

This research employed a descriptive-qualitative approach to gain a detailed understanding of the phenomenon. It involved collecting non-numerical data, mainly through interviews, to uncover the underlying causes. This method enabled a thorough and insightful exploration of the topic.

This study focused on uncovering the motivations and reasons why students use ChatGPT for their essay writing. The researcher aimed to understand the underlying factors that drive students to choose this tool, such as its perceived benefits or ease of use. Additionally, the study explored ChatGPT's different functions and how these functions support essay writing processes.

3.2. Participants of the Study

This descriptive-qualitative study involved interviewing fifteen people from third-year students in the Bachelor of Secondary Education major in English at the University of Southern Mindanao, Kidapawan City campus. Ten individuals participated in the in-depth one-on-one interviews, while the other five participated in the focused group discussions. This series of interviews was conducted through Google Meet.

The snowballing technique, proposed by Coleman and Goodman and used to study patterns or experiences of people in a social network, as cited by Johnson (2014), in which the participant recruits another person to participate in the study (Nikolopoulou, 2022), was employed to attract participants.

3.3. Instruments

The researcher used an interview guide questionnaire during the interviews to maintain a methodological approach to information gathering. Mobile audio recording was also used to preserve participant responses for transcription thereafter. Furthermore, throughout the interview process, the researcher prioritized providing participants with a comfortable virtual environment.

3.4. Data Analysis Techniques

The analysis of the transcribed data from the audio recordings conducted in the semi-structured interviews of the English pre-service participants was done through the use of thematic analysis. According to Braun and Clarke (as cited in Ahmed et al., 2025), qualitative data analysis requires a six-phased method of analysis: familiarization with the data, generation of codes, search for themes, review of themes, definition and naming of themes, and reporting.

In the first phase, the researcher sought to familiarize himself or herself with the raw data by reading the transcribed interview repeatedly. Familiarization helps the researcher to get preliminary insights as well as early interpretative ideas regarding the data.

Generation of codes is a process that involves splitting the data into smaller pieces of statements and ideas, both explicit and implicit. This helps the researcher to generate some insights about the data.

Search for themes involves grouping the generated codes into different categories. In addition, the process helps the researcher to identify patterns in the codes in relation to the research focus.

Reviewing themes is concerned with the scrutiny of each of the themes in order to establish its distinctiveness and consistency. The themes need to be refined in relation to whether or not they are to be combined or divided. The definition and naming of themes involve the researcher giving a final form to each of the themes by giving it a definition and an appropriate name.

Lastly, in writing the report, the researcher organizes all the identified themes in a manner that presents the findings effectively to the readers.

4. RESULTS

The findings of this descriptive qualitative study were derived from in-depth interviews and focus group discussions, analyzed through thematic analysis. Six major themes emerged, organized according to the research questions: (1) reasons behind students' utilization of ChatGPT in essay writing and (2) functions of ChatGPT in the writing process. These themes reflect the significant role of ChatGPT in supporting students' academic writing practices.

4.1 Reasons Behind Students' Utilization of ChatGPT in Essay Writing

The analysis of interview and focus group discussion data revealed three major themes that explain students' utilization of ChatGPT in essay writing: (1) Streamlining the Essay Writing Process, (2) Offering Convenience in Essay Writing, and (3) Personalizing Output and Managing Plagiarism. These themes demonstrate how students perceive ChatGPT as a practical writing support tool in accomplishing academic writing tasks.

4.1.1 Streamlining the Essay Writing Process

It was established that students perceived ChatGPT as a facilitator, which made the process of writing an essay easier and quicker. Indeed, participants highlighted that ChatGPT enables students to accomplish their assignments faster.

As Syntea shared:

"ChatGPT helped me finish my work in just a short period of time." (IDI#Syntea)

Similarly, Turnitin stated:

"The interface is user-friendly, which made the essay writing process very smooth." (IDI#Turnitin)

Liner also explained:

"ChatGPT is really a time-saver and allows me to do my other pending tasks." (FGD#Liner)

These responses indicate that students view ChatGPT as a means of reducing the time and effort required in essay writing.

4.1.2 Offering Convenience in Essay Writing

Another reason students utilize ChatGPT is the convenience it provides during the writing process. Participants explained that the tool helps them manage workloads, organize ideas, and construct essays more easily.

Gemini remarked:

"I decided to use ChatGPT to make things easier." (FGD#Gemini)

Canva shared:

"I use ChatGPT to make my tasks easier since I am bombarded with paperwork." (IDI#Canva)

Coursera added:

"I use ChatGPT in my essay writing to easily construct essays and have the correct sentence structure." (IDI#Coursera)

These narratives suggest that students appreciate ChatGPT because it reduces the burden associated with academic writing tasks.

4.1.3 Personalizing Output and Managing Plagiarism

Participants also reported using ChatGPT-generated content as a reference that they subsequently modify, paraphrase, and personalize according to their own writing style.

Canva explained:

"It's like I just get the gist of it and paraphrase it." (IDI#Canva)

Likewise, Coursera stated:

"I paraphrase to make it more personalized according to my strengths." (IDI#Coursera)

SciSpace shared:

"I read, comprehend, and change those very unfamiliar words." (FGD#SciSpace)

These findings reveal students' efforts to adapt AI-generated content into outputs that reflect their own understanding and writing style.

4.2 Functions of ChatGPT in Students' Essay Writing

Three themes emerged regarding the functions of ChatGPT in students' essay writing: (1) Writing Companion, (2) Tool for Faster Essay Structuring and Outlining, and (3) Tool for Idea Generation.

4.2.1 Writing Companion

Participants frequently described ChatGPT as a readily accessible companion that assists in the writing process.

Canva stated:

"I can describe ChatGPT as my co-buddy since ChatGPT is always there to help me." (IDI#Canva)

Synteia shared:

"In just a few clicks, I can use it already." (IDI#Synteia)

Liner added:

"ChatGPT is my writing buddy that I can ask for help easily." (FGD#Liner)

Students viewed ChatGPT as a supportive resource that is readily available whenever writing assistance is needed.

4.2.2 Tool for Faster Essay Structuring and Outlining

Students reported that ChatGPT assists them in organizing their essays by providing frameworks, suggestions, and initial directions.

Turnitin explained:

"It helps me get a clear picture of what I want to say right from the very start." (IDI#Turnitin)

Synteia remarked:

"It provides a good starting point." (IDI#Synteia)

Duolingo added:

"It offers quick and relevant suggestions, which is important." (IDI#Duolingo)

The findings indicate that ChatGPT supports students in organizing ideas and constructing coherent essay structures.

4.2.3 Tool for Idea Generation

Participants also identified ChatGPT as a valuable source of ideas and inspiration during essay writing.

Liner stated:

"ChatGPT helps me brainstorm ideas easily by suggesting topics and different angles I might not have considered." (IDI#Liner)

Grammarly shared:

"It helps me brainstorm ideas or gain suggestions for my essay by giving me ideas and statements for my essay." (IDI#Grammarly)

Turnitin added:

"It prompts me to think more creatively about my essays, like thinking outside the box." (IDI#Turnitin)

These responses demonstrate ChatGPT's role in helping students generate ideas and explore alternative perspectives in academic writing.

5. DISCUSSION

This research aimed to find out why students use ChatGPT when writing their essays and what its functions are while doing that. It can be concluded from the research that students find ChatGPT useful for academic writing because it increases their efficiency

and helps generate new ideas and organize their writing. In this section, the findings of the research will be explained using the theories of the Technology Acceptance Model (Davis, 1989), Scaffolding Theory (Bruner, 1970), and Social Constructivism (Vygotsky, 1968).

5.1 ChatGPT as a Tool for Efficiency and Convenience in Essay Writing

As seen from the results, students prefer using ChatGPT since it makes the process of writing easier and more convenient. They perceive the tool as helpful and efficient, as it saves time, reduces academic workload, and simplifies the writing process. This corresponds with the Technology Acceptance Model proposed by Davis (1989) in terms of the concepts of usefulness and ease of use. When the use of any technology is considered useful and easy for a particular task, its application increases.

These results coincide with those of Fitria (2023). He states that ChatGPT provides fast and efficient access to information that can be used for different purposes. In addition, according to Cao (2023), ChatGPT provides instant responses that are possible without much searching and analysis of the information obtained. Thus, in terms of academic writing, such a feature is crucial as it increases productivity and efficiency of the writing process.

Dempere et al. (2023) also report that ChatGPT contributes to better academic performance by facilitating writing tasks and providing structured answers. Furthermore, as stated by Song and Song (2023), writing assistance provided by AI tools leads to improved content generation and structuring. Therefore, all results presented above prove that the use of ChatGPT can simplify academic work for students due to efficiency and convenience.

5.2 Personalization, Paraphrasing, and Academic Integrity

The use of ChatGPT output as a reference source and subsequent modification of information can be regarded as another result. Participants of the research mentioned that the use of ChatGPT was associated with understanding, restructuring, paraphrasing, and personalizing the content obtained.

Emran et al. (2024) agree with this opinion, stating that paraphrasing ChatGPT output helps to learn new things and understand them in depth, as well as increases writing skills and minimizes plagiarism risk. In his turn, Hans (2017) emphasizes that paraphrasing allows us to present ideas in one's own words. Thus, the participants of this study became contributors to the development of knowledge.

The findings also prove the concept of Scaffolding Theory, suggested by Bruner. According to this theory, providing a learner with additional supports that help to accomplish something he or she cannot do otherwise is extremely important. ChatGPT can be considered a support tool that helps students to develop ideas further and think critically in regard to the output generated.

Finally, Vygotsky's Social Constructivism Theory assumes that social interaction and guidance lead to knowledge acquisition. Therefore, ChatGPT should be perceived as a technological means for obtaining new knowledge and improving writing skills.

However, although paraphrasing ChatGPT's response is essential to maintain originality, this approach can be useless in terms of promoting academic integrity.

5.3 ChatGPT as a Writing Companion

The use of ChatGPT as an instant writing assistant that gives a helping hand when needed also constitutes one of the results of the current study. The participants referred to ChatGPT as a "writing buddy" that could be available anytime and provide help when some writing problems appear.

Similarly, Imran and Almusharraf (2023) state that ChatGPT is a very useful writing assistant that contributes to students' success in academic writing. In addition, Innaci and Jona (2024) state that the usage of writing assistants based on AI can significantly increase writing performance because the students get a scaffold and are supported throughout the whole process.

Thus, the availability and instantaneity of the response received from ChatGPT reduce the level of isolation that usually takes place when doing academic writing.

Mehta et al. (2024) mention that ChatGPT helps to solve various issues connected with writing, such as writer's block and lack of inspiration, etc. In other words, ChatGPT provides cognitive support in essay writing.

5.4 ChatGPT for Essay Structuring and Outlining

Structuring and outlining essays with the help of ChatGPT is one of the important results revealed in this paper. All respondents claimed that the use of ChatGPT provided the participants with a framework for writing, as they had the opportunity to see some patterns and suggestions regarding the organization of ideas.

It is necessary to mention that Barrot (2023) considers the use of outlines as the best means of organizing essay writing. ChatGPT, due to its ability to give structured answers, can help students see how things should be organized. Susha et al. (2024) note that using ChatGPT helps generate frameworks that facilitate writing for students who find it hard to organize ideas in an essay.

Chukwuere (2024) also argues that AI tools are very useful in terms of improving the written communication skills of the participants because these tools can help structure information logically. Thus, the use of ChatGPT provides an excellent starting point for academic writing.

5.5 ChatGPT as a Tool for Idea Generation

Using ChatGPT for essay idea generation is one more benefit of the tool revealed in the current research. The participants noted that they got new ideas from ChatGPT and explored different perspectives that allowed them to consider various aspects of each topic.

Taecharungroj (2023) agrees that using ChatGPT allows exploring a wide variety of ideas and perspectives. Additionally, according to Song and Song (2023), using ChatGPT helps improve ideas generating and development processes in writing essays. It seems that the participants of this research gained new perspectives thanks to ChatGPT and started writing in a more motivated manner.

According to Javaid et al. (2023), using ChatGPT is an excellent idea generator as it provides people with information that can be evaluated, analyzed, and modified to achieve

Himarangan and Constantinopla, *Utilization of Chat Generative Pre-Trained Transformer (ChatGPT)* better writing results. Therefore, the use of ChatGPT in essay writing helps to generate ideas.

5.6 Ethical and Pedagogical Issues Related to the Use of ChatGPT

Even though there is plenty of evidence about the positive impact of ChatGPT on academic writing, it is also important to address some negative aspects of its use. The benefits of ChatGPT, such as convenience, efficiency, and instantness, can make students become overly dependent on the tool and neglect their own writing skills.

Similar conclusions have been drawn by Islam and Islam (2023). They argue that over-reliance on ChatGPT can lead to a loss of the ability to generate ideas on one's own. In addition, Kasneci et al. (2023) warn about the risks of using large language models that can contribute to increased levels of plagiarism and dependence.

Furthermore, another issue raised by this study is related to originality. As it was mentioned above, the students tend to paraphrase information obtained from ChatGPT; however, it seems impossible to define the limits of paraphrasing and determine when students are cheating.

Sok and Heng (2023) emphasize the need for developing ethical guidelines for the use of AI in education so as not to harm the academic integrity of the students.

In summary, ChatGPT should be seen as an additional tool for improving academic writing but not as the sole method of acquiring knowledge and skills. Therefore, the task of the educator consists of teaching students to use AI in a responsible way.

6. CONCLUSION

The findings of this research offer English major students a deeper understanding of ChatGPT's reasons and functions behind its utilization. Teachers will benefit from an awareness of the role ChatGPT played in students' learning processes. Recognizing that students are using AI tools to enhance their writing, teachers can adjust their instruction methods to safeguard academic integrity and ensure a smooth flow of quality instruction. Teachers can incorporate strategies that complement AI usage, such as emphasizing critical thinking, originality, and deeper engagement with hands-on writing concepts. This ensures that while students may use ChatGPT to streamline their work, they still develop core writing skills, which is very important. Policymakers in educational institutions can use this study as a basis for creating guidelines and policies regarding the use of AI tools like ChatGPT to uphold the value of quality education.

Future research should focus on the ethical concerns and academic integrity issues related to using AI tools like ChatGPT in schools. It is important to understand how students' dependence on AI might affect their creativity and ability to write original essays. Schools and educators must evaluate whether using ChatGPT improves or limits students' learning outcomes. This evaluation can help address concerns about whether students are learning or simply relying on AI. Exploring these areas will help balance the benefits of AI tools with their potential risks.

Additionally, comparing AI tools to traditional writing support methods, such as peer review and tutoring, would be helpful. This comparison can identify the best ways to improve students' writing skills and learning processes. It can show whether AI tools like

ChatGPT are more effective or less effective than human-based assistance. Research could also explore if combining both AI and traditional methods would lead to better results. Understanding this can help teachers and students find the most effective writing strategies.

Future studies should look into how accessible and useful ChatGPT is for students from different backgrounds. Some students may face challenges, such as limited internet access or a lack of technical skills, that make it harder to use the tool. It is important to consider how these factors affect students' ability to benefit from AI tools. Exploring these issues will help ensure that all students have equal opportunities to use technology for learning. This can lead to better ways to make ChatGPT more inclusive and helpful for everyone.

The study concluded by highlighting three key reasons that offered a deeper understanding of why students utilized ChatGPT during the home-based essay writing process. First, ChatGPT streamlines the writing process by saving time, allowing students to complete their work quickly and efficiently. Second, it offers convenience to students through its user-friendly interface, which makes the essay writing process smooth and accessible. Finally, ChatGPT personalizes output, helping students generate unique content and avoid plagiarism by providing tailored suggestions. These reasons demonstrate why ChatGPT has become a valuable tool for students in their home-based essay writing.

Moreover, the tool played an invaluable role in helping students with their writing assignments, acting as their "one-click-away" writing buddy. It assisted them in overcoming challenges in writing by providing support whenever needed. Additionally, it proved to be a useful tool for outlining and structuring essays, serving as a helpful starting point in the writing process. ChatGPT also functioned as an idea generator, offering valuable insights on various topics. Overall, the tool became an essential resource for students throughout their writing journey.

Accordingly, the current study suggests that the reasons why students opt for ChatGPT include its useful features and ease of use. These findings are consistent with the theoretical assumptions made by the Technology Acceptance Model. Meanwhile, ChatGPT is treated as an additional learning technique that reflects the principles of Scaffolding Theory and Social Constructivism by allowing individuals to formulate ideas and organize information. In combination, all of these factors show that ChatGPT can become an important resource for those who seek knowledge and education.

However, although ChatGPT contributes greatly to the increase in the level of students' writing efficiency and idea development, it also bears certain issues linked to cheating and plagiarism. In general, the use of artificial intelligence may harm learners' writing skills as well as hinder their development of critical thinking and originality. Thus, it may be recommended that ChatGPT be utilized only as an educational tool, but not as an alternative to students' work.

REFERENCES

- AlAfnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023). ChatGPT as an educational tool: opportunities, challenges, and recommendations for communication, business writing, and composition courses. *Journal of Artificial Intelligence and Technology*. <https://doi.org/10.37965/jait.2023.0184>
- Amini-Salehi, E., Bozorgi, A., Keivanlou, M., Joukar, F., Dave, T., Alotaibi, A., Bakhsi, A., & Hassanipour, S. (2023). Do you really want to use Chat-GPT for paraphrasing your texts? *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4514430>
- Baron, N. (2023). How ChatGPT robs students of motivation to write and think for themselves. *The Conversation UK*. <https://doi.org/10.64628/aai.6javedef>
- Barrot, J. S. (2023). Using ChatGPT for second language writing: Pitfalls and potentials. *Assessing Writing*, 57, 100745. <https://doi.org/10.1016/j.asw.2023.100745>
- Blose, A. (2023, April 13). As ChatGPT enters the classroom, teachers weigh pros and cons. NEA. <https://www.nea.org/nea-today/all-news-articles/chatgpt-enters-classroom-teachers-weigh-pros-and-cons>
- Caratiquit, K. D., & Caratiquit, L. J. C. (2023). ChatGPT as an academic support tool on the academic performance among students: The mediating role of learning motivation. *Journal of Social Humanity and Education*, 4(1), 21–33. <https://doi.org/10.35912/jshe.v4i1.1558>
- Cao, X. (2023b). A new era of intelligent interaction: Opportunities and challenges brought by ChatGPT. 2023 the Author(S). https://doi.org/10.50908/grb.2.0_162
- Chiu, T. K. F. (2023). The impact of Generative AI (GenAI) on practices, policies, and research direction in education: a case of ChatGPT and Midjourney. *Interactive Learning Environments*, 32(10), 6187–6203. <https://doi.org/10.1080/10494820.2023.2253861>
- Chukwuere, J. E. (2025). The use of ChatGPT in Higher Education: the advantages and disadvantages. *Indonesian Journal of Computer Science*, 14(5). <https://doi.org/10.33022/ijcs.v14i5.5009>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982–1003. <https://doi.org/10.1287/mnsc.35.8.982>
- Dempere, J., Modugu, K., Hesham, A., & Ramasamy, L. K. (2023). The impact of ChatGPT on higher education. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1206936>
- Emran, A. Q., Mohammed, M. N., Saeed, H., Keir, M. Y. A., Alani, Z. N., & Ibrahim, F. M. (2024). Paraphrasing ChatGPT answers as a tool to enhance university students' academic writing skills. *Science Explorer (SciX)*, 501–505. <https://doi.org/10.1109/icetsis61505.2024.10459386>
- Fishbein, M., & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Addison-Wesley.

- Himarangan and Constantinopla, *Utilization of Chat Generative Pre-Trained Transformer (ChatGPT)*
- Fitria, T. N. (2023). Artificial Intelligence (AI) Technology in OpenAI ChatGPT Application: A Review of ChatGPT in Writing an English Essay. *ELT Forum: Journal of English Language Teaching*, 12, 44–58. <https://doi.org/10.15294/elt.v12i1.64069>
- Hans, D. M. (2014). The effectiveness of paraphrasing strategy in increasing university students' reading comprehension and writing achievement. *Pedagogy: Journal of English Language Teaching*, 2(1), 10–18. <https://e-journal.metrouniv.ac.id/pedagogy/article/view/752>
- Imran, M., & Almusharraf, N. (2023). Analyzing the role of ChatGPT as a writing assistant at the higher education level: A systematic review of the literature. *Contemporary Educational Technology*, 15(4), ep464. <https://doi.org/10.30935/cedtech/13605>
- Innaci, D. L., & Jona, P. H. (2024b, April 10). *AI in Second Language Learning: Leveraging Automated Writing Assistance Tools for Improving Learners' Writing Task Assessment*. <https://jmcjarj.org/index.php/jarj/article/view/281>
- Islam, I., & Islam, M. N. (2023). Opportunities and Challenges of ChatGPT in Academia: A Conceptual Analysis. *Authorea*. <https://doi.org/10.22541/au.167712329.97543109/v1>
- Javaid, M., Haleem, A., Singh, R. P., Khan, S., & Khan, I. H. (2023). Unlocking the opportunities through the ChatGPT Tool towards ameliorating the education system. *Bench Council Transactions on Benchmarks, Standards, and Evaluations*, 3(2), 100115. <https://doi.org/10.1016/j.tbench.2023.100115>
- Johnson, T. P. (2014). *Snowball Sampling: Introduction*. Wiley StatsRef: Statistics Reference Online. <https://doi.org/10.1002/9781118445112.stat05720>
- Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., . . . Kasneci, G. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274. <https://doi.org/10.1016/j.lindif.2023.102274>
- Limna, P., Kraiwanit, T., Jangjarat, K., Klayklung, P., & Chocksathaporn, P. (2023). The use of ChatGPT in the digital era: Perspectives on chatbot implementation. *Journal of Applied Learning & Teaching*, 6(1). <https://doi.org/10.37074/jalt.2023.6.1.32>
- Mehta, H., Bishnoi, A., Reddy, A., & Vinay, K. (2024). ChatGPT and academic publishing: Potential and perils. *Indian Journal of Dermatology Venereology and Leprology*, 90(6), 849. https://doi.org/10.25259/ijdv1_533_2023

- Himarangan and Constantinopla, *Utilization of Chat Generative Pre-Trained Transformer (ChatGPT)*
- Shehri, F. A., Maham, R., Malik, A., & Saif, O. B. (2023). Effects of CHATGPT on Students Academic Performance: Mediating Role of Prompt Engineering. *The Asian Bulletin of Big Data Management*, 3(2), 137–147. <https://doi.org/10.62019/abbdm.v3i2.58>
- Sok, S., & Heng, K. (2023). ChatGPT for Education and Research: A Review of Benefits and Risks. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.4378735>
- Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14, 1260843. <https://doi.org/10.3389/fpsyg.2023.1260843>
- Susha, I., Viberg, O., & Koren, G. Co-Writing an Essay with Chatgpt: Experiences and Co-Writing an Essay With Chatgpt: Experiences and Perceptions of Students in Higher Education Perceptions of Students in Higher Education.
- Taecharungroj, V. (2023). “What can ChatGPT do?” analyzing early reactions to the innovative AI chatbot on Twitter. *Big Data and Cognitive Computing*, 7(1), 35. <https://doi.org/10.3390/bdcc7010035>