



## Students' Perception of the Use of ChatGPT in English Writing Skills for Grade Ten at Senior High School

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### Abstract

This research aims to explore tenth-grade students' perceptions of using ChatGPT in supporting English writing skills at SMA Negeri 3 Pematangsiantar. The research applied a descriptive qualitative method based on the Technology Acceptance Model (TAM), focusing on two constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The qualitative approach was chosen to deeply understand students' experiences, meanings, and subjective views regarding ChatGPT in writing, as qualitative research allows for exploration beyond mere numerical data (Miles & Huberman, 1994, cited in Sugiyono, 2017). The sample consisted of 35 students selected through purposive sampling. Data were collected through a questionnaire and analyzed using descriptive statistics. The findings reveal that students' perceptions were generally positive, with a stronger inclination toward ease of use. For PEOU, there were 322 agree responses in total (from 12 items), indicating that students perceived ChatGPT as simple to operate, accessible, and effective in writing. For PU, there were 314 agree responses, showing that students recognized ChatGPT's usefulness in enriching vocabulary, improving grammar, and assisting idea generation. While a few students expressed concerns about overreliance, most perceived ChatGPT as a user-friendly and supportive tool for writing. The research suggests that integrating AI-based applications like ChatGPT, guided by TAM theory, can enhance students' confidence and engagement in English writing instruction.

**Keyword:** Students' Perception; ChatGPT; Writing Skill

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## INTRODUCTION

English is an international language used worldwide for communication. Silalahi et al. (2022:41) state that English plays a crucial role in a globalized society and has achieved the status of an international language spoken by the majority of people around the world. In Indonesia, English is considered a foreign language taught in schools and used as a means of communication with foreigners. English education spans from elementary school to university level. Muna (2019:23) emphasizes that learning English is essential because it is widely used for global communication and has significant roles in various fields, including education, business, and tourism. In learning English, students must master four main skills: reading, writing, listening, and speaking. Among these, writing is particularly connected to the concept of "text," as it involves organizing ideas into coherent and meaningful texts that serve specific communicative purposes.

Text is a meaningful unit of language that occurs in a particular context of communication, whether written or spoken. Ahmed (2021:279-280) defines a text as a unified semantic unit, referring to any spoken or written passage characterized by principles such as cohesion, coherence, and informativeness. In language teaching, text becomes central in the acquisition of language skills, particularly writing, because it demonstrates how language is used to achieve specific social goals. Dzukhriyah and Rini (2023:124) argue that, in the genre-based learning approach, a text not only presents linguistic structures but also embodies social purposes and contextual use, enabling students to write meaningfully and for communicative purposes. Understanding texts as organized and meaningful communication units allows students to develop writing skills appropriate for different contexts. Consequently, recognizing text as a meaningful unit of communication forms a fundamental basis for developing writing skills, requiring students to organize ideas systematically and according to context.

Writing is one of the complex and important skills mastered by students. Writing skill is one of the four skills in English learning, besides listening, reading, and speaking skills. Writing, as a productive language skill, is more than the mechanical task of putting words on paper; it involves critical thinking, planning, drafting, and revising. Brown (2001, cited in Situmorang, 2023:2628) emphasizes that writing is a process requiring learners to generate ideas, organize sentences, and structure paragraphs coherently. For secondary students, especially senior high school students, writing is part of the curriculum and constitutes a major component of academic assessment as well as language proficiency development. Writing skills also require mastery in generating and organizing ideas and handling various aspects such as grammar, vocabulary, word choice, and punctuation (Dendup & Onthanee, 2020:91; Suvin, 2020:245; Valizadeh, 2022:210). Therefore, to support the development of students' writing proficiency, it is essential to introduce them to various text types that reflect real communicative purposes and contexts.

There are several types of texts that students should learn to build their writing ability. According to Napitupulu and Kisno (2020, p. 18), there are thirteen text types commonly taught in English language learning in Indonesian schools, namely: descriptive, narrative, recount, procedure, report, explanation, analytical exposition, hortatory exposition, discussion, review, news item, anecdote, and spoof. Each of these text genres has a general structure, communicative function, and specific linguistic features. By understanding these differences, students can adjust the content and organization of their writing according to the intended purpose of the text. Therefore, knowledge of these various genres is essential for students to write contextually and appropriately in real life and at school. The use of these different types of texts also encourages students to think critically and creatively in producing writing that is not only grammatically correct but also functionally appropriate. Among the various genres taught, descriptive text holds a fundamental role in early writing instruction due to its emphasis on detail, clarity, and language structure, making it an essential starting point for developing students' writing competence.

One of the most elementary and frequently taught text types at the senior high school level is descriptive text, which attempts to depict a person, place, animal, object, or phenomenon in great detail so that the reader can create a clear mental picture. According to Ren and Zhu (2023:80), descriptive text aims to portray a precise image of an object or subject by using adjectives to clarify nouns and applying the simple present tense to describe characteristics that are generally true or timeless. The overall structure consists of two components: identification, which introduces the subject under description, and description, which elaborates its physical characteristics, qualities, or other definite aspects. Descriptive texts, as noted by Gerot and Wignell (1994, cited in Fiscarina, 2024:4675), focus on a particular object or subject, using informative and explanatory language rather than narrative structures. Descriptive text is highly effective in the classroom to help students construct coherent sentences, develop vocabulary, and enhance observation and writing skills for providing detailed information. Despite its pedagogical significance in building foundational writing skills, many students still face considerable challenges in producing effective written texts, particularly in English.

English writing is one of the important skills in learning. Writing is still a big challenge for many students. They often have difficulties in expressing ideas in writing, organizing paragraphs, and using appropriate vocabulary and grammar (Dwi Putri et al., 2022). Many students also feel less confident when asked to write in English due to the lack of practice and effective feedback. Students' difficulties in writing English have been proven by a number of studies. According to Rao (2019, p. 15), many students experience barriers in writing due to their lack of mastery of sentence structure, limited vocabulary, and lack of regular writing experience. This is reinforced by the findings of Siahaan (2019, p. 338), who stated that, for some reasons, there must be a decision for teaching time with a certain skillset and concept to help students' level of proficiency in writing. In addition, limited time in class, conventional learning methods, and lack of interactive supporting media often become obstacles in developing students' writing skills. On the other hand, writing requires critical thinking, creativity, and consistent practice, which is difficult to achieve if learning only relies on textbooks and regular written exercises. To address these persistent challenges, it is necessary to adopt innovative and adaptive learning approaches that can provide immediate feedback and enhance students' motivation in writing. One promising alternative is the integration of artificial intelligence (AI)-based tools into the writing instruction process.

Looking at the current technological development, the use of artificial intelligence (AI)-based media becomes one of the potential alternatives in supporting writing learning. One of them is ChatGPT, an AI platform that is able to provide interactive responses to student writing, provide grammar corrections, suggest

vocabulary, and help students develop ideas. A personalized and real-time approach makes ChatGPT an interesting and effective learning medium for students to improve their writing skills. Several previous studies have shown that the use of AI in language learning, including ChatGPT, has a positive impact on improving students' writing skills. Research by Kohnke et al. (2023:6) indicates that using ChatGPT can significantly enhance the grammatical accuracy and fluency of students' writing. In addition, Zou et al. (2023:12) found that students felt more motivated and confident in writing after using ChatGPT as their writing practice partner. Further support comes from Kasneci et al. (2023:9), who assert that ChatGPT has great potential as an adaptive and personalized learning tool, especially in the context of essay writing or argumentative texts. Through the utilization of ChatGPT, students not only learn to write independently, but also receive immediate feedback that helps them understand their mistakes and correct them. This is expected to gradually increase students' motivation, confidence, and the quality of their writing. Given these promising findings, it becomes essential to further understand the role of artificial intelligence in the educational context, particularly how ChatGPT functions as a language model and how it can be integrated effectively into writing instruction.

Artificial Intelligence in education refers to computer programs specially developed to perform activities that frequently require human intelligence, such as natural language recognition, feedback, and generating written material. Arguably, the most celebrated AI program that is finding popularity to be applied in academic contexts is Chat GPT (Generative Pre-trained Transformer), developed by OpenAI. Chat GPT is a sophisticated language model designed through large datasets to generate responses that mimic human speech. As Brown et al. (2020:33), GPT-based models can potentially assist in academic writing and language learning environments by understanding prompts, generating fluent text, and participating in natural language conversations. Even its capacity to engage in meaningful language generation and support linguistic tasks, ChatGPT holds significant potential for application in various text-based instructional settings, particularly in the teaching of writing.

In writing instruction, Chat GPT can be employed as an online assistant to aid students in producing ideas, checking grammatical errors, paraphrasing sentences, and developing logical paragraph structure. Literature shows that AI programs can positively affect writing fluency and student enthusiasm if responsibly applied. Kasneci et al. (2023:103) suggest that Chat GPT can foster creativity, support language acquisition, and act as a scaffold for learners who struggle with writing tasks. The success of such technological integration in the classroom does not solely depend on its functional capabilities; it also depends on how students perceive and respond to its use in the learning process.

Perception plays a fundamental role in influencing student behavior, motivation, and performance in learning. Perception is a process of psychology wherein individuals provide meaning to and interpret sensory data or the information obtained by the senses, and form perceptions and judgments of the world. Perception in education and psychology refers to the manner in which a person assesses or views an object, event or a situation based on his experience, knowledge and attitude. This is not only fixed by what one hears or sees, but also by internal determinants such as personal beliefs, social environment, and previous experiences. According to Robinson & Judge (2019:168), refers to how individuals organize and interpret stimuli from their surroundings. In this case, students' perception of technology, such as the use of ChatGPT in learning writing, will be guided by how they perceive the utility value and ease of use of the tool. This perception will dictate the extent to which they will be motivated to adopt the technology in their learning. Hence, to better understand the effectiveness of ChatGPT in the classroom, it is essential to examine students' attitudes and responses toward its use in specific writing tasks, such as descriptive text writing.

Attitudes of students regarding the use of ChatGPT while writing descriptive texts vary significantly in relation to their experiences and levels of comfort with technology (Fajt & Schiller, 2025). There are students who feel that ChatGPT is very useful in enhancing their writing through the provision of real-time feedback and the correction of errors related to the application of vocabulary or sentence structures (Jamshed et al, 2024). In Davis's (1989:328) Technology Acceptance Model (TAM), Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) are two of the main determinants of users' attitudes toward using technology. In this sense, students who perceive ChatGPT as useful and easy to use will be more inclined to use it to improve their writing. Kessler et al. (2017) also argue that this type of technology can increase students' engagement and motivation as it provides instant feedback that allows them to preview their writing in real time. For students who get anxious or lack confidence when writing, ChatGPT can serve as a scaffolding tool that removes fear and boosts their confidence in producing descriptive texts. There are students who do report difficulty in using ChatGPT or who

are concerned that excessive use of such technology may stifle their own creative writing. According to Davis (2013:319), while there are many advantages that can be gained through technology, there is always the risk that students will become too dependent on automated systems and fail to develop their own writing skills. Williams, Rana, and Dwivedi (2015), in the UTAUT explain that students' attitudes toward ease of use and usefulness are not only affected by the features of the technology itself, but also by exogenous social influences, such as peer influence or teacher support. Therefore, students' perceptions of ChatGPT's usefulness and ease of use play a significant role in the technology's effectiveness in enhancing their writing abilities. However, understanding students' perceptions alone is not sufficient without acknowledging the practical writing challenges they face, particularly in descriptive text writing, which serves as the context in which ChatGPT is most often applied in this study.

The researcher also encountered several challenges faced by students in writing descriptive texts during teaching practice at SMA Negeri 3 Pematangsiantar. The research sample consisted of 35 tenth-grade students from class X-1, selected using purposive sampling. This class was chosen because the students had received descriptive text learning materials in the English curriculum during the odd semester and had completed descriptive text writing assignments. The sample included 20 female and 15 male students, ensuring that participants had relevant experiences to provide meaningful insights into the research topic. Among the main challenges were the difficulties students faced in articulating clear ideas and delivering detailed descriptions. The majority of students struggled with the use of adjectives, nominal phrases, and the present tense required in descriptive writing. Students also had difficulty maintaining consistency in their descriptions, often changing tenses or omitting sensory details needed to bring their writing to life. Students' lack of vocabulary is another challenge as this makes them unable to communicate ideas clearly and creatively. Therefore, students tend to produce short and simple descriptions with minimal depth and richness. Students' lack of confidence in writing also added to this problem and some students avoided writing or gave incomplete responses. The researcher observed that these challenges were not only a result of limited language acquisition but also a lack of exposure to varied examples of descriptive texts, thus limiting students' understanding of the potential of this type of writing. This can be seen from the scores of students' descriptive writing assignments, which show low achievement in vocabulary, grammar, and writing mechanics. These scores reflect the various obstacles described above and provide a concrete picture of students' descriptive writing abilities.

The results of students' descriptive writing show varied performance levels. Scores ranged from 50 to 86, with an average score of about 70.7 and a median of 72. The lowest scores were 50, while the highest scores reached 86, indicating a noticeable gap in writing achievement. Based on categorization, 10 students fell into the low category (below 65), 14 students were in the medium range (65–79), and 11 students achieved high performance (80 and above). This distribution illustrates that most students are still in the medium level, with only a smaller group achieving high performance, while several others continue to struggle with their descriptive writing skills.

Educators and researchers have sought creative strategies to help students improve writing performance. The infusion of digital technology in language acquisition over the last few years has opened new opportunities for enhancing writing instruction. Warschauer and McKnight et al. (2016:196–197) stated that technology increases student engagement, provides instant feedback, and makes learning accessible anytime and anywhere. The evolution of advanced technologies, especially Artificial Intelligence (AI), has led to the development of new tools that can assist students directly while writing. Among these innovations, ChatGPT has emerged as a widely discussed tool with growing implementation in educational settings, including writing instruction. Given the recent adoption of AI tools like Chat GPT in classroom settings, there is a critical need to learn about the views of the students on their use in English writing education. At SMA Negeri 3 Pematangsiantar, Chat GPT use is a new phenomenon, particularly for the Class X students who are just establishing their rudimentary writing proficiency. Investigating students' perceptions can shed valuable light on Chat GPT's pedagogical potential, on potential impediments to effective implementation, and inform teachers in the optimal utilization of technology-augmented writing pedagogy. Understanding these perceptions becomes particularly important to ensure that the integration of AI tools like ChatGPT aligns with students' needs, expectations, and learning goals in the writing classroom.

The research identifies two main problems. First, there is a need to investigate students' perceptions regarding the usefulness (Perceived Usefulness/PU) of ChatGPT in supporting their English writing process and

learning outcomes. Second, there is a need to explore students' perceptions of the ease of use (Perceived Ease of Use/PEOU) of ChatGPT, particularly how easily they can operate and interact with the tool as part of their English writing practice.

The scope of this research focuses on high school students who actively use ChatGPT, specifically Grade Ten students at SMA Negeri 3 Pematangsiantar. The study centers on students' perceptions of PU and PEOU based on Davis' (1989) Technology Acceptance Model (TAM) and examines how these perceptions influence their acceptance and use of the tool in writing learning. This research does not aim to measure students' academic performance or writing scores, but rather to understand their experiences, attitudes, and integration of ChatGPT as a technological support in English writing instruction.

Based on the above background, the researcher conducted research with the title "Students' Perceptions of the use of Chat GPT in English Writing Skill for Grade Ten at SMA Negeri 3 Pematangsiantar".

## METHOD

This research was survey research with a qualitative approach. This research used a qualitative approach because it aimed to deeply understand students' perceptions of the use of ChatGPT in English writing skills. The qualitative approach was chosen because it allowed the researcher to explore the meaning, experiences, and subjective views of students that could not be measured numerically or explained only by numbers. Miles and Huberman (1994:10-12) in Sugiyono (2017:15) defined qualitative research as a process of collecting data in the form of words, both oral and written, and observable behavior, which was then analyzed in detail to understand the meaning behind the phenomenon. The data collected from the questionnaire were calculated statistically using spreadsheet software (MS Excel). After that, the questionnaire data were presented in the form of numbers, using numerical representations, and were described using descriptive paragraphs or qualitative analysis.

The researcher selected the sample by using purposive sampling, focusing on class X that met certain criteria, such as class X students who had received descriptive text learning materials in the English curriculum in the odd semester and had done descriptive text writing assignments. These criteria were set to ensure that the participants had relevant experiences to provide meaningful insights into the research topic.

In this research, the researcher used a closed questionnaire to collect information regarding students' perceptions of learning English writing skills through the use of ChatGPT. The questionnaires allowed the students to provide structured answers, thus facilitating detailed analysis. This questionnaire comprised 20 statements that were grouped into two main dimensions according to Davis' Technology Acceptance Model (TAM): Perceived Usefulness (PU)—which measured how useful ChatGPT was in improving students' command of the English language, and Perceived Ease of Use (PEOU)—which measured how convenient it was for students to employ ChatGPT while learning English writing skills.

The purpose of this questionnaire is to evaluate students' perceptions of using ChatGPT in English writing by examining three main aspects: cognitive, affective, and conative, as defined by Al-Fraihat et al. (2020:67). Cognitive perception focuses on students' knowledge, understanding, and beliefs regarding the usefulness and functionality of ChatGPT in writing, including how it helps correct grammar and sentence structure or provides clear and easy-to-follow writing suggestions. Affective perception relates to students' emotional responses toward the tool, such as feelings of enjoyment, comfort, or reduced anxiety, reflecting their confidence and ease when using ChatGPT without fear of making mistakes. Conative perception addresses students' behavioral tendencies and intentions, capturing their willingness to continue using the tool and their preference for incorporating ChatGPT into their writing practice whenever they need assistance. Together, these three aspects provide a comprehensive framework to understand how students think, feel, and plan to act when using ChatGPT to support their writing skills.

The instrument in this research was a questionnaire on students' perceptions of the use of ChatGPT in English writing activities. The questionnaire was structured based on the three main aspects of perception proposed by Al-Fraihat et al. (2020:67), namely cognitive, affective, and conative. These three aspects were combined in one set of questionnaires consisting of two types of student perceptions: Perceived Usefulness (PU)—how ChatGPT helped in English writing, and Perceived Ease of Use (PEOU)—how easy it was to use ChatGPT in English writing. In total, the questionnaire contained 24 statement items, as presented in Table 3.4 Participant Questionnaire Sheet.

The questionnaire is structured to evaluate students' perceptions of using ChatGPT in English writing through two main constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), each examined across cognitive, affective, and conative dimensions. For PU, which focuses on how ChatGPT helps students improve their writing, cognitive perception is assessed through items 2, 3, 9, and 12, capturing students' knowledge and beliefs about the tool's functionality. Affective perception, measured by items 4, 5, 7, and 11, explores students' emotional responses, such as confidence and satisfaction in using ChatGPT. Conative perception, represented by items 1, 6, 8, and 10, examines students' behavioral tendencies and intentions to continue using the tool. Similarly, PEOU, which evaluates how easy it is for students to use ChatGPT, is explored through cognitive items 14, 18, 20, and 23, affective items 13, 17, 21, and 24, and conative items 15, 16, 19, and 22, reflecting students' understanding, emotional comfort, and willingness to engage with the tool. This structure provides a comprehensive framework for analyzing how students perceive both the usefulness and ease of use of ChatGPT in their English writing practice.

**Table 1.** Questionnaire Items for Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) of ChatGPT in English Writing

Statement		4	3	2	1
<b>No.</b>	<b>Perceived Usefulness (PU)-How ChatGPT Helps in English Writing</b>				
1	I use ChatGPT regularly to support my English writing development. <i>Saya menggunakan ChatGPT secara rutin untuk mendukung pengembangan kemampuan menulis bahasa Inggris saya.</i>				
2	ChatGPT helps me improve my vocabulary for writing purposes. <i>ChatGPT membantu saya memperluas kosakata untuk keperluan menulis.</i>				
3	ChatGPT helps me write more clearly and logically. <i>ChatGPT membantu saya menulis dengan lebih jelas dan logis.</i>				
4	I enjoy using ChatGPT in writing activities. <i>Saya menikmati menggunakan ChatGPT dalam aktivitas menulis.</i>				
5	ChatGPT makes writing more interesting and less stressful. <i>ChatGPT membuat menulis menjadi lebih menarik dan kurang menegangkan.</i>				
6	I plan to continue using ChatGPT to improve my writing. <i>Saya berencana untuk terus menggunakan ChatGPT untuk meningkatkan kemampuan menulis saya.</i>				
7	I believe ChatGPT is a helpful tool to improve my writing skills. <i>Saya yakin ChatGPT adalah alat yang berguna untuk meningkatkan keterampilan menulis saya.</i>				
8	I use ChatGPT whenever I need help expressing ideas in English. <i>Saya menggunakan ChatGPT setiap kali saya membutuhkan bantuan untuk mengekspresikan ide dalam bahasa Inggris.</i>				
9	ChatGPT provides useful suggestions to improve my English writing. <i>ChatGPT memberikan saran yang berguna untuk meningkatkan kemampuan menulis bahasa Inggris saya.</i>				
10	I will recommend ChatGPT to my classmates for writing practice. <i>Saya akan merekomendasikan ChatGPT kepada teman sekelas saya untuk latihan menulis.</i>				
11	I feel more confident writing in English after using ChatGPT. <i>Saya merasa lebih percaya diri dalam menulis bahasa Inggris setelah menggunakan ChatGPT.</i>				
12	ChatGPT helps me correct grammar and sentence structure in my writing. <i>ChatGPT membantu saya memperbaiki tata bahasa dan struktur kalimat dalam tulisan saya.</i>				
	<b>Perceived Ease of Use (PEOU)-How Easy it is to Use ChatGPT for English Writing</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
13	I feel relaxed when using ChatGPT for my writing tasks. <i>Saya merasa rileks saat menggunakan ChatGPT untuk tugas menulis saya.</i>				
14	I understand how to use ChatGPT without special training. <i>Saya memahami cara menggunakan ChatGPT tanpa pelatihan khusus.</i>				

15	I access ChatGPT both at school and at home for writing tasks. <i>Saya mengakses ChatGPT baik di sekolah maupun di rumah untuk tugas menulis.</i>
16	I don't need to be tech-savvy to use ChatGPT. <i>Saya tidak perlu ahli teknologi untuk menggunakan ChatGPT.</i>
17	Using ChatGPT reduces my anxiety when writing in English. <i>Menggunakan ChatGPT mengurangi kecemasan saya saat menulis dalam bahasa Inggris.</i>
18	I know where to find the writing tools I need within ChatGPT. <i>Saya tahu di mana menemukan alat menulis yang saya butuhkan di dalam ChatGPT.</i>
19	I am willing to rely on ChatGPT for future writing assignments. <i>Saya bersedia mengandalkan ChatGPT untuk tugas menulis di masa depan.</i>
20	ChatGPT is easy to navigate when I need help writing. <i>ChatGPT mudah dinavigasi saat saya membutuhkan bantuan menulis.</i>
21	I feel comfortable using ChatGPT without fear of making mistakes. <i>Saya merasa nyaman menggunakan ChatGPT tanpa takut membuat kesalahan.</i>
22	I like using ChatGPT for writing anytime I need help. <i>Saya suka menggunakan ChatGPT untuk menulis kapan pun saya membutuhkan bantuan.</i>
23	ChatGPT gives clear and easy-to-follow writing suggestions. <i>ChatGPT memberikan saran menulis yang jelas dan mudah diikuti.</i>
24	I enjoy using ChatGPT because it feels simple and accessible. <i>Saya menikmati menggunakan ChatGPT karena terasa sederhana dan mudah diakses.</i>

This research employed the interactive model of Miles and Huberman (1994), which consisted of three stages: data reduction, data display, and conclusion drawing/verification. The researcher reduced and categorized relevant data on students' perceptions of ChatGPT in terms of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU), presented the refined data in tables and charts, and then drew and verified conclusions to ensure consistency and credibility.

Methodological triangulation was applied to enhance the validity and reliability of the findings. Data were collected through questionnaires based on the Technology Acceptance Model (TAM), focusing on PU and PEOU. By combining different techniques in data collection and analysis, the researcher minimized bias and gained a more comprehensive understanding of students' perceptions of ChatGPT in developing English writing skills.

## FINDINGS AND DISCUSSIONS

### Findings

The findings of this research were obtained from a questionnaire consisting of 24 statements divided into two dimensions: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). A total of 35 Grade X students participated, resulting in 840 responses. The data were analyzed using a four-point Likert scale (SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree).

Table 2. Students Perception in PU & PEOU

Variable	Statement	SA (%)	A (%)	D (%)	SD (%)
Perceived of Usefulness (PU)	1	20%	54.3%	22.9%	2.9%
	2	25.7%	57.1%	17.1%	-
	3	22.9%	48.6%	25.7%	2.9%
	4	14.3%	68.6%	17.1%	-
	5	14.3%	54.3%	28.6%	2.9%
	6	17.1%	45.7%	31.4%	5.7%
	7	17.1%	60%	22.9%	-
	8	31.4%	40%	25.7%	2.9%
	9	14.3%	71.1%	14.3%	-
	10	20%	51.4%	22.9%	5.7%
	11	25.7%	42.9%	25.7%	5.7%

Variable	Statement	SA (%)	A (%)	D (%)	SD (%)
Perceived of Eaase of Use (PEOU)	12	25.7%	54.3%	20%	-
	13	14.3%	82.9%	-	2.9%
	14	25.7%	48.6%	22.9%	2.9%
	15	20%	51.4%	22.9%	2.9%
	16	22.9%	42.9%	28.6%	5.7%
	17	25.7%	42.9%	25.7%	5.7%
	18	11.4%	57.1%	22.9%	8.6%
	19	14.35	48.6%	31.4%	5.7%
	20	14.3%	71.45	11.4%	2.9%
	21	17.1%	37.1%	37.1%	8.6%
	22	37.1%	51.4%	8.6%	2.9%
	23	17.1%	68.6%	14.3%	-
24	20%	77.1%	2.9%	-	

Students' perceptions of ChatGPT in terms of Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) were examined through 24 questionnaire statements, with 12 statements allocated to each construct. For PU, students were asked to evaluate how ChatGPT supported their English writing, including improving vocabulary, providing grammar corrections, offering writing suggestions, and facilitating the organization of ideas. Out of 420 responses for PU, 87 responses (20.7%) were Strongly Agree, 227 responses (54%) were Agree, 96 responses (22.9%) were Disagree, and 10 responses (2.4%) were Strongly Disagree, showing that most students perceived ChatGPT as beneficial for enhancing their writing skills. For PEOU, the statements assessed how easily students could use ChatGPT for writing tasks, including navigating the platform, understanding its features, and integrating it into their learning routines. Among the 420 PEOU responses, 84 responses (20%) were Strongly Agree, 238 responses (56.7%) were Agree, 80 responses (19%) were Disagree, and 18 responses (4.3%) were Strongly Disagree. This indicates that the majority of students found ChatGPT user-friendly and accessible, although some experienced minor difficulties.

The results demonstrated that students' perceptions were predominantly positive. The majority agreed that ChatGPT was both useful and easy to use in learning English writing skills. These findings supported previous studies on technology acceptance, particularly within the framework of the Technology Acceptance Model (TAM), where both perceived usefulness and perceived ease of use significantly influenced students' acceptance of educational technology.

The discussion of these results suggests that ChatGPT functioned not only as a supplementary tool but also as an effective aid in enhancing students' writing performance. Most students reported that ChatGPT helped them understand writing concepts, develop ideas, and improve their descriptive writing. The positive responses indicated that students perceived ChatGPT as engaging, accessible, and supportive in overcoming writing challenges. Nevertheless, a small portion of students expressed reservations, which may be related to differences in digital literacy, prior experience with AI tools, or personal learning preferences.

These findings implied that integrating ChatGPT into English learning could enhance student motivation and skill development, although teachers still needed to provide guidance to ensure effective and ethical use. The overall positive perception highlighted the potential of ChatGPT as an innovative educational tool in improving writing instruction at the secondary school level.

The design and implementation of a classroom-based English assessment grounded in the five fundamental principles of language testing provided valuable insights into both student performance and instructional practices within the Indonesian EFL context. Beyond its role in measuring language proficiency, the assessment functioned as a diagnostic and reflective tool for enhancing educational quality.

Principled language assessments are feasible even in resource-constrained environments. Careful planning, well-defined rubrics, and contextually appropriate materials ensure that such assessments can be both effective and manageable. The observed gaps between receptive and productive skills highlight a pressing need to rebalance instructional emphasis and develop comprehensive skill-building strategies that support students' speaking and writing abilities.

The observed discrepancies between receptive and productive skill performance suggest a need to rebalance language instruction, ensuring that speaking and writing are no longer marginalized due to scoring difficulties or time constraints. The test results, combined with qualitative feedback, point to a greater opportunity: that classroom assessment can guide teachers toward more communicative, student-centered practices.

The findings also underscore the importance of continuous item review and rubric development to improve test reliability and validity. Additionally, the positive washback effects observed in both teaching practices and student engagement demonstrate the transformative potential of assessments when aligned with real-world communication and curriculum goals.

This study revealed that implementing English language assessment based on the five core principles—practicality, reliability, validity, authenticity, and washback—resulted in strong student performance in reading, writing, and speaking, while the listening component showed weaker validity and required refinement. Although the overall assessment design was effective and classroom-feasible, the study was limited by a small sample size from a single school, which restricts the generalizability of the results. Furthermore, challenges in designing valid listening tasks highlight the need for more robust item construction and contextual adaptation. Future research should expand this assessment model to broader and more diverse educational settings, improve the validity of listening assessments, and evaluate the long-term impact of principled assessment on both language learning outcomes and classroom instruction practices.

## Discussion

Based on the research results, the researchers discussed and evaluated students' perceptions of the use of ChatGPT in English writing skills. This research focused on two main aspects of the Technology Acceptance Model (TAM) proposed by Davis (1989), namely Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Data was collected through the distribution of a structured questionnaire to 10th grade students at SMA Negeri 3 Pematangsiantar who had used ChatGPT in their English language learning. In general, students showed positive responses toward the use of ChatGPT, with the majority selecting the options “strongly agree” and “agree” for most statements in both categories.

In terms of Perceived Usefulness (PU), there were 314 positive responses (combined “strongly agree” and “agree”). This indicates that the majority of students feel that ChatGPT helps them understand English material, expand their vocabulary, and the grammar structure. They view ChatGPT as a practical learning assistant, particularly in generating ideas, organizing paragraphs, and constructing clearer and more logical sentences. These results align with Davis's theory (1989), which emphasizes that users will adopt technology if it is perceived to enhance performance. This finding is also consistent with Kohnke et al.'s research (2023), which reported that ChatGPT is beneficial for writing accuracy and students' self-confidence.

In terms of Perceived Ease of Use (PEOU), the number of positive responses was higher, at 322 responses. This figure is greater than PU (314), which means that students' perceptions lean more toward ease of use than usefulness. Students stated that ChatGPT is easy to access, operate, and understand how to use. They did not encounter significant obstacles in typing commands (prompts), interpreting AI responses, or navigating available features. This finding supports Davis's (1989) theory that the simpler a technology is to use, the greater the likelihood that it will be accepted and utilized sustainably by its users.

Overall, out of a total of 720 responses, there were 170 responses (22.28%) that were “strongly agree,” 470 responses (61.60%) that were “agree,” 99 responses (12.97%) that were “disagree,” and only 24 responses (3.14%) that were “strongly disagree.” Thus, approximately 83.88% of students demonstrated a positive perception of the use of ChatGPT in English language learning. This data indicates that while students acknowledge the benefits of ChatGPT (PU = 314 responses), they place greater emphasis on ease of use (PEOU = 322 responses) as the primary factor in accepting this technology.

The use of ChatGPT also creates a different learning environment compared to conventional methods. Through direct interaction with Artificial Intelligence, students not only learn theory but also gain practical communication experience with instant and personalized feedback. This enriches vocabulary and improves sentence structure. As explained by Morgan (in Nurhayati, 2020:7), perception is the overall result of an individual's sensory experiences in response to external stimuli. In this context, students' experiences with

ChatGPT generate positive stimuli that reinforce the perception that this tool is both beneficial and easy to use.

Compared to previous studies, these results share similarities while also introducing novelty. The research by Kohnke et al. (2023) and Kasneci et al. (2023) also indicates that ChatGPT is perceived positively due to its benefits in writing skills. However, the novelty of this research lies in the finding that students' perceptions lean more toward ease of use (PEOU = 322 responses) than usefulness (PU = 314 responses). Previous research have emphasized improvements in writing quality and self-confidence (PU), but have not confirmed that simplicity and ease of use are the dominant reasons for high school students to accept ChatGPT. Thus, this research offers a new perspective that the adoption of technology in the classroom is not only determined by its functional benefits but also by its accessibility, simplicity, and how little it hinders users.

Based on these findings, researchers recommend that the integration of ChatGPT into English language learning, particularly writing skills, should continue. ChatGPT has proven to be effective in fostering independent learning, creating more interactive learning experiences, and encouraging students to use technology wisely as a means of developing their writing skills in a sustainable manner.

This research shows that ChatGPT plays a significant role in supporting students' English writing skills. Students perceive benefits in terms of vocabulary, sentence structure, and overall writing performance. The results also indicate that ease of use (PEOU) is a more dominant factor than perceived usefulness (PU) in shaping students' perceptions. Properly integrated, ChatGPT and other AI-based technologies can contribute significantly to the quality of English language instruction in secondary schools and serve as a relevant innovation in addressing the challenges of 21st-century education.

## CONCLUSION

This research explored students' perceptions of using ChatGPT in English writing skills among Grade Ten students at SMA Negeri 3 Pematangsiantar, focusing on Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) as outlined in Davis' (1989) Technology Acceptance Model (TAM). Employing a qualitative survey approach, the study collected data through questionnaires, which were quantified for descriptive purposes but analyzed qualitatively to interpret students' experiences, thoughts, and subjective views. The findings indicate that students generally perceive ChatGPT as a beneficial, accessible, and engaging tool for supporting English writing development. In terms of PU, students reported that ChatGPT helped expand vocabulary, correct grammatical errors, organize ideas logically, and increase writing confidence, making the learning process more dynamic and interactive. Regarding PEOU, students found ChatGPT easy to operate, requiring no specialized training, and were able to access and navigate it both at school and at home effectively. Analysis of 720 responses showed that 83.88% of students selected "strongly agree" or "agree," reflecting a consistently positive perception, while only a small portion of students expressed disagreement, likely due to individual differences in digital literacy or learning styles. Students particularly appreciated the non-judgmental nature of ChatGPT, which encouraged experimentation, independent idea development, and error correction without embarrassment. This research demonstrates that ChatGPT can serve as a motivational and supportive tool, fostering learner autonomy, enhancing language proficiency, and transforming traditional English instruction into a more personalized, interactive, and student-centered learning experience. Its effective integration into the senior high school curriculum highlights the potential of AI tools to prepare students for 21st-century communication demands, where digital competence and language skills increasingly intersect.

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