EFL STUDENTS' EXPERIENCES OF USING *ChatGPT* IN CREATIVE WRITING: A QUALITATIVE CASE STUDY AT AN ISLAMIC BOARDING SCHOOL IN TASIKMALAYA

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Abstract:

This study explores the experiences of EFL students in using ChatGPT to support their writing skills, specifically in the form of dialogue scriptwriting. This study used a qualitative method with the type of case study. The data were obtained through observation, document analysis, and interviews which were administered to six tenth-grade students of a senior high school integrated Islamic boarding school in Tasikmalaya where the use of mobile is restricted. The students were selected through purposive sampling. The findings reveal that ChatGPT serves as a valuable tool to supports students in refining and editing their written work. However, overreliance on the tool may hinder the development of students' critical thinking and independent writing skills. Based on these findings, it is recommended that teachers guide students in using ChatGPT as a supplementary tool rather than a primary source, and discussions about the ethical use of ChatGPT can also foster more responsible and effective learning experiences.

Keywords: ChatGPT, writing, Islamic boarding school

INTRODUCTION

Writing plays a central role in developing students' language skills, particularly in academic contexts. It is considered as a fundamental skill today's students need to master, especially in the context of EFL (English as a Foreign Language) learning (Jihad et al., 2025). EFL refers to the study of English in environments where English is not the primary language of communication. In such settings, students are expected to develop the four core language

skills, namely listening, speaking, reading, and writing skills, by focusing on grammar, vocabulary, pronunciation, and other essential aspects of the language. Among the four skills, writing presents unique challenges as it requires not only linguistic knowledge but also cognitive management.

Writing can be categorized based on its purpose into academic writing, technical writing, journalistic writing, and creative writing. Among these, creative writing emerged as a way to allow more personal, expressive, and imaginative use of language, especially in educational settings. Unlike academic writing, creative writing emphasizes imagination, originality, and self-expression over factual accuracy and formal structure (Arşovan, 2023). This flexibility makes it especially appealing and effective in engaging student' interest and enhancing their language skills, and increases students' confidence in using the language (Ramirez et al., 2024).

Creative writing encompasses a wide range of forms, including poetry, short stories, novels, personal narratives, diary entries, and drama. This research specifically focuses on drama. As a literary form, drama typically consists of key elements such as plot, characters, scriptwriting, setting, conflict, and theme. Within this framework, scriptwriting serves as the written foundation of dramatic work. According to Mike Haris, in Earnshaw (2014), in his chapter "Introducing to Scriptwriting", defines scriptwriting as the process of constructing a dramatic narrative through a structured combination of dialogue, character, action, and stage directions. By starting with dialogue writing, students can build a strong foundation in constructing realistic and meaningful interactions.

However, writing is the most difficult skill because students must organize their ideas and master various aspects of writing, such as grammar, vocabulary, word choice, and punctuation. Considering that most Indonesian students are EFL learners, including those at the high school level (Rohayati, 2016), they often face challenges when it comes to writing. It aligns with Davis (2016) in that student often struggles to create dialogue that feels natural and purposeful. Their dialogue may fail to develop the story or reveal the characters' personalities, and instead serve merely to convey information. In addition, maintaining a consistent character voice and balancing natural speech with dramatic effect can be difficult, especially for inexperienced writers. These issues are compounded for EFL students, who have a lack of vocabulary, grammatical difficulties, and struggle with organizing ideas effectively. This is supported by Artiana & Fakhrurriana (2024), who stated that EFL students often face challenges in writing, such as limited vocabulary, grammatical errors, and a lack of understanding in organizing ideas, all of which further hinder their ability to write effective and engaging dialogue

To address these challenges, teachers can integrate technology into writing activities to better support students' learning outcomes, as technology can enhance language learning by providing real-life language exposure, increasing motivation, and encouraging independent learning (Xiao & Zhi, 2023). One of the most rapidly advancing forms of technology is artificial intelligence (AI), with ChatGPT as a notable example in education. The researchers have recognized it as a highly valuable AI tool across various domains, particularly for enhancing learning and teaching processes (Baskara, 2023; Rahma & Fithriani, 2024; Xiao & Zhi, 2023).

The presence of AI in education environments will neither compete with nor replace the role of teachers or traditional learning; rather, it will support them in delivering quality education and fostering a more skilled and knowledgeable workforce (Xiao & Zhi, 2023). In particular, AI has made significant contributions to language learning and teaching. Wang & Hu (2017) state that "AI technologies are currently used in English language teaching to support language learning, facilitate communication, and provide feedback to learners."

Pratama & Hastuti (2024) and Tarigan (2018) argue that writing requires a long time and continuous practice to be effectively carried out. Meanwhile, a class does not consist of just one or two students, which can be exhausting for the teacher and time-consuming, especially when dealing with a large number of students and a diverse group of learners (Bibi & Atta, 2024). The assistance of ChatGPT provides an effective solution to overcome these problems, as it can support language learning and serve as a valuable assistant for teachers (Amin, 2023) and real-time feedback. The real-time feedback is effective because it helps correct errors such as structure, grammar, and vocabulary, while also providing encouragement and suggestions for enhancing their writing skills (Baskara, 2023; Hasanah & Nurcholis, 2024; Rahma & Fithriani, 2024; Song & Song, 2023). This allows both students and teachers to engage more efficiently in the learning process.

On the other hand, the use of artificial intelligence in the educational landscape invites controversy. While some praise ChatGPT for its personalized and adaptive learning support (Qadir Junaid, 2023), others must be careful due to its potential impacts on learning outcomes and ethical issues (Baskara, 2023; Mglanga David, 2022). One major issue is the over-reliance on ChatGPT, where students may depend too heavily on the tool to complete every task. This habit can hinder the development of critical thinking and problem-solving skills, which are essential for academic and personal growth. Furthermore, while ChatGPT can provide helpful responses, it sometimes gives inaccurate information or offers answers that are grammatically correct but culturally inappropriate. In addition, technical limitations, such as poor internet connectivity and lack of compatible devices, which can hinder its optimal use (Zou et al., 2023), highlighting the need for prompt instruction to help users maximize AI's potential (Woo et al., 2024). These limitations highlight the need for critical evaluation and responsible use of AI tools in education settings and these challenges require careful design and implementation to ensure the effective use of ChatGPT (Baskara, 2023). However, some students reported that they found using ChatGPT easy and did not encounter any challenges during the process (Zou et al. 2023; Wu et al. 2024).

There are several previous studies that are related to the present research. The first is "An Exploratory Study of EFL Learners' Use of ChatGPT for Language Learning 2 Tasks: Experiences and Perceptions," which was written by Yangyu Xiao and Yuying Zhi (2023). This research discussed how students utilize the tool to assist with vocabulary, grammar, and writing assignments. The second title of previous research is "Integrating ChatGPT into EFL Writing Instruction: Benefits and Challenges," written by FX Risang Baskara (2023). This research explores the benefits and challenges of using ChatGPT in EFL writing instruction. The last previous research is "The Potential Impact of Using ChatGPT on EFL Students' Writing: Teachers' Perspective," which was written by Alleyza & Rahmah (2024). Most previous studies have primarily focused on teachers' perspectives on using ChatGPT, but none have examined the experiences of EFL students at senior high school in writing skills, particularly in an Islamic boarding school where students are not allowed to use mobile phones during their education process.

In the present study, the researcher focuses on finding out the teachers' perspectives on using ChatGPT as a tool to support English writing and explores some of its benefits. This research specifically focuses on creative writing in the form of dialogue scriptwriting, intended for speaking activities, and the use of a qualitative case study design makes this research different from others research, too. Therefore, this research is expected to enrich the literature on EFL students' experience of using ChatGPT in creative writing, especially within the context of education in Indonesia.

METHOD

This research utilized a qualitative design and employed a case study to gather in-depth insights into the topic. A case study is a qualitative approach in which the researcher conducts an in-depth investigation of a specific program, event, activity, process, or individual(s). The case is defined by clear boundaries in terms of time and activity, and data is collected comprehensively through multiple collection methods over an extended period (Creswell John and Creswell David, 2023; Yin, 2009). The researcher believes that this study provides a detailed of a phenomenon in exploring the experiences of EFL students using ChatGPT in their writing skills. The research participants were tenth-grade, which consisted of 32 students, and selected only six students purposively who were based on their English grade. This sampling method was intended to ensure the reliability and trustworthiness of the findings, and is a popular method of sampling (Mtisi, 2022).

Data were collected through three main techniques: classroom direct observation, semi-structured interviews, and document analysis. Observation was conducted during the implementation of ChatGPT in writing activities. Pinho & Lima F (2023) highlight that observation in AI-assisted classrooms offers rich, real-time insights into learners' engagement and adaptation to new technological tools. A checklist and field notes were used to record students' behavior, collaboration, and teacher guidance. Interviews were conducted with six selected students to explore their perspectives on using ChatGPT. The interviews followed a semi-structured format, allowing for both consistency and flexibility to probe deeper into students' individual experiences (Adams, 2015). Questions focused on perceived benefits, challenges, and reflections on the writing experience. Student's dialogue writing document was collected and analyzed. This dialogue writing was part of a classroom task where students created a short dialogue with at least two characters, reflecting the use of asking and giving suggestions. Each student submitted a dialogue script before and after using ChatGPT. This was analyzed to find out the changes in content quality, vocabulary, sentence fluency, and grammatical accuracy. This document analyses on the use of ChatGPT as a vital triangulation method to reinforce and validate the findings related to the second research question, i.e. the perceived benefits of using ChatGPT in students' writing. As noted by Bowen (2009, Mtisi, 2022, p.9), document analysis provides contextual depth and allows researchers to interpret meaning through artefacts, especially when used alongside interviews.

Thematic analysis was used to analyze the qualitative data. The analysis began with familiarization with the data, followed by generating initial codes based on recurring patterns in classroom behavior. These codes are grouped into broader themes that capture recurring ideas or insights. The researcher then reviews and refines these themes for coherence, clarity, and relevance to the research questions. The final stages involve defining and naming each theme, followed by constructing a narrative report that relates the themes to existing theories and literature (Braun & Clarke, 2019). The use of thematic analysis for observation is consistent with Braun & Clarke (2019) who view that it is "particularly well suited to research focused on people's behaviors in real-life contexts." It allows for systematic exploration of how students navigate learning experiences mediated by AI tools within the Islamic boarding school environment.

The interview data were analyzed using thematic analysis, following the same procedures outlined in the observation section (Braun & Clarke, 2019). While the observation focused on the implementation of ChatGPT in writing activities, the interview analysis aimed to explore the perceived benefits and challenges of using ChatGPT from the students' perspectives. This approach aligns with the recommendation by Nowel et al. (2017), who argue that thematic analysis provides a robust and flexible way of analyzing interview data while ensuring rigor and trustworthiness. Therefore, this method enabled the researcher to identify meaningful themes and gain deeper insights into students' experiences with the tool.

The analysis of students' documents in this study focused on several criteria of good dialogue according to Mike Haris and mechanical aspects of play script dialogue. As outlined in The Handbook of Creative Writing, Mike Harris emphasizes that good dialogue has action-driven purpose, conflict or tension, naturalness of speech, economy of words, show, don't tell, and development of idea, whereas the mechanics aspect in writing refers to assess students' basic writing and to ensure the clarity and coherence of their dialogues. These rules include punctuation, capitalization, spelling, grammar, and sentence structure. The mechanical aspects were adapted from an online educational platform Rcampus (2023) https://www.rcampus.com/rubricshowc.cfm?code=WX874C9&sp=yes& which categorizes performance into four levels: Excellent, Good, Fair, and Poor, depending on the accuracy of formatting, grammar, punctuation, and spelling. This aligns with Brown & Lee (2015) who argue that mechanical competence play a significant role in evaluating writing quality, especially in English as a Foreign Language (EFL) contexts, where students often struggle with technical accuracy.

RESULT AND DISCUSSION

This section presents the research results based on three primary questions: how EFL students implement ChatGPT in writing activities, what benefits they experience, and what challenges they face. The findings were obtained through interviews and observations, and are categorized into relevant themes to provide a comprehensive understanding of students' experiences. In addition to interviews, the researcher also conducted document analysis by student's dialogue writing task before and after using ChatGPT to provide a deeper insight into the benefits of ChatGPT in creative writing.

EFL Students' Implementation of ChatGPT in Writing Activities

The researcher gained the data for the first research question through direct classroom observation during English class. A combination of a structured observation checklist and detailed field notes was employed to systematically capture students' behaviours, interactions, and responses while engaging with ChatGPT. To make sense of these observations, the researcher applied thematic analysis, which helped to identify and categorize recuring patterns in the students' use of ChatGPT during writing activities. This process allowed the researcher to develop a comprehensive thematic map (Table 1) that illustrates the core aspects of student engagement with the tool in the classroom.

Table 1. Detailed Thematic Map of observation

No	Code	Sub-theme	Theme	Interpretation
1.	1. Forgot passwords 2. Slow internet 3. A few computers does not working 4. Need help logging in	1. Technical barriers 2. Varying level of digital literacy	Students' Digital Readiness	Limited digital skills and technical issues affected students' ability to access and use ChatGPT effectively

2.	1. Use teacher's prompt samples 2. Struggled to phrase questions 3. Copied examples	1. Use of teacher-guided prompts 2. Prompt literacy challenge	Prompt Construction in Writing Activities	Students needed guidance to build effective prompts, showing varied levels of prompt literacy
3	1. Teacher explained ethical use 2. Students are reminded not to copy entirely 3. Critical thinking promoted	1. Ethical awareness and responsible use 2. Teacher monitoring and instruction	Teacher's Guidance and Ethical Use	Teacher instruction was key in promoting responsible and ethical use of ChatGPT
4.	1. Students helped peer 2. Shared knowledge 3. Reflected together at the end	1. Peer support and knowledge sharing 2. Classroom discussions and reflection	Collaborative Learning Experience	With support, EFL students used ChatGPT as part of an active, collaborative learning that enhanced their writing and digital literacy

Based on the results of detailed thematic map of observation from Table 1, it was seen that EFL students implemented writing activities using ChatGPT through a combination of guided instruction, digital exploration, and peer collaboration. While technical limitations affected access for some students, most were able to engage with ChatGPT for checking grammar, translating vocabulary, and developing sentences. The teacher played a crucial role in modelling prompt constructions, ensuring ethical use, and providing support when students struggled to understand AI responses. Additionally, students often supported one another, creating a collaborative learning environment that enhanced their engagement and confidence. In conclusion, EFL students implemented ChatGPT in their writing activities not merely as passive users, but as active learners who explored, questioned, and reflected on their writing process, with the support of teacher and peers. This study shows that with proper guidance and infrastructure, AI tools like ChatGPT can be meaningfully integrated into EFL writing classrooms to support both language development and digital literacy.

Benefits of Using ChatGPT in Writing Activities

The data found is the result of student interviews on May 21st, 2025, with as many as 6 participants who were selected with certain English grade. The results of each individual varied regarding the responses asked about benefits experienced from using ChatGPT in writing skills. Through this process, the researcher was able to identify and construct four main themes that emerged from the students' responses. These themes provided insights into how ChatGPT supports learners in overcoming the difficulties of writing. The themes, along with brief interpretations and student responses, are presented in the following Table 3.

Table 3. Themes and Students Responses to the Benefits of ChatGPT

Theme	Interpretation	Student Responses
Theme 1: Easy to understand	ChatGPT helped students understand things they didn't know before, like learning more vocabulary and grammar patterns in a way that makes sense	S1: "Learning things I didn't know before" S3: "What I didn't know before, I now understand" S5: "It is easier to understanding English"
Theme 2: Writing accuracy and correction	One significant benefit was the accuracy and correction of writing, particularly in grammar and sentence structure. This is very helpful students to overcome their difficulties in writing English.	S4: "Writing becomes correct" S6: "It can correct our grammar" S1 & S5: "Correction my writing"
Theme 3: Idea generation and writing support	Support idea generation, especially to develop their content more effectively.	S6: "Give us ideas"
Theme 4: Efficient assistance	The EFL students viewed ChatGPT as an efficiency tool. Several students emphasized how quickly the tool responded to their input, enabling them to save time and maintain focus while writing.	S2, S3, S4: "Very fast response."

The findings of this research showed that ChatGPT has a positive impact on EFL students' writing. It serves as a valuable tool that not only enhances their language skills but also builds their confidence in writing. Students reported improvements in vocabulary usage, grammar accuracy, and idea organization. They also appreciated the instant feedback and guidance provided, which helped them become more independent and motivated writers. These perceived benefits were further supported by document analysis, particularly the comparison of students' writing tasks before and after using ChatGPT based on the assessment rubric provided in the following Figure 1.

Figure 1. Rubric of Mechanics Aspect Scriptwriting Dialogue

The following Table 4 contains samples of a student's dialogue writing task before and after utilizing ChatGPT.

Table 4. Student's Dialogue Writing Before Using ChatGPT

Fauzan	: "Dit, It's almost the end of semester, where do you want To go on vocation?"
Radit	: "I don't have a plan yet? Ah least I will go to my uncles house. Do you have a Holiday event yourself?"
Fauzan	: "I don't even have a plan yet to, eh, how about at the end of the holiday, how about we to mount bromo?"
Radit	: "Wow, that's sounds good"
Fauzan	: "We will wait for you to come home"
Radit	: "Sipp ha ha"

To evaluate the impact of using ChatGPT on students' writing, a comparison was made between dialogue texts written before and after. The analysis focuses on four criteria rubrics, as given in Figure 1, including correct formatting, spelling, punctuation, and grammar. The detailed comparison is presented in the following Table 5.

Before using ChatGPT, the students' dialogue fell into the "Fair" category. There were noticeable issues in spelling (such as "vocation" instead of "vacation", and "uncles" instead of "uncle's), punctuation (missing or misplaced punctuation marks), and grammar (ungrammatical phrasing like "how about we to mount bromo?"). Formatting was also inconsistent, especially in capitalization and name spelling.

Table 5. Comparison of Student's Dialogue Writing Before and After Using ChatGPT Through Scriptwriting Rubric.

Criteria	Before Using ChatGPT	After Using ChatGPT	Explanation
Formatting	Fair	Excellent	Before: Inconsistent capitalization ("To go on vocation?", "mount bromo?") After: Consistent formatting and proper capitalization
Spelling	Fair	Excellent	Before: "Vocation" (should be "Vacation"), "Uncles" (missing apostrophe), After: All spelling is correct
Punctuation	Poor	Excellent	Before: Many punctuation errors (missing commas, incorrect question marks) After: Proper use of commas, periods, and apostrophes
Grammar	Fair	Excellent	Before: "I don't even have a plan yet to", "how about we to mount bromo?", "Ah least" After: Corrected to natural and grammatically correct forms
Overall Score	Fair	Excellent	After using ChatGPT, the dialogue shows complete improvement in all areas of the rubric.

After using ChatGPT, the revised version of the dialogue improved significantly and met the "Excellent" criteria in all areas of the rubric. The text showed correct spelling, clear sentence structure proper punctuation, and grammatically accurate sentences. This version reads more naturally and would be acceptable in a real conversational context. It also reflects a better understanding of English mechanics and structure. This comparison highlights how ChatGPT can support students in editing dialogue writing. Thus, the findings clearly answer the second research question by demonstrating that EFL students perceive ChatGPT as a beneficial tool for improving their writing skills and overcome common writing challenges.

Challenges of Using ChatGPT in Writing Activities
In connection with the results found through interviews, the challenges that affected students' ability to use the tool effectively were identified. These insights provide a deeper understanding of the challenges encountered and contribute to addressing the third research question of this study. Through this process, the researcher was able to uncover and develop three key themes based on the students' responses. The themes, along with brief interpretations and student responses, are presented in the following Table 6.

Table 6. Themes and Student Responses to the Challenges of ChatGPT in Writing Activities

Theme	Interpretation	Student Responses
Theme 1: Technical limitations	Some students reported that unstable internet connectivity became a barrier when using ChatGPT, this technical issue made it difficult for them to access the tool effectively.	S5: "Internet, access to the internet" S6: "Internet connection issues
Theme 2: Prompt clarity requirement	Another challenge expressed by students was the need to give clear and specific prompts when using ChatGPT.	S2: "You have to give clear instructions when writing. The prompts has to be clear." S6: "The prompts have to be detailed."
Theme 3: No significant challenges	Interestingly, several students stated that they did not encounter any challenges when using ChatGPT. They perceived the tool as user-friendly and easy to operate, with no major obstacles during their writing process.	S1: "There were none" S3: "None" S4: "Nothing, it's very easy"

Based on the thematic analysis of the student interviews, three key themes emerged that reflect the challenges experienced by EFL students at the Islamic boarding school when using ChatGPT to support their writing skills. Some students reported experiencing technical limitations (Theme 1), particularly related to unstable internet access, which affected their ability to use the tool consistently. Additionally, several students highlighted the need for prompt clarity (Theme 2), explaining that ChatGPT requires clear and specific input in order to generate useful responses. However, it is important to note that a number of students expressed having no significant difficulties (Theme 3) while using ChatGPT, describing it as an easy-to-use and accessible tool that effectively supported their writing process.

These findings suggest that while ChatGPT holds strong potential as a writing assistant, students' experiences very based on their digital literacy, internet access, and ability to communicate prompts effectively. However, several risks and negative effects of using ChatGPT tool often were also identified. Theme1: Risks of misused emerged as students expressed concern about the possibility of using the tool irresponsibly. For example, S2 stated, "Yeah, I think it might be misused", and S5 added, "The risk is that many people misuse it." Another recurring concern was Theme 2: Overdependence, where students feared becoming too reliant on ChatGPT, thus, weakening their cognitive independence. S6 emphasized, "We might become too dependent on ChatGPT, asking it everything, so our brains get stuck here."

Closely related to this was Theme 3: Lack of critical thinking, as highlighted by S4 who warned, "They will feel comfortable and they will be lazy to think critically. That is why overusing it isn't good. It is highly not recommended." These student responses reflect an awareness of the potential drawbacks of overusing AI tools, especially when not supported by guided usage and reflective learning practices.

To prevent the potential dangers of using ChatGPT, students emphasized the importance of proper supervision and mindful usage. As expressed in the interviews, students warned against overreliance on the tool, nothing that excessive use could lead to decreased creativity and reduced social interaction with peers. They also highlighted the risk of misuse if ChatGPT is accessed without guidance. Therefore, students suggested that ChatGPT should be used only when necessary and under appropriate supervision to ensure it supports learning without replacing critical thinking and human connection.

DISCUSSION

The integration of ChatGPT into the EFL writing classroom presents both promising opportunities and critical challenges, especially within the unique educational context of an Islamic boarding school. This study revealed that student' experiences with ChatGPT were shaped by multiple interrelated factors, including digital readiness, instructional support, and individual learner autonomy.

One of the most significant findings concerns digital readiness. Although students demonstrated the basic ability to access ChatGPT via browser, infrastructural issues, such as unstable internet connections, malfunctioning hardware, and forgotten login credentials created access barriers. These limitations required the teacher to provide repeated assistance and encourage students to work in pairs. Such conditions reflect the broader challenges identified in previous studies (Baskara, 2023; Mglanga David, 2022). Students received guidance on using ChatGPT ethically such as checking grammar or translating vocabulary without letting the tool complete the entire task. This aligns with Wang & Hu (2017), who stresses the need for structured support to maximize AI's educational value and avoid misuse.

AI tools such as ChatGPT offer numerous benefits in the field of language learning and writing development. One significant advantage is their ability to present information in a clear and easy to understand way. Students who face challenges in process writing due to limited vocabulary and a lack of grammar knowledge. ChatGPT can instantly detect and correct spelling, grammar, punctuation, and syntax errors for editing dialogue writing. This is similar to how it helps correct related to sentence structure, grammar, and vocabulary, while also providing encouragement and suggestions for enhancing students' writing skills (Baskara, 2023; Hasanah & Nurcholis, 2024; Rahma & Fithriani, 2024; Song & Song, 2023). This immediate feedback helps students recognize and learn from their mistakes, improving the quality of their writing over time. Furthermore, ChatGPT provides efficient assistance by offering quick responses, reducing the need for students to wait long periods to consult with teachers or peers. This is particularly beneficial, as constantly responding to a large number of students, especially those from diverse learning backgrounds, can be exhausting for the teacher and time-consuming (Bibi & Atta, 2024). Therefore, the learning process becomes more productive, as ChatGPT offers an effective solution to overcome these problems. It serves as a valuable assistant (Amin, 2023), available 24/7, allowing students the flexibility to learn at their own pace and convenience.

However, students also faced challenges. One of the challenges reported is that technical limitations, such as poor internet connectivity, can hinder the optimal use of ChatGPT. Zou et al. (2023) highlight that reliable internet and compatible devices are critical for effective AI integration in education, especially ChatGPT in the writing process. These

issues are particularly concerning in settings with limited digital infrastructure, where the full benefits of ChatGPT cannot be accessed effectively. Such limitations suggest that the success of AI integration is closely tied to the availability of stable technology and internet access.

Another challenge is the need for clear and well-structured prompts. When users, especially students, submit general queries, the AI often produces less accurate or useful responses. This reflects a key limitation: ChatGPT's output quality depends greatly on the clarity of the input. Several studies have highlighted the need for prompt instruction to help users maximize AI's potential. However, while some students are able to write effective prompts, the process is not always simple or intuitive, especially for English as a Foreign Language (EFL) students (Woo et al., 2024). Therefore, integrating prompt-writing practice into learning becomes essential. By guiding students to write clear, specific, and purposeful prompts, teachers can help them use ChatGPT more effectively to support their English learning.

Some EFL students reported minimal challenges when using ChatGPT, describing it as user-friendly, accessible, and helpful for writing activity. As a result, they tend to more confident and produce more relevant prompts. According to Zou et al., (2023), students who were more familiar with online learning platforms found ChatGPT intuitive and did not face major obstacles when integrating it into their writing process. Similarly, Wu et al., (2024)found that some EFL students reported a smooth user experience, stating that ChatGPT provided useful vocabulary, sentence structures, and instant feedback without causing confusion or dependency. Thus, although challenges exist, it is important to recognize that not all EFL students experience barriers. For a segment of students, the integration of ChatGPT into writing activities is smooth, beneficial, and even empowering.

CONCLUSION

This research explores how EFL students' experiences using ChatGPT in writing activities, especially for editing dialogue writing tasks. The findings indicate that ChatGPT played a significant role in helping students produce more grammatically accurate, coherent, and contextually appropriate dialogue scripts. Through its grammar correction, vocabulary suggestions, and instant feedback, students were able to editing and enhance their writing more confidently. The improvement in students' written outputs before and after using ChatGPT demonstrates that ChatGPT can effectively support EFL learners in developing creative writing.

Furthermore, the integration of ChatGPT encouraged greater learner autonomy, as students were able to independently seek clarification, explore alternative wordings, and refine their drafts outside of teacher-centered instruction. However, this autonomy must be balanced with guided support to prevent overdependence and ensure ethical use. While the tool is valuable, the teacher's role remains essential in fostering critical thinking and maintaining academic integrity.

In conclusion, the use of ChatGPT for editing dialogue writing in an Islamic boarding school setting not only enhanced students' writing quality but also promoted digital literacy, collaborative learning, and reflective writing practices. These outcomes affirm that AI-based tools, when integrated thoroughly and ethically into the curriculum, can serve as powerful mediational instruments in EFL classrooms. It is suggested for the future research to broaden the horizon of the research from the aspect of literature and mixed-methodology resulting a rich research result.

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