A LITERATURE STUDY OF RESEARCH ON CHATGPT IN THE CONTEXT OF TEACHING WRITING: DEFINING RESEARCH AGENDA

A PAPER

Submitted to English Education Program of IPI Garut as partial fulfilment of the requirements for the *Bachelor Education Degree*

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DECLARATION

The researcher hereby declares that this paper entitled **"A Literature Study of Research on ChatGPT in the Context of Teaching Writing: Defining Research Agenda"** was truly written by the researcher. The use of references, quotations, and citations from other literature have been carried out based on the citation rules in accordance with applicable scientific ethics. Therefore, the content and all its completeness are the original work of the researcher. In this case, if things are found that are not suitable, the researcher will be fully responsible for all the consequences given.

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PERNYATAAN

Peneliti dengan ini menyatakan bahwa makalah yang berjudul **"A Literature Study of Research on ChatGPT in the Context of Teaching Writing: Defining Research Agenda"** ini benar-benar ditulis oleh peneliti. Penggunaan referensi, kutipan, dan sitasi dari literatur lain telah dilakukan berdasarkan kaidah pengutipan sesuai dengan etika ilmiah yang berlaku. Oleh karena itu, isi dan segala kelengkapannya merupakan karya asli peneliti. Dalam hal ini apabila ditemukan hal-hal yang tidak sesuai maka peneliti bertanggung jawab penuh atas segala akibat yang diberikan.

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MOTTO

“This life is filled with a thousand kinds of sweetness, but to achieve it requires a thousand kinds of sacrifices”

5 cm

PREFACE

All praise be to Allah SWT, the Most Gracious and Merciful who has been giving me blessing to complete this research paper. Then, may Allah SWT bless our prophet Muhammad SAW. Peace be upon Him and His family, friends, and his followers. With blessing of Allah SAW, the researcher has completed this paper entitled **"A Literature Study of Research on ChatGPT in the Context of Teaching Writing: Defining Research Agenda"**. This paper primarily discussed about the use of ChatGPT in teaching writing. The aim of this study is to discover the focus discussion from the existing journal article about the use of ChatGPT in teaching writing.

The researcher realizes that this paper is still far from being perfect. There are many things that should be corrected both its contents and linguistic aspects. Thus, the researcher expects criticism and constructive suggestions to improve this paper, and it may be a reference in preparing the next writing. The researcher hopes this paper will be useful, especially for the researcher herself and generally to the others.

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The researcher

ABSTRACT

The development of Artificial Intelligence (AI) also has an impact on the education sector, and the use of ChatGPT to assist the teaching writing process by both students and teachers is currently cannot be avoided. The aims of this research are to determine the key findings of using ChatGPT especially in teaching writing. By conducting a Systematic Literature Review (SLR) on journal articles obtained from a Scopus databases searching, from 488 journal articles, there were 38 journal articles used in the research after completing a screening process and full-paper assessment based on the inclusion and exclusion criteria. The results of this study shown that ChatGPT is very useful for helping students in teaching writing process because it can be used as a collaborative writing tool, provide an automated feedback, elicits student motivations, ChatGPT also can be used as an automated essay scoring and also really adaptive to student needs. Besides there are several weaknesses that must be considered by EFL and ENL students ChatGPT did not give satisfactory feedback compared to their teachers, and the used of ChatGPT might be problematic with the ethical educational issues. Furthermore, this research can be used as a reference and evaluation for teachers, students and educational institutions in using Artificial Intelligence (AI) to establish the guidelines for using ChatGPT, so that students do not violate educational rules and ethics, and can still maintain the quality of learning process. This research also can help students to understand the benefits and extent of ChatGPT use in the teaching process.

Keywords: *ChatGPT; Teaching Writing*

ABSTRAK

Perkembangan Artificial Intelligence (AI) juga berdampak pada bidang pendidikan, dan penggunaan ChatGPT untuk membantu proses penulisan baik oleh siswa maupun guru saat ini tidak dapat dihindari. Tujuan dari penelitian ini adalah untuk mengetahui temuan utama penggunaan ChatGPT khususnya dalam pengajaran menulis. Dengan melakukan Systematic Literature Review (SLR) terhadap 488 jurnal artikel yang diperoleh dari penelusuran dua database Scopus, terdapat 38 jurnal artikel yang digunakan dalam penelitian setelah melalui proses seleksi berdasarkan kriteria inklusi dan eksklusi, serta penilian jurnal artikel secara menyeluruh. Hasil penelitian ini menunjukkan bahwa ChatGPT sangat berguna untuk membantu siswa dalam proses pengajaran menulis karena dapat digunakan sebagai alat penulisan kolaboratif, memberikan umpan balik otomatis, meningkatkan motivasi siswa, ChatGPT juga dapat digunakan sebagai penilaian esai otomatis dan juga benar-benar adaptif dengan kebutuhan siswa. Selain itu ada beberapa kelemahan yang harus diperhatikan yaitu bagi siswa EFL dan ENL ChatGPT tidak memberikan feedback yang memuaskan dibandingkan dengan gurunya, dan penggunaan ChatGPT mungkin bermasalah dengan masalah etika pendidikan. Selanjutnya penelitian ini dapat dijadikan acuan dan evaluasi bagi guru, siswa dan lembaga pendidikan dalam menggunakan Artificial Intelligence (AI) untuk menetapkan pedoman penggunaan ChatGPT, agar siswa tidak melanggar aturan dan etika pendidikan, serta tetap dapat menjaga ketertiban dan kualitas proses pembelajaran. Penelitian ini juga dapat membantu siswa untuk memahami manfaat dan sejauh mana penggunaan ChatGPT dalam proses pengajaran.

Kata Kunci: *ChatGPT; Teaching Writing*

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CHAPTER I
INTRODUCTION

This chapter present the background of the study, reasoning for choosing the topic, research question, research objective, research methodology, scope and limitation, significance of the study, and definition of terminologies. In detail, the discussion of the points above is explained in the following parts.

1.1 The Background of the study

Since the beginning of the twenty-first century, the world has entered the industrial revolution 4.0, which is defined by outstanding innovations in technology. The development of technology gave a lot of impact in humans life, education is one of the fields that receive a lot of positive impacts from the development of technology. This is in line with Lestari (2018) states that every industry in Indonesia has begun to use technology to streamline task, including the educational sector. NLP (Natural Language Processing) is the product of Artificial Intelligence (AI) which enables computers to read, comprehend, and translate human language. Kang et al (2020) states that studies in natural language processing (NLP) encompass theories and techniques that facilitate efficient human-computer natural language communication.

The utilization of Artificial Intelligence (AI) products as one of the adaptations in technological such as Natural language Processing (NLP) is proved that education also need technology in the teaching process. According to Sánchez and Alemán (2011) digital technology has also been shown to positively impact higher education on a larger scale by extending access to learning, creating equal learning opportunities for all, and fostering lifelong learning. One of the NLP platforms that happening nowadays is ChatGPT. This platform is widely used by students and teachers in helping the learning process, because ChatGPT can engage and respond to various comments or questions posed by users, assisting with writing and critical thinking while also serving as a source of information and knowledge.

ChatGPT has grown strongly among students, teachers, and also researchers. Since its official launch in November 2022, ChatGPT gained over 100 million members in just the first two months of operation, and getting significant media attention (Leiter et al., 2023). It has grown increasingly popular as a tool for teaching and learning because of its capacity to create content and synthesize massive amounts of material (Baidoo-anu & Owusu Ansah, 2023). This proved that ChatGPT is widely used by students and teachers for considering the capabilities of assisting the learning process especially in writing. Furthermore, It also become one of the innovative platform's possible uses is to help scientists and researchers generates ideas and overcome obstacle of writing (Cotton et al., 2023).

There are several studies about the use of the AI application, specifically ChatGPT in writing for instance Mondal and Mondal (2023) with the title "ChatGPT in academic writing: Maximizing its benefits and minimizing the risks" this study examines how ChatGPT can be utilized in academic writing and offers suggestions regarding appropriate use. Conducted in India, this research explores the capalibities of ChatGPT and shoes that ChatGPT may help with things including reviewing literature, analysing data, and writing entire sections of academic papers. Additionally, ChatGPT can also assist researchers minimize their effort and time, generates ideas, producing a summary, and suggestions for future studies. Another research carried out by Athanassopoulos et al (2023) with the title "The use of ChatGPT as a learning tool to improve foreign language writing in a multilingual and multicultural classroom" The study examined how ChatGPT can improve foreign language writing vocabulary and grammar. The research was done in a Junior High School (Gymnasium) classroom in an urban location in south Greece. The participants were 8 15-year-old migrant/refugee students studying German as a foreign language. The study discovered that ChatGPT can successfully increasing language learning and teaching, particularly for students from refugee/migrant backgrounds. Moreover, the study with the title "From human writing to artificial intelligence-generated text: examining the prospects and potential threats of ChatGPT in academic writing" already done by Dergaa (2023) with the purpose of exploring the possible and potential problems of employing ChatGPT and other

NLP technologies in academic writing and research publications, focusing on ethical problems and their impact on scientific authority and legitimacy. By reviewing relevant articles from peer-reviewed journals indexed in Scopus and found that these technologies can enhance the efficiency and quality of academic writing. However, its utilization raises concerns regarding the authenticity and integrity of academic work.

ChatGPT also become one of the preferences tools in teaching and learning language, because the used of ChatGPT can help in improving English language learners understanding by providing meaning-focused inputs, feedback on the accuracy of learners' language outputs, and promoting fluency development through extensive language practice. Furthermore, the study by C. Meniado (2023) with the title “The Impact of ChatGPT on English Language Teaching, Learning, and Assessment: A Rapid Review of Literature” was conduct to investigate the influence of ChatGPT on English language teaching, learning, and evaluation utilizing a brief assesment approach of literature released between November 2022 and August 2023. The findings represent that ChatGPT can improve English language learning by providing meaning-focused inputs, scaffolding outputs, feedback on accuracy, Furthermore, this research demonstrates that ChatGPT ca improve English language teaching by supporting teachers create personalized lesson plans, facilitate language learning, create customized materials, assess L2 learning, and provide immediate feedback. Therefore, ChatGPT as a technological development, must be properly considered as a supporting learning tool, enabling teachers and Artificial Intelligence (AI) to collaborate on developing beneficial technology-based learning outcomes that do not violate ethical concerns, plagiarism and other flaws.

In the context of the use of ChatGPT in Indonesia, several studies have been carried out. As an example, the study by Wahyudin et al (2023) with the title “Implementation of ChatGPT on English Class Essay Writing Skills in University Students”. This study investigated 13 fourth semester students of the English Language Education Study Program at Muhammadiyah University of Pare-Pare to

analyses the need for advances in technology by applying AI application in the learning process, specifically focusing on essay writing skills for students, using ChatGPT. This study discovered that using ChatGPT for essay writing skills in English classes can provide significant benefits for students by improving their essay writing performance. ChatGPT can assist students improve their abilities in communicating their ideas while also understanding the structure and style. In addition, it allows students to be creative in enhancing and expanding their English language skills, particularly in the field of writing. Another study with the tittle "Examining the Role of ChatGPT as a Learning tool in Promoting Students' English Language Learning Autonomy relevant to Kurikulum Merdeka Belajar" conducted by Agustini (2023) with a purpose of investigating how ChatGPT might be implemented into the KMB program to encourage autonomy and personalized learning. This research included six middle school students in Indonesia who utilized ChatGPT to improve their English language proficiency. The findings showed that ChatGPT can foster greater independence in English learning among college students in the *Kurikulum Merdeka Belajar*. ChatGPT provides personalized coaching, opportunity for reflection and self-assessment, language practice, and quick feedback to help students gain confidence and skills for self-directed learning.

Based on this explanation, the research about the use of ChatGPT especially in the context of teaching writing by find out the key findings from the existing research is one of the most interesting topics to explore. This research is considered important to carry out, considering that ChatGPT is a tool that has great potential for assisting students in their learning process. Based on the background explanation above, researchers are interested in conducting research with the research title "A Literature Study of Research on ChatGPT in the Context of Teaching Writing: Defining Research Agenda". So, it can be a reference for lecturers, students, and academic institutions to understand the position of ChatGPT in the context of teaching writing.

1.2 Reasons for Choosing the Topic

According to the description presented above, the researcher wanted to discover about the main focus of the existing research on ChatGPT especially in the context teaching writing, because every research has their own perspective and findings.

1.3 Research Question

In line with the background of this research, thus the researcher was expected to answer the following research question:

What are the key findings of existing research on ChatGPT in the context of teaching writing?

1.4 Research Objective

Based on the research question above the research objective of this study is attempt to find out the key findings from the existing research about ChatGPT specifically in the context of teaching writing.

1.5 Research Methodology

This research used qualitative research design with Systematic Literature Review (SLR), to collect the data from the database searching to gathered the journal article. Researcher used PRISMA model (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) to collect the data, and Microsoft Excel used to document the data and helping researcher describing the data.

1.6 Scope and Limitation

Based on the research question as well as the research objective, this research limits the area of research by focusing to find out the main focus of using ChatGPT in teaching writing from the existing research by do the systematic literature review from the international journal that published in 2023 and 2024 based on two databases in Scopus at November, 07 2023 and April, 02 2024 with the keywords “ChatGPT” and “Writing”.

1.7 Significance of the Study

This research is conducted to benefit the following:

a) Teachers

This study may serve as a guide and reference for teacher on the use of ChatGPT in teaching writing.

b) Students

This study will be useful for learners to understand how far is ChatGPT can be helpful for their writing.

c) Future Research

This study can be served as the references to defining several research studies related to the used of ChatGPT in the context of teaching writing.

1.8 Definition of Terminologies

In order to prevent misunderstanding, it will be explained in the following paragraphs:

1.7.1 ChatGPT

A language model known as Generative Pre-Trained Transformer, or GPT, is able to comprehend human inputs (as seen with DALL-E above) and generate response text that is almost identical to natural human writing (Dale, 2021).

1.7.2 Teaching Writing

Teaching writing involves instructing students on how to express their ideas through written text. Teachers need to effectively manage classroom activities to ensure students grasp the material. When teaching writing, educators should focus students' attention on the process of constructing text rather than the content itself (Najogi & Adnan, 2019).

1.7.3 Writing

Writing is both a physical and mental activity. At the basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of developing ideas, thinking about how to communicate them, and organizing them into statements and paragraphs that will be clear to a

reader Nunan et al (2003). Furthermore, Writing is a complex metacognitive activity that involves coordinating several processes using various factors such as information, basic skills, tactics, and personal abilities Nguyen (2015).

1.7.4 Teaching

Teaching is demonstrating or supporting someone in learning about how to do something, giving instruction, directing in learning something, imparting knowledge, or causing knowledge or understanding. In the teaching process, the teacher's responsibility is to guide students to learn, facilitate the learning process, and provide a positive learning environment Brown (2007). Moreover, teaching refers to the process of handing on knowledge or skills to other people Rajagopalan (2019).

CHAPTER II
LITERATURE REVIEW

This chapter discusses a review of related literature; it is important to elaborate on some theories employed in this research to obtain an understanding of specific concepts. There were several theories relating to this study's foundation.

2.1 Theoretical Description

ChatGPT was first launched in November 2022 by OpenAI in the United States (OpenAI.com, 2022). After its released, the first study conducted related to education was carried out by Zhai (2023) he experimented with creating an article containing 5.830 words just only in 2-3 hours included with some editing and rearranging, the title of his article is “Artificial Intelligence for Education”. As a specialist in artificial intelligence, Zhai believes that machine-generated papers are coherent, relatively (partially) accurate, informative, and systematic. ChatGPT capacity to offer essential information is also more efficient than humans in general, and its writing ability is above the average student. Furthermore, the development of using ChatGPT in Indonesia also highlighted by the developer. The CEO of OpenAI also the one who created ChatGPT, Sam Altman came to Indonesia in June 14, 2023 to promote his application by collaborating with the Indonesian-based Artificial Intelligence Industry Research and Innovation Collaboration or KOKIRA and GDP Venture as the event organizer. Sam states that ChatGPT as one of the Language Learning Model (LLM) is able to come up with new ideas that did not already exist as solutions (Muthiariny & Afifa, 2023).

Over the last decades, technology has undergone a phase of big transformation to the advanced level in all disciplines. As a result, adjustments must be made in accordance with technological improvements, particularly in the field of education Diffusion of Innovation theory (Doi) can be implemented to deal with the transition of technological education such as the use of ChatGPT. According to Rogers (2003) The Diffusion of Innovations Theory is an effective paradigm that focuses on innovation adoption. Furthermore, Mukhopadhyay (2023) states that

Diffusion of innovation refers to the process of disseminating innovation through specific channels and its gradual adoption by the general population within a specific social setting. Therefore, this theory can be relevant as the implementation of ChatGPT, because the focuses is to explain why the innovation of technology by Artificial Intelligence (AI) can be implemented in the field of education.

Besides the adaptation of the technological development, there must be a standard for utilizing ChatGPT so the implementation of this technology did not violate the rules and the authenticity of the students' work. As an example, one of the Malaysian universities that already regulates the usage of ChatGPT in teaching and learning. University Putra Malaysia from the Centre for Academic Development (2023) inform the regulation for using ChatGPT, there are:

1. Allowing Students Use GPT

The educators allow students to used ChatGPT, and discuss the regulation based to the established rules.

2. Ensure Students Understand

To ensure comprehension and evaluation of references, the educators must employ students practice recall and memorizing tasks that focus on certain periods of time, subjects, or past actions.

3. Collaborative Activities

Increase the quantity of collaborative discusses and activities. Students communicate using their own short- and long-term memories. Individuals often rely on their own thinking to contribute to a discussion, rather than searching for quick answers. Students may paraphrase a topic and then offer their thoughts on it, which is considerably more difficult for a bot.

4. Engage with Students

Promote experiential learning by involving students in activities that relate to their daily routines and environment. Encourage them to showcase their understanding of the subject matter. If the aim for students is to incorporate ideas, evidence, perspective, and data from contemporary events or their own experiences or surroundings, relying solely on AI complete their assignments may present challenges, thought it is not entirely out of the question.

5. Unique Case Study

Use artificial intelligence to enhance the teaching approach. Employ ChatGPT to modify or create individualized case studies for each student or group based on their interests and proficiency level, ensuring a more genuine assessment experience.

6. Students Opinion and Justifications

Incorporate a section within assessments where students can provide feedback on arears for improvement, such as relevance, organization, and effective communication of their ideas. Encourage them to reflect on their synthesis of information obtained from reading, internet research, peer discussions, and interactions with ChatGPT.

7. Different Type of Assessment

Explore various assessment methods, such as verbal assessment and live presentations, which are less susceptible to AI influence and allow students to develop and showcase their understanding effectively. Additionally, the use of generative AI poses a smaller challenge to staged assessment, where students are required to submit drafts, receive feedback, and the refine their work.

Create questions concerning:

a) contextual and real-world issues, such as those discussed in previous lessons.
b) personal opinion based on reasoning and justification.
c) current problems.
d) creating sketches, figures, and illustrations.

From the regulation above, the collaboration between teachers and utilizing ChatGPT is essential for preventing undesirable outcomes in the teaching and learning process. Its integration necessitates educators to adjust their assessment methods, while students must acquire theskills to engage with AI in their lives. For educators, possessding a fundamental comprehension of artificial intelligence and its potential applications in education is crutial, as the incorporation of AI into teaching and learning should be conducted in a manner that prioritizes safety, ethics, and integrity.

Furthermore, as stated by Maudisha (2023) discussions regarding the ethics of using ChatGPT were also held in Indonesia, Universitas Indonesia (UI) with the tittle *"Webinar DGB UI: Etika Penggunaan ChatGPT di Lingkungan Akademik"* in March 25, 2023 with the professors, formulate a conclusion that can also be applied by other academic institutions regarding the role of lecturers and students in using ChatGPT in accordance with academic ethics, there are:

1. The role of lecturer

As an educator, there are various aspects that lecturers must pay careful attention to for the purpose to facilitate and supervise students' use of ChatGPT:

a) Lecturers can construct instructional methods that increase students' comprehension of living environments.
b) Teach students how to engage with AI models and generate effective responses.
c) Lecturers might reconsider evaluation modalities in higher education based on the existence of natural language processing (NLP) and artificial intelligence.
d) Lecturers control by prohibiting the excessive use of ChatGPT.
e) Hold an open conversation about ChatGPT and its application in your classroom.
f) Establish clear instructions for usage correctly
g) Pay careful attention to the completion of course assignments, especially when employing tools that have the potential to produce realistic, coherent (logical) language and give a professional impression.
h) Explain about plagiarism and used a plagiarism detection tool.
i) Submit a draft course assignment for approval before submitting the final assignment as part of the evaluation process.
j) Read students' work attentively then let them present it to the class.
k) Implement ethical clearance.
l) Enhance critical thinking, problem-solving, and communication skills.
m) Create evaluations that encourage group discussions and ask students to present the result.

n) Ask students to analyse the text and apply it to relevant information, topics, and challenges from different perspectives and contexts.

2. Students rules

The usage of ChatGPT by students must be regulated to avoiding violation of academic ethics and maintain students' abilities in problem solving and critical thinking:

a) Students can use the teaching process to increase their awareness of living environments.
b) Students can take advantage of the capacity to interact with AI models and receive relevant responses.
c) Commit to the agreement established with the lecturer during the learning process, including following to ethical standards.

This Guideline or standardisations for lecturer and students' can be used as an example or reference in developed the rules for using ChatGPT in any courses, especially writing, so students can produce the product with high-quality but also do not lose the authenticity of the students' product even with ChatGPT assistance.

2.2 The Background of ChatGPT

The phenomenon of using ChatGPT is growing really fast because this application developed by OpenAI is able to help its users solve various problems. As a Language Learning Models (LLMs) applications ChatGPT can identify, summarize, and generate text. This in line with that stated by Menon and Shilpa (2023) state that ChatGPT can be used to deliver immediate and personalized customer support.

2.1.1 The OpenAI Initiative

OpenAI is an organization aimed to developing artificial general intelligence (AGI) for the benefit of humanity. Founded in 2015 by Elon Musk, Sam Altman, and other visionaries, OpenAI has paved the way for AI research, pioneering innovative models such as GPT-2, GPT-3, and most recently, ChatGPT (Ray, 2023). ChatGPT's further development is based on the needs of an expanding

number of users, as well as new innovations discovered by researchers that can optimise the use of ChatGPT with various updated versions.

2.1.2 Definition of ChatGPT

ChatGPT was created by OpenAI as a publicly available tool based on GPT (Generative Pre-Trained Transformer) language model technology (Kirmani, 2023). This tool enables to understand human inputs and generate answers with the identical natural human writing. ChatGPT's ability to generate discussions that resemble human conversations and manage difficult tasks, as well as its recognition as a key contribution to natural language processing and artificial intelligence, facilitates user understanding and engagement with the tool. ChatGPT is a very intelligent chatbot that can complete a wide range of text-based requests, including answering basic questions and completing more advanced activities such as like developing thank you letters and allowing individuals through difficult discussions with regard to productivity obstacles (X. Liu et al., 2023). This can be done by ChatGPT because it has extensive data storage and an efficient design for understanding and interpreting questions from users, which can then be responded to in almost natural human language.

2.1.3 GPT Evolution

The development of technology and also the huge request for upgrading the features of ChatGPT caused an update version of ChatGPT itself. Here is the revolutionized of ChatGPT:

1) **GPT-1**

Released in 2018, GPT-1 is the first generation of the GPT language model. It is primarily designed for conversational AI, with the goal of generating human-like responses to text-based commands, including language modelling and machine translation. The model is trained to predict the next word in a text sequence, using a pre-training approach to understand word patterns and relationships in a very large text corpus. This is in line with Zheng et al (2021) states that GPT-1 undertake pre-training on an extensive array of text sources, encompassing books,

journals, and web content, through a language modelling assignment. With 117 million parameters, GPT-1 is comparatively modest compared to subsequent versions. Nonetheless, despite its compact size, GPT-1 demonstrated remarkable proficiency in natural language processing assignments, underscoring the efficacy of pre-training with vast text datasets for enhanced language comprehension.

2) GPT-2

GPT-2 is one of the large-scale language models with 1.5 billion parameters that was originally intended for developing languages tasks including text completion, translation, and summarization. A remarkable characteristic of GPT-2 is its ability to write cohesive, lively text that resembles human written content, thereby providing a challenge in distinguishing between the two (Qu et al., 2020). This raises concerns about the possibility of manipulation because it is difficult to distinguish with human writing. As a result, OpenAI decided not release the full version of the model, instead providing a simplified iteration with limited functionality.

3) GPT-3

With 175 billion parameters, GPT-3 outperforms GPT-2 by a large scale. Trained to anticipate the next word in a sequence of text from previous work, it produces top-level natural language writing identified by extraordinary coherence and realism. GPT-3 features many improvements over its predecessor, aimed at improving usability and ensuring the achievement of desired results. This is in line with Kinoshita et al (2022) in Ray (2023) states that GPT-3 capacity to manage a wide range of natural language processing tasks, such as text classification, sentiment evaluation, and responses to questions, without requiring task-specific training data is an important feature.

4) GPT-4

This latest version shows enhanced features and capabilities, underscoring the significant progress OpenAI has made in improving its technology. ChatGPT in this version can accept image and text input and produce textual output. At this scale, GPT-4 has demonstrated levels of performance comparable to human standards in a variety of professional and academic fields.

2.3 Teaching Writing

The evolutions of ChatGPT support its used in educational environment, especially in teaching writing. The increasing features of ChatGPT give users easiest in using it. Teaching writing requires a balance of teaching, encouragement, and practice. Effective writing instruction involves not only teaching language and structure, but also encouraging creativity and critical thinking. Using technology such as ChatGPT in the process of teaching writing can gives students more interactive learning. The usage of ChatGPT in learning can be an attractive and useful option, but users must stay critical and selecting when using it (Firaina & Sulisworo, 2023). In the classroom, teachers carry an essential part in assisting students throughout the use of technology in the writing process. Teachers needs to provide educational approaches that can assist students in using ChatGPT with the aim of preventing excessive use by explaining clear instructions and limitations for proper use. Finally, teachers must carefully study their students' work and allow them to explain it so that students can continue to strenghthen their critical thinking, problem-solving, and communication abilities. This is in line with the statement by Harmawan et al (2023) ChatGPT has significant potential to help learning, but it requires socialization, initial understanding, and teacher support for application. The processes in research writing differ based on the nature of the research topic, the discipline, and the needs of the intended audience or publication. According to Gelling (2015) there are seven stages in research writing; Identify the research question, Conduct a literature, Select methodology, Data collection, Data analysis, Writing manuscript, and Revise. The role of ChatGPT in teaching writing to assist

students work is really helpful but to used it correctly users must be wise to check plagiarism of the text or idea given by ChatGPT when it is being used in research paper. This is in line with Mondal and Mondal (2023) guidline recommendation to use ChatGPT with check the plagirism to avoiding academic violations:

1. Generate text for small topics at a time

Dividing the complex topics into stages to allow for a methodical and focused exploration. By breaking down the themes, users may go deeper into every single one, assuring complete coverage and knowledge. This strategy improves clarity in both text generation and comprehension, allowing for accurate articulation and lowering the risk of missing important specifics. Furthermore, handling one issue at a time improves efficiency by reducing cognitive overload and allowing for better organization of ideas, resulting in high-quality information that is cohesive and comprehensive.

2. Copy the text and save it

Copy and save the generated text in a secure location. This can serve as protection against accidentally data loss, ensuring that valuable content is available for future reference or utilization. Saving the text creates a repository of materials that can be revisited and repurposed as needed, hence speeding the content development process. Furthermore, keeping a backup of the text reduces the danger of data loss due to technical faults or unanticipated circumstances, protecting users' work and investment of time and effort.

3. Search for references

Conduct significant research to locate credible sources and references that will support and enrich the generated text. This stage can assess the quality and reliability of the information provided, increasing the credibility and trustworthiness of the generated content while enriching the depth of the content.

4. Check accuracy, edit it

Evaluate the resulting text to ensure it is factual, logically coherent, and linguistically correct. Thoroughly reviewing the information allows users to detect and correct any mistakes, inconsistencies, or ambiguities, which improves the overall quality and reliability of the text.

5. Check plagiarism

Use specialist tools to detect and prevent plagiarism, ensuring the authenticity and integrity of the generated text. Users can prevent unauthorized copying or replication of content from external sources by undertaking extensive plagiarism checks, keeping ethical standards and respecting intellectual property rights.

6. Paraphrase if needed

Use paraphrase techniques to modify sections of the generated text while maintaining the original meaning and intent. Paraphrasing used to avoid plagiarism by presenting information in a unique and distinctive manner, while also improving clarity and readability. However, exercise caution and ensure that paraphrased text accurately represents the original source while keeping narrative integrity and coherence.

7. Use it in the article

Integrate the generated content successfully into the larger context of an article, aligning it with the general theme and structure, in order to present information to the target audience in a clear and engaging way.

ChatGPT offers valuable information and advice on a variety of topics, but it does not have the critical and creative thinking capacity compared to humans. Human involvement remains important, especially to verify and ensure the accuracy and relevance of ChatGPT reesponses.

2.4 Relevant Studies

There are various relevant research on the usage of ChatGPT in the context of writing instruction. First is study by Lingard (2023) in Canada with the title "Writing with ChatGPT: An Illustration of its Capacity, Limitations & Implications for Academic Writers" which investigates the capabilities, limitations, and implications of ChatGPT for Academic Writers through its use. The findings of this study show that ChatGPT is an effective brainstorming tool (think headlines, outlines, counterarguments), but users should double-check what is stated, especially if the topic is outside their area of expertise. Furthermore, the study found

that ChatGPT can develop summaries of difficult ideas and relate them to other ideas, although this requires awareness of human knowledge.

The second study is conducted by Salvagno et al (2023) “Can artificial intelligence help for scientific writing?” they examined the application of Artificial Intelligent (AI) Chatbot in scientific writing, with a focus on ChatGPT itself. This study reveal that ChatGPT is an AI software that may be able assist in the writing process of a scientific article, including literature reviews, identifying research questions, providing an overview of the current state of the subject, and assisting with tasks such as formatting and language review. Furthermore, it can be used in clinical practice to save time. As chatbot technologies become more extensively used in the near future, it is critical to have international academic standards in place to control their use in scientific writing and to provide methods for identifying and penalizing unethical behaviour. Chatbots are simply tools that can help human researchers but should not be used to replace their knowledge, judgment, and personality.

Another study in Malaysia with the title “Integrating ChatGPT into EFL writing instruction: Benefits and challenges” conducted by Risang Baskara (2023) examines the possible benefits and limitations of using ChatGPT in EFL writing education by evaluating relevant research, and emphasizes ChatGPT's potential for EFL writing students. This study discovered that using ChatGPT in EFL writing instruction has various potential advantages, including its capacity to provide personalized input and assistance, keep students interested and motivated, and promote language skill development. However, adopting ChatGPT introduces various difficulties and issues, such as the necessity for stringent planning and implementation to ensure efficiency, as well as concerns about ethics when integrating artificial intelligence and natural language processing technologies in education.

Furthermore, the study under the title “EFL Teachers’ Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University” conducted by Nguyen (2023) included twenty Van Lang University EFL teachers

utilized ChatGPT to teach language and writing courses in Vietnam. The study examines feedback from EFL teachers on utilizing ChatGPT in writing sessions and investigates potential implementation techniques. The study's findings indicate that EFL teachers are excited about using ChatGPT for writing courses. Furthermore, the study emphasizes the significance of professional training for educators, boosting user awareness of the limitations and potential risks connected with ChatGPT, and assuring correct chatbot use as vital components contributing to its successful acceptance.

To this end, the researcher tries to portray what are the key findings of existing research on ChatGPT in the context of teaching writing, because the employment of ChatGPT in teaching writing are increasing every time, due to several positive findings from the users' responses as stated in the relevant study. Some of education institutions also give the response by discussing and providing the guideline about how ChatGPT is implemented in the teaching process. Moreover, this also in line with the application evolution that can be facilitate users for utilizing in helping in teaching writing.

CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher will discuss the procedures that are going to be implemented in order to find out the answer to the research question. This chapter discusses research methods, research design, research setting and participants, techniques for data collection, data inclusion and exclusion criteria, and techniques for data analysis.

3.1 Research Method

ChatGPT become a phenomenon due to the ability in helping teaching and learning process, nowadays the utilization of ChatGPT is unable to restricted through the development of technology. Therefore, the researcher tries to find out the major findings of current research on ChatGPT especially in the context of teaching writing. In line with the aim of this study, researcher collect the data from the existing journal article and do the full-paper review with the guidelines provided by systematic review process, as shown in figure 3.1. This figure illustrates the analysis of the empirical studies included in the systematic review. Moreover, this study used qualitative research to describe the result of the phenomenon about the use of ChatGPT from the existing research gathered. This is in line with Fraenkel et al (2012) states that qualitative research is a term commonly used to describe studies that examine the quality of relationship, activities, events, or materials. Furthermore, according to Siedlecki (2020) descriptive studies attempt to characterize individuals, situations, or phenomena by studying them in their original environments.

3.2 Research Design

This study used SLR (Systematic Literature Review), there are variety of sources can serve as the base for literature reviews and it can contain any number of studies depending on the research question, including books, academic dissertations, scientific journals, electronic bibliographic databases, and the Internet itself. According to Kitchenham and Charters (2007) systematic literature review

or SLR for short, is a process of reviewing the literature that identifies, assesses, and interprets all of the data on a certain topic in order to respond to a predetermined research question. The researcher used systematic literature review due to the essential for answering the research question from this study. Furthermore, Ahn and Kang (2018) stated that a systematic review collect all relevant studies, reviews and analyses their findings, and provides an objective, repeatable process for answering a specific research topic. In contrast to a systematic review, a meta-analysis creates a pooled estimate by applying statistical techniques to estimates from two or more separate investigations.

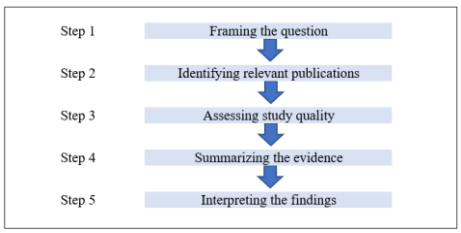
To sum up, a systematic literature review (SLR) was employed in this study to evaluate and compile relevant prior research in accordance with the keywords utilized for this study.

3.3 Research Setting and Participants

The study focused on the journal article published recently, because the researcher aimed to obtain findings that were related with the current issues regarding to the use of ChatGPT in teaching writing. The research focused on the journal articles as the document type and selected publications from the two-dataset given by Scopus in November, 07 2023 and April, 02 2024 with the specific keywords, which is largely acknowledged as a reliable and frequently utilized source. Scopus was used as the database searching, since it was one of the most widely used abstract and indexing databases (Baas et al., 2020; Burnham, 2006).

To facilitate the systematic review process, this study used 5 specific steps proposed by Khan et al (2003) there are framing the question, identification of relevant publication, assessing study quality, summarizing the evidence, and interpreting the findings. The figure below represents an overview of how systematic literature review was conducted for this study.

Figure 3.1 *Phase of Systematic Literature Review (SLR)*



The first step of conducting a literature review begins with specifically formulate research questions or problems that are related to the research objectives. Next, do the database searching in the chosen database with the specific keyword, and then identify whether the journal articles meet with the criteria or have to be excluded. After that, the researcher evaluated the data by reviewing all journal papers that had passed the screening process. Finally, the researcher interprets the study's results.

Step 1: Framing Questions

The development of technology has prompted students and lecturer to explore new approaches to engage with technology in education. As a result, Artificial Intelligence product such as ChatGPT become a new tool the potential benefits for students and also lecturer in the teaching and learning process. This research aims find out about the main focus by utilizing ChatGPT in teaching writing by analyzing articles published recently.

Step 2: Identifying relevant publications

Scopus was chosen as the primary database because it can be used as a comprehensive platform that includes a large selection of peer-reviewed papers and full-text publications across multiple subject areas. The database also includes academic resources such as technical reports, theses, publications, and well-known internet addresses.

Table 3.1 *Keyword used to choose the relevant journals*

Database	Search Terms
Scopus 1 and 2	“ChatGPT” and “Writing”

Step 3: Assessing study quality

For selecting relevant publications in the review, a comprehensive list of criteria was established. The inclusion and exclusion criteria were set up to ensure that appropriate articles were included in the final review. The specified criteria play an important role in organizing the scope of the article search to provide an

organized framework for the review. These criteria provided as a framework to ensure that the search efforts were directed toward discovering articles that matched particular requirements and were relevant to the research objectives. By establishing the scope using these criteria, the review was able to maintain a focused approach and ensure that only relevant papers were included for analysis.

Table 3.2 *Inclusion and Exclusion Criteria*

Criteria	Inclusion	Exclusion
Topic of the study	Studies related to the investigating of using ChatGPT in teaching writing	Did not focused on studies related to the use of ChatGPT in teaching writing
Literature types	- Journal article - Empirical article	- Book review - Correspondence article - Research letter - Review article - Perspective article - Guest Editorial - Non-empirical article
Language	English	Other than English

Step 4: Summarizing the evidence

To conducted this review, Scopus provided 488 journal articles based on the databased searching in two times with the relevant articles by researcher keywords. The screening of journal articles provided base on the inclusion and exclusion criteria above. As a result, 38 journal article are required to do the full-paper assessment for answering this research question study.

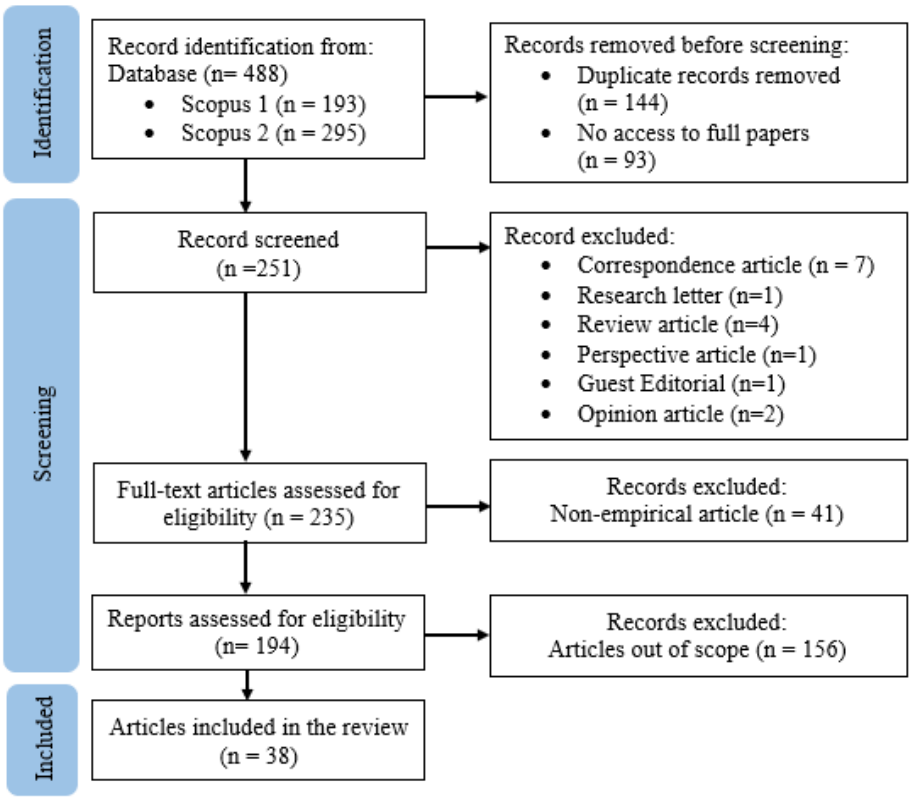
Step 5: Interpreting the findings

In this step, researcher analysed the findings from the 38 papers which fulfilled the study's requirements. These articles were divided into seven categories. Each journal article was thoroughly analysed, considering all of the research questions and objectives.

3.4 Technique for Data Collection

This study used preferred reporting items for systematic review and meta-analyses (PRISMA), it is used to simplify the procedure of compiling information and choosing the articles for the literature review. It addresses the aims of the study, which will go deeper into the research questions employed in this investigation. As describe by (Page et al., 2021) the systematic review address to the protocol specified in the Preferred Reporting Items for Systematic Reviews and Meta-analysis. The purpose of this instruction is to help a methodically organized and recorded systematic review in a way that ensures the integrity, accountability, consistency, and transparency of review articles. Despite its development originally for the examination of research correlated to health, the checklist items, however, can also be used to report systematic reviews that evaluate various types of academic disciplines such as social or education. Next, the following descriptions of the steps will be given:

Figure 3.2 *PRISMA Diagram Flow for Result of the Study*



The PRISMA Model is shown to have multiple stages in the above graphic. There are:

1. Identification. The article can be found and removed at this point. The database's overall size is flexible, depending on the requirement for research. For this study researcher used two databases searching in Scopus to obtain the papers. There are 488 journal articles from the database searching. After that, the researcher checking the availability of the journal article, and found out that 93 journal articles must be exclude from the study before screening because there is no access to the full paper. 144 journal articles also excluded because there were indicate as the duplicated journals.
2. Screening. There are 251 journal articles available for screening review, first researcher excludes 16 journals because it is: 7 correspondence articles, 1 research letter, 4 review article, 1 perspective article, 1 guest editorial, and 2 opinion article that not matches with the inclusion criteria. Total 235 journal articles can be carried out in the full-paper assessment, as a result 41 journal article were excluding because it is not-empirical article which is not suitable with the inclusion criteria. In the end, there were 194 journal articles are checked for the eligibility, and 156 journal articles were excluding because the articles are out of scope from this study.
3. Included. In the end there were 38 journal articles included in this study, because there were match with all the inclusion criteria and used for this study to find out what is the main focus of the existing research on ChatGPT especially in the teaching writing.

3.6 Technique of Data Analysis

This study used Microsoft Excel for analysing the data collected. Researcher can organize the data by creating customizable spreadsheets such as author, year, methodology, and findings. The capability in sorting and filtering makes it easy to categorize and highlight key information. This study used thematic analysis method for categorizing the data collected. This is in line with the statement from Braun

and Clarke (2006) states that thematic analysis is used to identify, analyse, and report patterns (themes) within the data.

The data collected in this study will be selected and then narratively summarized based on the study topic categories. Total 38 journal articles were analysed by researcher and there are advantages and disadvantages of the tool. The advantages of ChatGPT can be categorized into five main topics; ChatGPT can be utilized as an automated feedback tool, ChatGPT can elicits students' engagement and motivations, ChatGPT can served as an adaptive tool for student needs, ChatGPT can be a collaborative writing tool, and ChatGPT can be utilized as an automated essay scoring tool. Therefore, the disadvantages of ChatGPT can be divided into two major topics; ChatGPT did not given satisfactory feedback, and ChatGPT can be problematic with the ethical issues. The process of summarizing the journal articles is carried out based on the review that have gone through the previous selection process, then researcher will summarize and served the summary about the geographic location, number of researchers, year of publication, setting, participants, and research methods used in the study based on the review of the journal articles.

After the review is carried out, the researcher will do the full-paper assessment to find the key findings of each journal articles and present the results of the coding and analysis of each journal article. The research results obtained are used to produce conclusions and will be presented in the research findings.

3.6.1 Geographic Location and Publication Years

In this section, the geographic distribution and the time of journal publication are presented.

Figure 3.3 *Summary of Geographic and Publication Years (N = 38)*

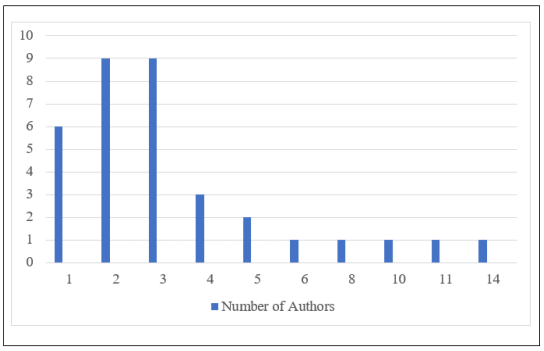
Geographic Locates (N = 38)		Publication Years (N = 38)	
Region	**N**	**Year**	**N**
Europe	11	2023	27
American	8		
Asian	13	2024	11
Oceania	2		
Not Mentioned	4		

According to the result of the study, all of the journal article were published in two different years in 2023 (71,05%), and in 2024 (28,94%). As shown in the figure above, the location of the studies is spreading in several location, The highest number of studies were in Asian (34,21%), Europe (28,94%), American (21,05%), Oceania (5,26%), and several studies did not mention the specific places in conducting the study (10,52%).

3.6.2 Authorship and Collaboration

The figure below represents the number of author distribution of the research data for this study.

Figure 3.4 *Summary of Authorship and Collaboration (N = 38)*

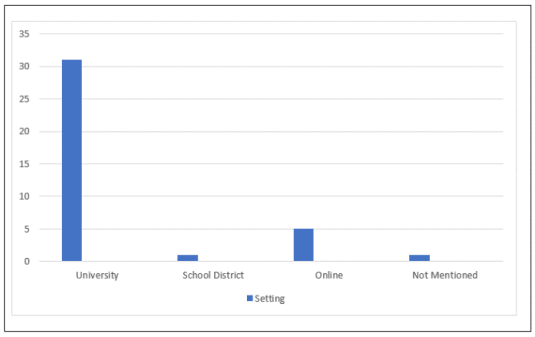


As a result of the study, there were various number of authors, most of the journal article is written by two and three authors (47,36%), and the others were written by one author (15,78%), four authors (7,89%), five authors (5,26%), and the rest of the journal articles are written by six, eight, ten, eleven, and fourteen authors (13,15%).

3.6.3 Setting

Journal articles included for this study has several different places for conducting their studies. The variety of setting are in the university, School district, even in online platform or application, and there is also a study did not mention the setting of the study.

Figure 3.5 *Summary of Setting (N = 38)*

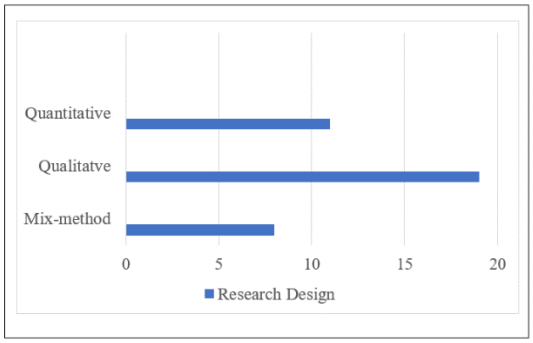


The study mostly conducted in university (81,57%), and the rest of the study are conducted School district (2,63%), Online (13,15%), and there is also an article in this study did not mention the setting of the study (2,63%).

3.6.4 Research Design

The research designs used in the journal articles included for this study are diverse, it depends on the methods are used by each researcher. For this study there were Qualitative, Quantitative, and Mix-Method are used by the researcher.

Figure 3.6 *Summary of Research Design (N = 38)*



In this study total 19 journal articles (50%) were used qualitative research design for their study, by conducted and interview, or even explored the to the AI

application. Quantitative research design conducted in 11 journal articles (28,94%) mostly the study done by experimental research. Moreover, total 8 studies conducted mix-method (21,05%) by combining two different types research method.

3.7 Research Timeline

The researcher conducted this research by do the systematic literature review to several journal article from one database searching. This research was held from October 2023 to April 2024.

Table 3.3 *Reseach Timeline*

No	Description	Oct 2023	Nov – Dec 2023	Jan -Feb 2024	March – April 2024	May 2024
1	Research Writing Proposal					
2	Proposal Examination					
3	Data Collection					
4	Data analysis					
5	Research Report					
6	Paper Examination					

The researcher submitted three different titles, and the title accepted is “Research on ChatGPT in the Context of Teaching Writing: Defining Research Agenda”. First, researcher write the research for proposal examination, after completing the process and receive some revision, researcher start to collect the data for the study, the data collection conducted twice due to the data considered insufficient so the researcher carried out the second data collection. The process of data analysis and study writing has begun since the first data collecting. Besides, researchers also discuss with supervisors to ensure that the research is conducted effectively and in accordance with the requirements that are required. Finally, the researcher reached the research examination stage.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the research findings, data analysis and discussion of the research aimed at answering the previously stated research question. The findings presented are the result of a systematic literature review of 38 journal articles that have already been selected in accordance with the research criteria and have passed a full-paper assessment. Henceforth, the discussion of the research will be reflected to the trends of the used of ChatGPT in teaching writing.

4.1 Findings

This research used one database on Scopus with two datasets searching in November, 07 2023 and April, 02 2024 with the keywords ("ChatGPT" and "writing"). Total 488 journal articles in the Scopus database list, 144 journal articles must be excluded from the study because it indicates as duplicate journals, and 93 journal articles could not be included in the study because the researcher had no access to the full papers. 251 journal articles were included in the screening criteria for the full paper assessment; after that, the researcher excluded 26 journal articles because they did not meet the inclusion which are 7 correspondence articles, 1 research letter, 4 review article, 1 perspective article, 1 guest editorial article, and 2 opinion articles. A total of 235 journal articles are required for a full paper assessment, and the researchers exclude 197 journal articles because they are non-empirical (41) and out of the scope of the study (159). After all, there are 38 journal articles included in the study that meet the inclusion criteria.

From 38 journal articles, there were advantages and disadvantages of ChatGPT in the context of its used in teaching writing. The advantages of ChatGPT are divided into five major topics; (1) ChatGPT can be utilized as an automated feedback tool, (2) ChatGPT can elicits students' engagement and motivations, (3) ChatGPT can served as an adaptive tool for student needs, (4) ChatGPT can be a collaborative writing tool, (5) ChatGPT can be utilized as an automated essay scoring tool. Therefore, the disadvantages of ChatGPT can be divided into two

major topics; (1) ChatGPT did not given satisfactory feedback, (2) ChatGPT can be problematic with the ethical issues.

Tabel 4.1 *Summary of Full-paper Assignment (N = 38)*

Topic	N
ChatGPT can be utilized as an automated feedback tool	3
ChatGPT can elicits students' engagement and motivations	10
ChatGPT can served as an adaptive tool for student needs	8
ChatGPT can be a collaborative writing tool	13
ChatGPT can be utilized as an automated essay scoring	1
ChatGPT did not given satisfactory feedback	2
ChatGPT can be problematic with the ethical issues	1

4.1.1 ChatGPT Can be Utilized as an Automated Feedback Tool

This is one of the discussion topics in the relationship of ChatGPT and teaching writing. Overall, around 7,89% (N = 38) of the journal articles discuss about the role of ChatGPT in giving writing feedback, such as the capacity for giving real-time feedback and support to users, ranging from sentence-level modifications to advanced writing skills. Students and teachers may find out difficult to personalized real-time feedback when do the writing task, ChatGPT can gives and offer real-time feedback and support with variety of activities and strategies that are suited to each students' specific needs and ability.

Tabel 4.2 *ChatGPT can be utilized as an automated feedback tool*

No	Title	Writer (Year)	Result of the study
1	Collaborating with ChatGPT in argumentative writing classrooms	Su et al (2023)	AI can serve the significant changes in the way of assess students, provided personalized feedback, make responses and suggestions, and proofread the text.

Tabel 4.2 *ChatGPT can be utilized as an automated feedback tool*

No	Title	Writer (Year)	Result of the study
2	Impact of ChatGPT on ESL students' academic writing skills: a mixed methods intervention study	Mahapatra (2024)	ChatGPT has a significant beneficial influence for students' academic writing skills, and students' perceptions of the impact are mostly agreed. It proves that ChatGPT has the ability in giving feedback as both dialogic tool and as a responsible writing tool. ChatGPT with proper student training, has the capability to be an effective feedback tool in large-scale writing workshops.
3	Comparing the quality of human and ChatGPT feedback of students' writing	Steiss et al (2024)	ChatGPT can ease of generating feedback when a well-trained educator is unavailable, ChatGPT can gives formative early drafts. Even though the feedback given by well-trained evaluator given higher quality feedback than ChatGPT, this AI tool still can used urgently as a correction assistance.

Teachers may be unable to give feedback for all students due to time limits; however, ChatGPT can provide writing support and feedback directly as the assistance of the writing process. The study by Su et al (2023) do the exploratory research to shown that ChatGPT can be a collaborating tool in argumentative writing classrooms by simulating the use of ChatGPT to scaffolding the essay writing process of an essay "Should schools have longer instruction time?", and giving the specific students rubric of an argumentative writing to provide specific feedback. The result of the study indicates that ChatGPT is valuable for assisting in rephrasing, paraphrasing, and proofreading, the feedback given also detailed in less time for student argumentative writing rubric.

Another study conducted by Mahapatra (2024) divided 71 top private-run university students in India into experimental group (78 students) and comparison group (56 students) and conducted three test of writing (Pre-test, Students training, intervention and two focus group discussion, and post-test) focusing on process, comparison, and cause-effect. The study found that using ChatGPT throughout the writing process improves student learning. It has a favourable impact on how students seek feedback, engage with it, and make adjustments to their academic writing. It helps students get over the fear associated with asking for and receiving the desired type of feedback. Furthermore, Steiss et al (2024) compared the descriptive statistics and effect sizes, in order to determine of ChatGPT and human feedback differed in quality throughout the entire sample, for compositions with varying overall quality, and for native English speakers and English learners. The larger study included 200 students: 50 recognized by their districts as English Learners (ELs); 50 students designated as Reclassified Fluent English Proficient (RFEP); and 100 students classified as fluent English speakers (IFEP or EO). The essay of 200 student's essay were assessed using sixteen human-generated feedback and ChatGPT 3.5-generated feedback. Human-raters more effective at give high-quality feedback to students in every category, ChatGPT can be used as a tool assistance to provide feedback when human raters are unavailable in giving real-time feedback. The differences of AI and humans feedback showed because of the essay quality from the students.

4.1.2 ChatGPT Can Elicits Students' Engagement and Motivations

The discussion about this topic included are around 28,94% (N = 38) of the journal articles. The use of ChatGPT to assist writing provides an interesting and engaging approach that can significantly boost student motivation. By incorporating this AI-powered tool into the teaching and learning process, lecturer and students can create an interactive learning environment in which students may improve their writing abilities in a personalized and creative way.

Tabel 4.3 *ChatGPT can elicits students' engagement and motivations*

No	Title	Writer (Year)	Result of the study
1	Redefining entrepreneurship education in the age of artificial intelligence: An explorative analysis	Vecchiarini and Somià (2023)	ChatGPT has an ability to speed up processes, boost student productivity, and foster particular kinds of creativity. This application can saving-time and resources throughout the brainstorming stages while also encouraging students to think critically.
2	Students' voices on generative AI: perceptions, benefits, and challenges in higher education	Can and Hu (2023)	A strong awareness of both the advantages and disadvantages of GenAI technologies, as well as an enthusiastic mindset toward utilizing these tools in learning, research, and future professions, were positively connected with students' knowledge of GenAI technologies and frequency of usage.
3	The Perception by University Students of the Use of ChatGPT in Education	Ngo (2023)	learners enjoyed ChatGPT's application because it can provide benefits such as time savings, information in numerous areas, personalized coaching and feedback, and illuminating ideas in writing.
4	Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners	Karataş et al (2024)	ChatGPT improves students' learning experiences, particularly in writing, grammar, and vocabulary acquisition, while also increasing motivation and engagement due to its versatility and accessibility in a variety of learning activities.

Table 4.3 *ChatGPT can elicits students' engagement and motivations (continue)*

No	Title	Writer (Year)	Result of the study
5	AI-driven assistants for education and research? A case study on ChatGPT for air transport management	Wandelt et al (2023)	ChatGPT is an incredibly productive tool that can easily recognize and address problems with generated code; yet, it is sometimes difficult for students to identify the origin of the text, demonstrating ChatGPT's excellent capacity to offer human-like answers. ChatGPT can help students who want to learn more efficiently, save time, and enhance their programming/writing skills.
6	Students' Acceptance of ChatGPT in Higher Education: An Extended Unified Theory of Acceptance and Use of Technology	Strzelecki (2023)	The use of ChatGPT has a substantial impact on students' behavioural intention to use ChatGPT due to habit, performance expectancy, and hedonic motivation.
7	Use of Chat GPT in English for Engineering Classes: Are Students' and Teachers' Views on Its Opportunities and Challenges Similar?	Synekop et al (2024)	ChatGPT is an effective tool for increasing students' learning, improving access to information, and encouraging participation in the learning process. The disparity of perspectives among teachers highlights the importance of providing teachers with training and assistance in order to properly implement AI tools into their teaching techniques and better satisfy the expectations of students.

Table 4.3 *ChatGPT can elicits students' engagement and motivations (continue)*

No	Title	Writer (Year)	Result of the study
8	To use or not to use? Understanding doctoral students' acceptance of ChatGPT in writing through technology acceptance model	Zou and Huang (2023)	Doctoral students' attitudes, perceived utility, and perceived simplicity of use all contribute to a strong desire to use ChatGPT for writing.
9	Enhancing academic writing skills and motivation: assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students	Song and Song (2023)	ChatGPT contributes to significant improvements in both writing skills and motivation among students who receive AI-assisted training. Writing proficiency improves in a variety of areas, including organization, coherence, grammar, and vocabulary. There is also AI's innovative instructional role and its good influence on writing abilities, as well as the necessity to evaluate the long-term impact and sustainability of AI-assisted education, emphasizing the importance of continual development and adaption of AI tools.

Table 4.3 *ChatGPT can elicits students' engagement and motivations (continue)*

No	Title	Writer (Year)	Result of the study
10	Usability and Efficacy of Artificial Intelligence Chatbots (ChatGPT) for Health Sciences Students: Protocol for a Crossover Randomized Controlled Trial	Veras et al (2023)	The ChatGPT intervention had considerably higher usability than traditional techniques, demonstrating the potential benefits of AI-assisted learning. Furthermore, there are issues about data privacy and plagiarism when it comes to using ChatGPT for assignments. While these problems may arise, ChatGPT's overall effectiveness and educational benefits remain unaffected. The potential relationship between usability and learning outcomes should be examined.

ChatGPT can be a useful tool for improve students' motivations, stimulating students' creativity, and overcoming writer's block. This AI application can offer students with inspirations and boundaries to enrich their writing. Study conducted by Vecchiarini and Somià (2023) at one of the state university in the southeast region of United States with 53 students were asked to write the business plan with the help of ChatGPT. After they were taught and introduced the application by the instructor and provided a demo about how to use it, students took the survey about the potential of ChatGPT in education at university level and find out that ChatGPT can motivate students to boost their productivity and creativity in the process of writing.

Another study carried out by Chan and Hu (2023) to discover about the perceptions of university students about the benefits of using ChatGPT in teaching and learning. 399 undergraduate and postgraduate students from six universities in Hongkong are participate in the survey for this study. Students were asked to

complete the questionnaire consisting with closed-ended and open-ended questions. The result shown that students have a huge enthusiasm in using ChatGPT in the teaching process, and the used of the application has a strong correlated with the students' knowledge of ChatGPT. Furthermore, the study from Wandelt et al (2023) by given a questionnaire to 102 students at Beihang university in China to investigate the potential of ChatGPT to assist aviation education and research, and the study reveal that ChatGPT can help students who wanted to learn more efficient, saving students time, and enhance students writing skills.

The investigation of how university students perceive the advantages, barriers, and potential solutions to employ ChatGPT for learning in the university in Vietnam with 200 students using a questioner, and 30 students also conducted in semi-structured interviews was done by Ngo (2023), the study conclude that students enjoyed using ChatGPT because the application can provided ideas in writing, and gives information in numerous areas. Next, there is study by Karataş et al (2024) in Turkey at the School of Foreign Languages at a Foundation University In Ankara with 133 preparatory class students to find out the implementations of ChatGPT in foreign language learning effect students learning experiences by do the interviews to the participant. The study concludes that ChatGPT effects students positively, especially in writing, grammar, and enhances students' motivation and engagement to the learning activities. The study from Synekop et al (2024) to explore and compare 60 technical university students and 22 ESP teachers attitudes and perceptions toward ChatGPT at the National Technical University of Ukraine, by utilized an online survey with the questionnaire consisted of 16 closed-ended questions for students, and 20 closed-ended questions for ESP teachers, then compared the result from both of the survey. The study found out that ChatGPT is a powerful tool for boosting student learning, expanding access to information, and stimulating engagement in the learning process, meanwhile teachers emphasize the significance of providing teachers with training and help in order to appropriately integrate AI tools into their teaching practices to better meet the expectations of students.

Other study investigate the factor of students acceptance of ChatGPT at the Polish State University by Strzelecki (2023) with 503 students by distributes the questionnaire through a web survey generated on Google Forms implementing the UTAUT (Unified Theory of Acceptance and Use of Technology). The study conclude that habit, performance expectancy, and motivation have a substantial influence on behavioural intention to use ChatGPT. The study in China at the National University conducted by Song and Song (2023) to investigate the impact of ChatGPT on Chinese EFL students writing skills and motivation by do the pre-test and post-test to assess fifty EFL students writing skill, and evaluated using established scoring rubrics. Semi-structured also done with nine EFL students from experimental group to gain the deeper insight. The result demonstrated that ChatGPT supports in the significant improvement in both writing skills and motivation among students who received AI-assisted instruction. Furthermore, Veras et al (2023) study the role of ChatGPT as a supplementary learning tool at Carleton University in Ottawa, Canada. 50 learners were disparate into two different group, first students used ChatGPT in their writing assignment. Second, students used conventional web-assigning in their writing task. After students collect their assignment. researchers do the RCT design. The result of the study reveals that ChatGPT demonstrating the positive benefits of AI-assisted learning and has considerably higher usability than the conventional techniques. The study about the doctoral students about their acceptance to ChatGPT in writing and the factors influenced were conducted by Zou and Huang (2023) questionnaire survey were distributed to 242 doctoral students at one Technological University in China. The study concludes that students' attitudes, utility, and simplicity are contributes to a powerfull desire to use ChatGPT for writing.

4.1.3 ChatGPT Can Served as an Adaptive Tool for Student Needs

The discussion about this topic included are around 21,05% (N = 38) of the journal articles. The studies discuss about the role of ChatGPT in this application adapt with the student needs. ChatGPT can be a tool assistance for students and also teachers in the process of writing. These beneficial from this AI product can assist students for improving their writing quality and also make it easier to complete the

writing assignment given by the instructor. The studies find out that most of the users agree that ChatGPT can easily adapted to student needs, whether it is to drafting a paper, identify research questions, generates summaries, or provide an overview. This can escalate students' efficiency, and support certain types of creativity. Moreover, besides as the tool assistance for writing, ChatGPT also can used as an effective tool for formal English language learning, the conversation interface of ChatGPT allowed interactive dialogues and writing in a natural way. The adaptability of ChatGPT can maximize if students provide a good quality question, so the answers given are constructive. This means that the results provided by ChatGPT depend on the user's knowledge

Tabel 4.4 *ChatGPT can served as an adaptive tool for student needs*

No	Title	Writer (Year)	Result of the study
1	Exploring Applications and User Experience with Generative AI Tools: A Content Analysis of Reddit Posts on ChatGPT	Choi et al (2023)	People use ChatGPT for writing, academics, and daily tasks. ChatGPT is usually referred as a writing or research assistant in this study.
2	ChatGPT: Friend or foe in medical writing? An example of how ChatGPT can be utilized in writing case reports	Ho et al (2023)	ChatGPT is an effective tool for writing that can generate summaries, proofread documents, and provide useful medical information. It can help medical students clarify difficult medical knowledge and master unexpected topics, hence improving their learning experience.
3	Comparing Code Explanations Created by Students and Large Language Models	Leinonen et al (2023)	ChatGPT code explanations have higher accuracy and understandability, and thorough explanations are preferred over brief high-level explanations.

Table 4.4 *ChatGPT can served as an adaptive tool for student needs (continue)*

No	Title	Writer (Year)	Result of the study
4	Writing with AI: University Students' Use of ChatGPT	Črček and Patekar (2023)	ChatGPT is mostly used for written assignments to generate ideas, summarize, paraphrase, proofread, and even write some parts of the project for students.
5	ChatGPT in Ukrainian Education: Problems and Prospect	Fiialka et al (2023)	ChatGPT has the ability to revolutionize teaching by providing personalized learning experiences, assisting with lesson planning and content creation, aiding in language learning, supporting research, and writing tasks, facilitating professional development, and automating assessment and evaluation.
6	Predicting the Quality of Revisions in Argumentative Writing	Liu et al (2023)	ChatGPT have the ability to revise in response with the help of argument content to determine the feedback given that is critical to students' writing success.
7	ChatGPT for Automated Writing Evaluation in Scholarly Writing Instruction	Parker J.L et al (2023)	ChatGPT proven its effectiveness as an AWE tool. It scored with greater accuracy than human raters, provided comments on macro-level writing elements, and allowed for multiple submissions and learner autonomy.

Table 4.4 *ChatGPT can served as an adaptive tool for student needs (continue)*

No	Title	Writer (Year)	Result of the study
8	Cultivating writing skills: the role of ChatGPT as a learning assistant—a case study	Punar Özçelik and Yangın Ekşi (2024)	ChatGPT has the potential to help students improve their writing skills, particularly in the formal language, and they used it joyfully and actively for their writing assignments. Students benefited from its feedback and corrections for improving the formal components of their writing. There are several points of view and smart ideas that highlight the necessity for significant functional enhancements to ChatGPT to make it a more valuable learning tool for self-editing. It concludes that with proper examination and adaptation, ChatGPT can help students significantly with their writing tasks.

The accessibility of ChatGPT is really helpful in the process of teaching. This in line the with the study by Choi et al (2023) that are exploring users experiences towards the used of ChatGPT and for what task their use it. This study is carried out in London by analyzing an online forum post on Reddit about the discussion threads from the r/ChatGPT subreddit. Overall, 452 post and 10620 associated comments were analyzed by the researcher using NVivo 1.7, and reveal that ChatGPT can used in variety of task such as writing, academic work, and also can be the writing assistant for users. The study from Ho et al (2023) is carried out to find out the role of ChatGPT serve by asked a first-year medical student for writing a case report using ChatGPT and a patient who give the information about his case. This study conducted at the University of South Florida in USA, and the

study find out that ChatGPT is a powerful writing tool that can be used to generate summaries, proofread, and even provide valuable medical insight.

Another study by Leinonen et al (2023) at the University of Auckland, New Zealand to find out about the accuracy, understandability of code explanation created by human compared to ChatGPT. This study involved 100 students in first-year programming course, students were assigned to summarize and explain the function about C programming language course and after two weeks, students were shown a random sample explanation code from the first meet generates by their answers and ChatGPT. Students were asked to rate the explanation from both of the codes given based on length, understandability, and accuracy. The result of the study reveals that ChatGPT code explanation have higher accuracy based on length, understandability, and accuracy. Furthermore, the study by Fiialka et al (2023) investigate about the prospects, problems, and solutions for ChatGPT in education. This study involves 1035 participant who were educational and pedagogical practitioners and teachers based on survey distributed in facebook groups and university networks all over Ukraine. The result shown that ChatGPT can be a potential tool assistance in teaching because this application can assist in creating lesson plan, creating content, supporting in research and writing task, also can give an evaluation.

The study from Liu et al (2023) is conducted to investigate the quality of revision in argumentative writing given by ChatGPT. This study involved 60 college students asked to write an essay about technology proliferation, and 596 elementary students essay written who were taking the response to text assessment. Both of the essays were received general feedback from ChatGPT until the third draft were collected. Researcher made the notation for the quality prediction based on the original and revised sentences essay from the students, finally the study reveals that ChatGPT have the capability to revise students argumentative writing with the help of argument content that is critical to students writing. Other study carried out by Črček and Patekar (2023) for investigate the prevalence use of ChatGPT for college students for writing assignment at Private and Public

Universities in Croatia by distribute a questioner to 201 students reveal that most of the students use ChatGPT for generating ideas, and some other students used it to summarize, paraphrase, and proofread.

Moreover, the study to find out about the role of ChatGPT in assisting students to improve their self-editing in writing and the students opinion were conducted by Punar Özçelik and Yangın Ekşi (2024) with 11 students from different departments at a state of university in Turkey. Researchers conduct a writing lesson for 2 weeks with a different writing task in every meeting. Students were asked to using ChatGPT for figuring out where they made mistakes and revise it based on the correction by ChatGPT. The study revealed that ChatGPt have the ability to help students improving their writing skills, and students used it joyful and actively for their writing assignment. The study from Parker J.L et al (2023) also investigate about the suitability of ChatGPT for AWE in writing instruction. This study was assessed ChatGPT feedback on 42 nursing students' text (18 written by undergraduate nursing students, and 24 by first through third-year graduate nursing students). Each of the essay were submit separately into ChatGPT with the input prompt that include rubric with CAF that commonly used for assessing writing development. The study found out that ChatGPT are effective to use as an AWE tool, the application can provide macro-level feedback and the scorring performance was stricter that human raters.

4.1.4 ChatGPT Can be a Collaborative Writing Tool

The discussion of this topic is around 34,21% (N = 38) of the journal articles. These studies discuss about the examinations about the use of ChatGPT in facilitating collaborative writing task, and highlighting its potential to foster peer interaction and knowledge constructions. The development of technology that effect the learning and teaching process must be utilized properly, as a collaborative application that can assist students and also teachers in the teaching and learning process.

Tabel 4.5 *ChatGPT can be a collaborative writing tool*

No	Title	Writer (Year)	Result of the study
1	ChatGPT-3.5 as writing assistance in students' essay	Bašić et al (2023)	ChatGPT-assisted writing may be dependent on the user's prior knowledge and skills, which may cause confusion in inexperienced users and result in poor essay writing performance.
2	ChatGPT in scientific and academic research: future fears and reassurances	Qasem (2023)	ChatGPT has enormous potential and can be beneficial if utilized appropriately and responsibly at the scientific and academic levels.
3	Potential of ChatGPT in facilitating research in radiation oncology?	Guckenberger et al (2023)	ChatGPT did not compensate for differences in scientific experience. ChatGPT provides the ability to assist young researchers with little or moderate expertise complete a variety of scientific activities without compensating for disparities in scientific experience.
4	RECIPE: How to Integrate ChatGPT into EFL Writing Education	Han et al (2023)	Students show the positive experiences with ChatGPT for general, academic, and essay writing. However, students with a poor comprehension of LLMs encountered difficulties in using ChatGPT.
5	Literacy as a Technology: A Conversation with Kyle Jensen about AI, Writing and More	Woo et al (2023)	All educational stakeholders need to enhance their AI literacy in order to participate in larger, future-oriented conversations about AI and to strengthen students' problem-solving, critical thinking, innovation, and creativity.

Tabel 4.5 *ChatGPT can be a collaborative writing tool (continue)*

No	Title	Writer (Year)	Result of the study
6	Investigating students' cognitive processes in generative AI-assisted digital multimodal composing and traditional writing	M. Liu et al (2024)	Students responded differently when developing texts in generative AI-assisted digital multimodal composition versus traditional writing. Students utilized more transitional sentences and examples, and they frequently used summary search results from AI.
7	Student Perceptions of ChatGPT Use in a College Essay Assignment: Implications for Learning, Grading, and Trust in Artificial Intelligence	Tossell et al (2024)	ChatGPT did not make the writing process easier. Instead, the tool influenced the student learning experience, generating different outcomes. ChatGPT is useful for learning, and users' comfort with its ethical and beneficent components has increased following use. Student perceptions of ChatGPT have changed from a perceived "cheating tool" to a collaborative resource that requires human supervision and calibrated trust.
8	Towards a framework for local interrogation of AI ethics: A case study on text generators, academic integrity, and composing with ChatGPT	Vetter et al (2024)	The rapid advancement of AI Text Generators (TGs) has led in significant modifications in composition classrooms, raising is concerned about plagiarism, accessibility, and critical thinking. It is critical to teach students about ethical AI writing tools, ensuring that they serve as assists rather than replacements. Instructors must also be actively involved in this process, and also recognizing the need of developing classroom policy suggestions.

Tabel 4.5 *ChatGPT can be a collaborative writing tool (continue)*

No	Title	Writer (Year)	Result of the study
9	Perceptions of Senior Pharmacy Students Towards the Impact of Artificial Intelligence on University Education and Scientific Writing: A Qualitative Study	Mohammed et al (2024)	Students thought AI was very beneficial, but they were concerned that it did not enhance their critical thinking or writing skills. Thus, educators must adapt their teaching and testing methodologies in order to develop student skills and detect students' own work.
10	Not quite eye to A.I.: student and teacher perspectives on the use of generative artificial intelligence in the writing process	Barrett and Pack (2023)	There is some dispute among students and teachers concerning the appropriate use of GenAI tools in the writing process, as well as a lack of GenAI preparation at the individual and institutional levels. It is necessary to have guidelines and teacher professional development while using AI for education.
11	How generative artificial intelligence has blurred notions of authorial identity and academic norms in higher education, necessitating clear university usage policies	Duah and McGivern (2024)	Students showed a more open involvement with GAI, viewing it as a tool for overcoming challenges rather as a source of plagiarism. Educators were usually less hopeful about GenAI's academic usefulness. The lack of clear institutional regulations governing such tools further contributed to ethical ambiguity.
12	Student perspectives on the use of generative artificial intelligence technologies in higher education	Johnston et al (2024)	Students request specific regulations controlling the use of GAI, and while these technologies should not be forbidden from universities, initiatives must be taken to guarantee that different groups of students have equal access to them.

Tabel 4.5 *ChatGPT can be a collaborative writing tool (continue)*

13	Understanding Student Perception Regarding the Use of ChatGPT in Their Argumentative Writing: A Qualitative Inquiry	Esmaeil et al (2023)	Students acknowledge ChatGPT's huge capabilities, including its ability to provide information and guidance while saving research expenses and time consumption, but they additionally worries about ChatGPT's accuracy, potential over-reliance, which can hinder learning and critical thinking, and the possibility of plagiarism.

The ability of ChatGPT in assist students can be useful as the collaborative learning tool. The study from Bašić et al (2023) investigate whether ChatGPT can improve essay grades, save writing times, and affect text authenticity at the Croatian University Department of Forensic Sciences in Croatia by conducting an experimental research with 50 second-year students. Students were divided into two groups, control group and experimental group, they were required to produce an essay regarding the benefits and drawbacks of biometric identification in forensic science. The experimental group were introducing to ChatGPT, and instructed to use the tool freely. After four hours students completed the task and two professors graded the essays by using essay rubrics from the Schreyer Institute for Teaching Excellence, Pennsylvania State University. The result reveal that ChatGPT-assisted in writing depend on the user's knowledge and skills of using the program, and the inexperienced users result is inferior than the experienced users writing quality. Other study by Guckenberger et al (2023) explored the ability of ChatGPT to help young clinical scientists with various creative and analytical scientific activities at University of Zurich, Switzerland. This study conducted pre-experimental research with 8 young clinical scientists with no prior experienced with ChatGPT were asked to do seven scientific task that must be completed in three-hour, and instructed to use ChatGPT for all of the task. The study found that ChatGPT has the ability to assist young researchers with little to moderate expertise in completing a variety of scientific activities. Another study by Qasem (2023) carried out to explore the

advantages and disadvantages aspects of the use of ChatGPT from seven expert in AI for the use in academic levels. From the interview of seven AI expert before, this study found that ChatGPT has the great potential and can be beneficial when used appropriately and responsibly at the scientific and academic levels.

The study carried out by Han et al (2023) carried out for the purpose to investigate students' perceptions and usage of ChatGPT at the University in South Korea by give a questionnaire to 213 students who enrolled in the writing courses. Researchers also established an interview with six students who had previously taken one EFL writing course. The study finds that Students mention their beneficial experiences with ChatGPT for general, academic, and essay writing, although students who did not understand LLMs struggled to use ChatGPT. Other study from Woo et al (2023) conducted to investigates the role of educators in leverage and harness AI tools capability to support students learning by do the interview with Dr. Kyle Jensen, a writing professor, leader, and researcher at the Arizona University, USA. The study concludes that all educational stakeholders must improve their AI literacy in order to participate in larger, future-oriented conversations about AI and to strengthen students' problem-solving, critical thinking, innovation, and creativity. Next, is the study from Khademi M. Liu et al (2024) examined the generative AI-assisted composition processes of two groups of English as a foreign language (EFL) writers at an established public university in New Zealand. Eight Chinese foreign undergraduate students were divided into a group who were asked to create a multimodal PowerPoint assignment, and the second group perform a typical argumentative essay that instructed to used ChatGPT. All task work processes are recorded using screen recording, and in the day after participant finish the task, they conducted a stimulated-recall interview and semi-structured interview to deepen the data collected. The result shown that students used more transitional sentences and examples, as well as summary search results from artificial intelligence.

Furthermore, study conducted by Tossell et al (2024) for investigating students perceptions before and after an essay writing assignment that required

ChatGPT. Twenty-four participants from United States Air Force Academy, USA were involved in this study and asked to fill out both the pre- and post-surveys. The result of this study conclude that ChatGPT altered the students learning experience, and the students' attitudes of ChatGPT have changed from a perceived "cheating tool" to a collaborative resource that still requires human intervention. Another study from Vetter et al (2024) that are conducted at one of the Vocational University in USA explores on how an educational ethical framework for AI use emerges. This study involved one student who took the semi-structured interview consisted 29 questions relate to AI usage and experience. The study found out that the rapid growth of ChatGPT has led to significant changes. It is It is vital to teach students about ethical AI writing tools, ensuring that they be used as supplements rather than substitutes. Instructors must also be actively participating in this process, realizing the importance of producing classroom policy recommendations. Next, is the study by Barrett & Pack (2023) explores the students and teachers perceptions about when ChatGPT are acceptable in writing by distribute a questionnaire to 158 students and 68 teachers to measure the participant perspective at a public research university in USA. The study concluded that there is some disagreement among students and teachers concerning the proper use of GenAI tools in the writing process, as well as a lack of GenAI readiness at the classroom and institutional levels. There is a need for exact regulations and teacher professional development while using GenAI in educational contexts.

Moreover, the study from Mohammed et al (2024) who finds out about the experience of students in using ChatGPT for academic purposes by conducted face-to-face individual interview with 15 students at the two large pharmacy collages in Baghdad (one public and one private university) conclude that students believed AI was really valuable, but they were concerned that it did not improve their critical thinking or writing abilities. Thus, educators must modify their teaching and testing methods in order to build student skills and identify students' own work. Next, is the study conducted by Duah and McGivern (2024) who also carried out a semi-structured interview with four full-time university students studying movie and media, and with one university lecturer at UK university to evaluate the impact of

ChatGPT, on higher education. The study found that students were more open with GenAI, viewing it as a tool for problem solving rather than a source of plagiarism. Educators were typically less enthusiastic about GenAI's academic applications. The absence of specific institutional laws governing such technologies increased to ethical ambiguity.

The study from Esmaeil et al (2023) explores the students perceptions about the use of ChatGPT in students argumentative writing by involving 17 students at the university in Malaysia. Researchers analyse students argumentative writing document on three separate topics; student understanding of plagiarism, students' perceptions related of project paper writing, and the usage of ChatGPT in academic writing. The study found out that students recognize ChatGPT's numerous advantages, including its ability to deliver information and help while minimizing research costs and time, but they also express concerns. These include is concerned about ChatGPT's accuracy, potential over-reliance, which may impede learning and critical thinking, and the possibility of plagiarism. Other study from Johnston et al (2024) at the University of Liverpool in UK, with 2555 students participated in the survey to investigate student perspective to Gen-AI technologies including their knowledge and the use of the technologies. The study concluded that students need specific rules controlling the use of GAI, and while these technologies should not be banned in universities, procedures must be done to make sure that different groups of students have equitable access to them.

4.1.5 ChatGPT can be utilized as an automated essay scoring tool

The other advantages from ChatGPT, it can utilize as an automated essay scoring tool. 2,63% (N = 38) of the journal articles discuss about the utilization of ChatGPT for helping in giving essay scoring.

Tabel 4.6 *can be utilized as an automated essay scoring tool*

No	Title	Writer (Year)	Result of the study
1	Exploring the potential of using an AI language model for automated essay scoring	Mizumoto and Eguchi (2023)	ChatGPT could be an effective instrument for AES, which has not received much more attention in the filed

Automated Essay Scoring (AES) is the use of specialized computer systems that provide grades to essays written in an educational environtment. The study by Mizumoto and Eguchi (2023) explore the use of ChatGPT for AES (Automated Essay Scoring) by investigate 12.100 English essay by individuals who already took the TOEFL test. The prompt used for examining the essay is the text-davinci-oo3 model score and IELTS TASK 2 writing band descriptors, and the result of the study show that ChatGPT is a potential tool for AES and could help in scoring students essay in the classroom.

4.1.6 ChatGPT Did Not Given Satisfactory Feedback

Besides the advantages, there also disadvantages of ChatGPT that are need to be carefully attention by users. Overall, around 5,26% (N =38) of the journal articles were discuss about this. The used of ChatGPT in English Foreign Language (EFL) students and English as a New Language (ENL) students have their own difficulties in used ChatGPT in their writing classroom because they are need more attention towards their writing product.

Tabel 4.7 *ChatGPT did not given satisfactory feedback*

No	Title	Writer (Year)	Result of the study
1	AI-generated feedback on writing: insights into efficacy and ENL student preference	Escalante et al (2023)	AI-generated feedback did not improve language development among ENL students than feedback from a human teacher. Half of the students preferred to get feedback from a human teacher, while the other half preferred AI-generated comments. A mixed method to offering feedback may benefit both language educators and students.
2	ChatGPT and the EFL Classroom: Supplement or Substitute in Saudi Arabia's Eastern Region	Ahmed (2023)	ChatGPT fails to provide sufficient material for EFL students in the writing course. Students acknowledged missing feedback that was often supplied quickly by their teachers in teacher-mediated learning. Although ChatGPT is easy to use and enables students to complete their work, teacher feedback is more interactive and provides greater satisfaction to learners.

Research conducted by Escalante et al (2023) do quasi-experimental and survey in small liberal arts university with 91 ENL students who were enrolled in academic reading and writing language course. First, 48 ENL students divided into control group (CG) that received feedback on their assignment from a human tutor, and an experimental group (EG) that received feedback from GPT-4. Second, both human and AI tutors provided written feedback to 43 separate ENL students on their weekly assignments. The result of the study indicates that ChatGPT did not helping in language development among ENL students compared to the feedback given by human teachers. Another study by Ahmed (2023) to find out university

students perceptions about their satisfactory of using ChatGPT of writing skills in English by do the interview with 64 freshman at two colleges in Saudi Arabia revealed that ChatGPT cannot provide sufficient material for EFL students. The feedback given by teacher is more interactive and satisfaction for learners.

4.1.7 ChatGPT Can be Problematic with the Ethical Issues

ChatGPT can create and help the writing process, but users also need more attention to the ethical issues of the application. Around 2,63% (N = 38) of the journal articles discus this topic. ChatGPT cannot shown the dataset their used to generates the paragraph. The used of ChatGPT should be encourage as a form of collaboration and there must be also limits applied, then users did not violate academic integrity and categorized as cheating.

Tabel 4.8 *ChatGPT can be problematic with the ethical issues*

No	Title	Writer (Year)	Result of the study
1	Dissonance in generative AI use among student writers: How should curriculum managers respond?	Talaue (2023)	The use of ChatGPT requires more attention to not violate study ethics, because students written output might have violated academic integrity even though their intention is not to violated. As a result, educational institutions need to implement a pedagogical approach to AI text generators, which entails taking proactive steps to embrace AI as a writing assistance while at the same time ensuring fair and directed use of the technology.

It is hard to prevent students from using technologies such as ChatGPT. Therefore, AI tools should be encouraged as a collaboration among students, teachers, and AI technology itself. The study by Talaue (2023) investigate how students used ChatGPT in their written assessment at one private university in

Indonesia. This study employed case study approach by five selected from the overall population in the classroom (28 students) in English for Academic Purposes class. First, all the students in the class were requested to written an essay, then instructor submitted their essays to Turnitin, and the 5 cases of students were discovered out using AI. This study revealed that the use of ChatGPT might be violated academic integrity even though students' intention is not to violated the academic integrity. Although, there is need more attention from the educational institutions about the implemented of a pedagogical approach to embrace AI as a writing assistance to ensuring fairness of the students writing product.

4.2 Discussion

Journal articles analysing the usage of ChatGPT in the context of teaching writing reveal numerous significant trends about its value in the educational environment. One important trend is the use of ChatGPT as a teaching tool assistance in the classroom. Its increasingly being used by students to assist with writing assignments by providing real-time feedback and suggestions for improvement, in addition trends shown that the application adaptable capabilities can accommodate individual needs. Aside from that, ChatGPT is an application that can increase student engagement in learning. According to several numerous researches, this method not only enhances writing skills, but also creates a more engaging and supportive learning environment. The study also reveals the trends of the feedback and revision process, demonstrating how ChatGPT might assist students in improving their drafts by providing frequent feedback and encouraging better writing techniques.

Many research has focused on the effectiveness of ChatGPT in enhancing students' writing skills when compared to traditional instructor feedback approaches. Furthermore, researchers are increasingly looking into student engagement and motivation, specifically how the interactive rapid feedback provided by ChatGPT might enhance student passion and persistence in writing activities. Finally, the literature consistently addresses ethical issues, such as is concerned about academic integrity and the consequences of AI-assisted writing,

and encourages educators and policymakers to take these considerations when implementing ChatGPT into educational frameworks. These trends demonstrate ChatGPT's broad impact on writing instruction, showing both the advantages and disadvantages of its use.

Based on the study from several journal articles, there are advantages and disadvantages for using ChatGPT. The advantages of using ChatGPT can be divided into five categories, ChatGPT can be utilized as an automated feedback tool, ChatGPT can elicits students' engagement and motivations, ChatGPT can served as an adaptive tool for student needs, ChatGPT can be a collaborative writing tool, and ChatGPT can be utilized as an automated essay scooring. Furthermore, the disadvantages of using ChatGPT can be divided into two categories, ChatGPT did not given satisfactory feedback and ChatGPT can be problematic with the ethical issues.

ChatGPT is very useful as the assistant for teaching writing, because it can be used as a collaborative writing tool. ChatGPT can help students to write a high-quality article in the short time, giving various information needs, and so on. This findings are in line with Mondal and Mondal (2023) who states that a potentially innovative tool for academic writing is ChatGPT. It can boost productivity and accuracy and help authors produce research papers with the higher quality. The study by Nguyen (2023) reveals that EFL teachers are enthusiastic about establishing ChatGPT for writing classes. Moreover, as mentioned in Montenegro-Rueda et al (2023) states that teachers and students can quickly integrate ChatGPT into the classroom because it is an accessible and easy-to-use technology.

The result also shown that ChatGPT is really helpful in giving feedback. for students, this is because ChatGPT also can be beneficial to utilized as an automated feedback tool. This is in line with the study from Mai et al (2024) states that ChatGPT works as an evaluator, offering students with real-time feedback and assessment, allowing for ongoing improvement in their learning experience. ChatGPT has the ability to give feedback in real-time on students or users progress which are missed by their lecturer because of the limited time in the classroom.

Moreover, the finding also revealed that ChaGPT the application is application that are really adaptive to student needs. ChatGPT can used as a study tool, personal tutor, assessment tool, content-creator, and language learning tool, this capability of ChatGPT can adjust with the student needs is which are every person and situation is different. This in line with the study from Salvagno et al (2023) that ChatGPT may be useful in doing literature reviews, identifying research questions, offering an overview, and so on. The study conducted by Sk Rezwan et al (2023) also states that ChatGPT can enhance tutoring systems by providing personalized guidance and feedback to students in education. Furthermore, ChatGPT can increasing students' engagement and motivation. The ability of ChatGPT in assisting students in the learning process can motivate students to done their task because it offers the easiest way to finish students' task. This in line with Risang Baskara (2023) argue that ChatGPT can keep students interested and motivated while also supporting language skill improvement. In addition, Muñoz et al (2023) states ChatGPT improves student motivation and participation in the learning process. As a result, lecturer should encourage the introduction of ChatGPT into the educational system in order to improve student learning outcomes.

Besides, there are several things of ChatGPT that must be considered, such as the application did not give the satisfactory feedback especially for English Foreign Language (EFL) and for English as a New Language (ENL) students, and also can be problematic with the academic integrity. For example, it can produce biased information, and fictitious data reference, so when utilizing ChatGPT users must be carefully in post the questions, because it will affect the answers as well. This is also reveal by Farrokhnia et al (2023) who state that the weaknesses include a lack of in-depth knowledge, trouble assessing the quality of responses, a chance for bias and discrimination, and a lack in higher order thinking abilities. The position of ChatGPT also must be seen as a supporting tool in the teaching writing, because it cannot replace human-role in the context of creativity, innovation, and also lecturer-role, ChatGPT still need human-touch. This is in line with Lingard (2023) ChatGPT is a useful brainstorming tool, but users should double-check

everything it responds to, especially if the issue is over their area of expertise. Besides, Ahmed (2023) reveal that ChatGPT is a useful tool that can enhance student learning, but it cannot take the position of a teacher in the classroom without appropriate training and responsible use.

Therefore, the collaboration between teachers' and artificial intelligence, such as ChatGPT must be worked further, as define by Siminto et al (2023) utilizing ChatGPT teachers can obtain a variety of instructional materials, current data, and training suggestions that fulfil their requirements more quickly and effectively. In the end, teachers need to require the rules of using the application, how far students can utilize ChatGPT to avoid the ethical violations and also to avoid from the decreasing of students' critical thinking. Moreover, in the context of utilizing ChatGPT for supporting teaching writing in Indonesia, the researcher has not found any guidelines that are implemented comprehensively by universities to regulate the use of AI applications, but the positive movement is Indonesian educators start to concern this problem by carried out a discussion in online platform at one of the universities in Indonesia, which ultimately provided an overview for the role of lecturers in the implication of using ChatGPT, and also discussed the extent to which students can use ChatGPT as an assistant in the learning context, so that educational ethics, and other academic rules are not violated. As an overview, Indonesian education can look out from one of the Malaysian universities that has already implemented the guideline for utilizing ChatGPT in higher-level of education.

CHAPTER V
CONCLUSION, LIMITATION, AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study, and suggestion for the lecturers, students, educational institutions, and for the future research.

5.1 Conclusion

As stated in the previous chapter, this study aims at finding out the key findings from the existing research about ChatGPT in the context of teaching writing. Based on the results of the study, the researcher concluded that ChatGPT is useful for helping students in the teaching writing process because of its beneficial, especially in this 21st century era, students cannot be left behind. ChatGPT can served as a collaborative writing tool, utilized as an automated learning feedback tool, increasing students' motivations, and become the adaptive tool for student needs. Although, ChatGPT is a technological development product that cannot be ignored, there are several flaws in the application such as cannot giving satisfactory feedback especially for EFL and ENL students, and the used of ChatGPT can be categorised as a violated academic integrity if the users using the application excessively. To cover the weaknesses of ChatGPT a good cooperation must be established between teacher's and the application, which can help teachers to develop more attractive learning models. Because in this era, everyone needs to be educated about technology so they can be creative in doing the language learning process without encountering ethical and learning problems. The guideline for the use of ChatGPT especially in teaching writing process must be encourage by every university for controlling their students' to avoiding the ethical issues from the process of writing.

5.2 Limitation

The limitations of this research are due to limited access. Researcher understand that research faces numerous challenges; one of this difficulty is limited access to research journals. Several research journals published by multiple

publishers are inaccessible due to the permit issues, and this affects the number of study samples that can be reviewed for this study.

5.3 Suggestion

Based on the conclusion above, the researcher would give some suggestion as the following:

5.3.1 For Lecturers

Lecturers should be seen ChatGPT as a collaborative learning tool, because this application offers a lot of benefits both for teachers and also students. Require the rules or guidance on how far students can used ChatGPT as their learning assistant also needed, for students do not violate ethical boundaries and authenticity of the assignment.

5.3.2 For Students

Students should know that ChatGPT is really helpful in helping writing, but apart from the advantages ChatGPT also have several weaknesses that must be considered when using it. Reviewing the results obtained from ChatGPT is also very important.

5.3.3 For Educational Institutions

Educational institutions must be more responsible to technological developments, especially Artificial Intelligence (AI). The significant increase in the use of ChatGPT by students should be seen as a reference for educational institutions to take a role in formulating guidelines for its use in order to maintain the quality of students and teachers learning process.

5.3.4 For Future Research

The researcher suggests several research agenda to investigate in the future:

1. Investigating long-term effect on writing outcome when students are used ChatGPT

   This is important because assessing the longitudinal effect of students' writing development over time could help identify if there is any significant positive improvement or unexpected consequences, such as plateau effects.

2. Explore teachers challenges in integrating ChatGPT into their writing instructions.

   The research conducted about some challenges faced by the educators in integrating ChatGPT into their teaching classroom are still under research. Most of the research only focused on the advantages of ChatGPT as the tool assistance for writing, and the importance of providing guideline for using the application.

3. Future research also can identify how ChatGPT supports students' development in various writing genres (e.g., narrative, argumentative, procedure, expository, etc)

Most of the study are focused on how ChatGPT can assist students in scientific writing, such as writing papers, journal articles, etc. The focused on another writing genres also can be explored to find out the extent to which ChatGPT can help students other than in scientific writing.

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APPENDICES

APPENDIX 1

Summary of Journal Articles Included in the Study

Number of Journal Articles

	Scopus 1 (November, 07 2024)	Scopus 2 (April, 02 2024)	Total
Total downloaded	139	112	251
Cannot be downloaded	54	39	93
Duplicate journal	114		144
Total from two datasets			**488**
Excluded from the study	120	93	213
Included in the study	19	19	38

Journal Included in the study

No	Topic	Scopus 1 (November, 07 2023)	Scopus 2 (April, 02 2024	Total
1	Teaching Writing	19	19	**38**

Journal Excluded in the study

No	Topic	Scopus 1 (November, 07 2023)	Scopus 2 (April, 02 2024	Total
1	Writing	18	27	45
2	Technology	51	27	78
3	Medical	17	8	25
4	Ethical	7	-	7
5	Non-empirical	18	23	41
6	Language Learning	1	-	1
7	Review article	1	3	4
8	Research letter	1	-	1
9	Correspondence article	5	2	7
10	Opinion article	1	1	2
11	Perspective	-	1	1
12	Guest editorial	-	1	1
				213

APPENDIX 2

Scopus dataset November, 07 2023

Dataset Classifications

No Doc	Writers	classification	No Doc	Writers	classification
Doc 1	Alafnan M.A.; Mohdzuki S.F. (2023)	Writing	Doc 101	Perkins M. (2023)	Non-empirical
Doc 2	Jangjarat K.; Kraiwanit T.; Limna P.; Sonsuphap R. (2023)	Technology	Doc 102	Alberth (2023)	Writing
Doc 3	Frosolini A.; Franz L.; Benedetti S.; Vaira L.A.; de Filippis C.; Gennaro P.; Marioni G.; Gabriele G. (2023)	Not available	Doc 103	Silva K.; Frommholz I. (2023)	Technology
Doc 4	Shaikh S.; Yayilgan S.Y.; Klimova B.; Pikhart M. (2023)	Language Learning	Doc 104	Oberer B.; Erkollar A. (2023)	Not available
Doc 5	Corizzo R.; Leal-Arenas S. (2023)	Technology	Doc 105	Zhao J.; Wang X. (2023)	Not available
Doc 6	Benichou L. (2023)	Medical	Doc 106	Kim S.-K.A.; Wong U.-H. (2023)	Not available
Doc 7	Salimi A.; Saheb H. (2023)	Ethical	Doc 107	Macdonald C.; Adeloye D.; Sheikh A.; Rudan I. (2023)	Technology
Doc 8	Beck S.W.; Levine S.R. (2023)	Not available	Doc 108	Maroteau G.; An J.-S.; Murgier J.; Hulet C.; Ollivier M.; Ferreira A. (2023)	Medical
Doc 9	Choi W.; Zhang Y.; Stvilia B. (2023)	Teaching Writing	Doc 109	Habibzadeh F. (2023)	Technology
Doc 10	Abdalla M.H.I.; Malberg S.; Dementieva D.; Mosca E.; Groh G. (2023)	Technology	Doc 110	Májovský M.; Černý M.; Kasal M.; Komarc M.; Netuka D. (2023)	Medical
Doc 11	Su Y.; Lin Y.; Lai C. (2023)	Teaching Writing	Doc 111	Lam K.-Y.; Cheng V.C.W.; Yeong Z.K. (2023)	Technology
Doc 12	Patel V.; Deleonibus A.; Wells M.W.; Bernard S.L.; Schwarz G.S. (2023)	Not available	Doc 112	Walters W.H. (2023)	Technology

No Doc	Writers	classification	No Doc	Writers	classification
Doc 13	Sevgi U.T.; Erol G.; Doğruel Y.; Sönmez O.F.; Tubbs R.S.; Güngor A. (2023)	Not available	Doc 113	Li Y.; Sha L.; Yan L.; Lin J.; Raković M.; Galbraith K.; Lyons K.; Gašević D.; Chen G. (2023)	Technology
Doc 14	Graves B.C. (2023)	Non-empirical	Doc 114	Odri G.-A.; Ji Yun Yoon D. (2023)	Technology
Doc 15	Ho W.L.J.; Koussayer B.; Sujka J. (2023)	Teaching Writing	Doc 115	Barbetta P.M. (2023)	Not available
Doc 16	Sedaghat S. (2023)	Medical	Doc 116	Stefanska A.; Stefański T.P.; Czubenko M. (2023)	Not available
Doc 17	Barrot J.S. (2023)	Writing	Doc 117	Mrabet J.; Studholme R. (2023)	Not available
Doc 18	Mizumoto A.; Eguchi M. (2023)	Teaching Writing	Doc 118	Domenech J. (2023)	Technology
Doc 19	Ali M.J.; Singh S. (2023)	Not available	Doc 119	Giorgi S.; Markowitz D.M.; Soni N.; Varadarajan V.; Mangalik S.; Schwartz H.A. (2023)	Technology
Doc 20	Williams D.O.; Fadda E. (2023)	Technology	Doc 120	Strubberg B.C.; Bennett K.C.; Nardone C.F. (2023)	Not available
Doc 21	Desaire H.; Chua A.E.; Isom M.; Jarosova R.; Hua D. (2023)	Technology	Doc 121	Farhat F.; Sohail S.S.; Madsen D.Ø. (2023)	Writing
Doc 22	Bašić Ž.; Banovac A.; Kružić I.; Jerković I. (2023)	Teaching Writing	Doc 122	Lodge J.M.; Thompson K.; Corrin L. (2023)	Non-empirical
Doc 23	Vecchiarini M.; Somià T. (2023)	Teaching Writing	Doc 123	Vaishya R.; Misra A.; Vaish A. (2023)	Medical
Doc 24	Zhu C.; Sun M.; Luo J.; Li T.; Wang M. (2023)	Technology	Doc 124	Karaali G. (2023)	Technology
Doc 25	Hung J.; Chen J. (2023)	Non-empirical	Doc 125	Dergaa I.; Chamari K.; Zmijewski P.; Saad H.B. (2023)	Non-empirical
Doc 26	Valentín-Bravo F.J.; Mateos-Álvarez E.; Usategui-Martín R.; Andrés-Iglesias C.; Pastor-Jimeno J.C.; Pastor-Idoate S. (2023)	Writing	Doc 126	Vance B.; Brewer P.E.; Duin A.H. (2023)	Not available

No Doc	Writers	classification	No Doc	Writers	classification
Doc 27	Zaitsu W.; Jin M. (2023)	Non-Empirical	Doc 127	Sarma G.; Kashyap H.; Medhi P.P. (2023)	Not available
Doc 28	Salvagno M.; Taccone F.S.; Gerli A.G. (2023)	Writing	Doc 128	Cotton D.R.E.; Cotton P.A.; Shipway J.R. (2023)	Ethical
Doc 29	Wittmann J. (2023)	Medical	Doc 129	Phoodai C.; Rikk R.2023)	Technology
Doc 30	Reeves B.; Sarsa S.; Prather J.; Denny P.; Becker B.A.; Hellas A.; Kimmel B.; Powell G.; Leinonen J. (2023)	Technology	Doc 130	Mahyoob M.; Algaraady J.; Alblwi A. (2023)	Writing
Doc 31	Dale R. (2023)	Ethical	Doc 131	Kumar A.; Gupta N.; Bapat G. (2023)	Not available
Doc 32	Guleria A.; Krishan K.; Sharma V.; Kanchan T. (2023)	Ethical	Doc 132	Perkins M.; Roe J.; Postma D.; McGaughran J.; Hickerson D. (2023)	Not available
Doc 33	Rafaqat W.; Chu D.I.; Kaafarani H.M. (2023)	Ethical	Doc 133	Khosravi T.; Al Sudani Z.M.; Oladnabi M. (2023)	Not available
Doc 34	Mondal H.; Mondal S.; Podder I. (2023)	Medical	Doc 134	Netto N.R. (2023)	Not available
Doc 35	Rao D. (2023)	Correspondence article	Doc 135	Richards I.J. (2023)	Not available
Doc 36	Qu X.; Liu H.; Sun Z.; Yin X.; Ong Y.S.; Lu L.; Ma Z. (2023)	Technology	Doc 136	Xie Y.; Seth I.; Rozen W.M.; Hunter-Smith D.J. (2023)	Technology
Doc 37	Sundar S.S.; Liao M. (2023)	Technology	Doc 137	DuBose J.; Marshall D. (2023)	Not available
Doc 38	Zaed I.; Cardia A. (2023)	Correspondence article	Doc 138	Chen X. (2023)	Not available
Doc 39	Zumsteg J.M.; Junn C. (2023)	Correspondence article	Doc 139	Corizzo R.; Leal-Arenas S. (2023)	Not available

No Doc	Writers	classification	No Doc	Writers	classification
Doc 40	Cascella M.; Montomoli J.; Bellini V.; Bignami E. (2023)	Writing	Doc 140	Abdullah M.; Madain A.; Jararweh Y. (2023)	Not available
Doc 41	Alshami A.; Elsayed M.; Ali E.; Eltoukhy A.E.E.; Zayed T. (2023)	Technology	Doc 141	Popovici M.-D. (2023)	Not available
Doc 42	Zeng Z.; Nie Y.-C.; Ding N.; Ding Q.-J.; Ye W.-T.; Yang C.; Sun M.; Weinan E.; Zhu R.; Liu Z. (2023)	Technology	Doc 142	Daher M.; Koa J.; Boufadel P.; Singh J.; Fares M.Y.; Abboud J.A. (2023)	Medical
Doc 43	Gasiba T.E.; Oguzhan K.; Kessba I.; Lechner U.; Pinto-Albuquerque M. (2023)	Technology	Doc 143	Napoli E.A.; Gatteschi V. (2023)	Not available
Doc 44	Cascella M.; Montomoli J.; Bellini V.; Ottaiano A.; Santorsola M.; Perri F.; Sabbatino F.; Vittori A.; Bignami E.G. (2023)	Technology	Doc 144	Cress U.; Kimmerle J. (2023)	Non-empirical
Doc 45	Wang J.T.H. (2023)	Writing	Doc 145	Willey L.; White B.J.; Deale C.S. (2023)	Non-empirical
Doc 46	Yeadon W.; Inyang O.-O.; Mizouri A.; Peach A.; Testrow C.P. (2023)	Medical	Doc 146	Ngo T.T.A. (2023)	Teaching Writing
Doc 47	Guckenberger M.; Andratschke N.; Ahmadsei M.; Christ S.M.; Heusel A.E.; Kamal S.; Kroese T.E.; Looman E.L.; Reichl S.; Vlaskou Badra E.; von der Grün J.; Willmann J.; Tanadini-Lang S.; Mayinger M. (2023)	Teaching Writing	Doc 147	Kim P.W. (2023)	Not available
Doc 48	Currie G.; Barry K. (2023)	Ethical	Doc 148	Khlaif Z.N.; Mousa A.; Hattab M.K.; Itmazi J.; Hassan A.A.; Sanmugam M.; Ayyoub A. (2023)	Technology

No Doc	Writers	classification	No Doc	Writers	classification
Doc 49	Zhou T.; Cao S.; Zhou S.; Zhang Y.; He A. (2023)	Writing	Doc 149	Abani S.; Volk H.A.; De Decker S.; Fenn J.; Rusbridge C.; Charalambous M.; Goncalves R.; Gutierrez-Quintana R.; Loderstedt S.; Flegel T.; Ros C.; Klopmann T.V.; Schenk H.C.; Kornberg M.; Meyerhoff N.; Tipold A.; Nessler J.N. (2023)	Medical
Doc 50	Shafiee A. (2023)	Correspondence article	Doc 150	Duin A.H.; Pedersen I.; Hall J.; Card D.; Breuch L.-A.K. (2023)	Not available
Doc 51	Grow A.M.; Khosmood F. (2023)	Not available	Doc 151	Gilburt I. (2023)	Not available
Doc 52	Hosseini M.; Resnik D.B.; Holmes K. (2023)	Non-empirical	Doc 152	Doskaliuk B.; Zimba O. (2023)	Opinion article
Doc 53	Mojadeddi Z.M.; Rosenberg J. (2023)	Review article	Doc 153	Kumaresan A.; Uden L.; Ashraf S. (2023)	Not available
Doc 54	Leinonen J.; Denny P.; Macneil S.; Sarsa S.; Bernstein S.; Kim J.; Tran A.; Hellas A. (2023)	Teaching Writing	Doc 154	Michels S. (2023)	Not available
Doc 55	Castonguay A.; Farthing P.; Davies S.; Vogelsang L.; Kleib M.; Risling T.; Green N. (2023)	Non-empirical	Doc 155	Yan D. (2023)	Not available
Doc 56	Appleman D. (2023)	Not available	Doc 156	Fiialka S.; Kornieva Z.; Honcharuk T. (2023)	Teaching Writing
Doc 57	Švab I.; Klemenc-Ketiš Z.; Zupanič S. (2023)	Non-empirical	Doc 157	Taecharungroj V. (2023)	Technology
Doc 58	Bin-Nashwan S.A.; Sadallah M.; Bouteraa M. (2023)	Technology	Doc 158	Wagholikar S.; Chandani A.; Atiq R.; Pathak M.; Wagholikar O. (2023)	Not available
Doc 59	Ahmed M.A. (2023)	Teaching Writing	Doc 159	Sison A.J.G.; Daza M.T.; Gozalo-Brizuela R.; Garrido-Merchán E.C. (2023)	Ethical
Doc 60	Lozić E.; Štular B. (2023)	Technology	Doc 160	Lanyi G. (2023)	Not available

No Doc	Writers	classification	No Doc	Writers	classification
Doc 60	Lozić E.; Štular B. (2023)	Technology	Doc 160	Lanyi G. (2023)	Not available
Doc 61	Escalante J.; Pack A.; Barrett A. (2023)	Teaching Writing	Doc 161	Silitonga L.M.; Hawanti S.; Aziez F.; Furqon M.; Zain D.S.M.; Anjarani S.; Wu T.-T. (2023)	Not available
Doc 62	Tay J.Q. (2023)	Not available	Doc 162	Leme Lopes A.P. (2023)	Not available
Doc 63	Noy S.; Zhang W. (2023)	Technology	Doc 163	Feng Y.; Poralla P.; Dash S.; Li K.; Desai V.; Qiu M. (2023)	Not available
Doc 64	Hopkins B.S.; Nguyen V.N.; Dallas J.; Texakalidis P.; Yang M.; Renn A.; Guerra G.; Kashif Z.; Cheok S.; Zada G.; Mack W.J. (2023)	Medical	Doc 164	Liu H.; Azam M.; Bin Naeem S.; Faiola A. (2023)	Non-empirical
Doc 65	Gao C.A.; Howard F.M.; Markov N.S.; Dyer E.C.; Ramesh S.; Luo Y.; Pearson A.T. (2023)	Technology	Doc 165	Henseler H.; van Beek H. (2023)	Technology
Doc 66	Handa P.; Chhabra D.; Goel N.; Krishnan S. (2023)	Medical	Doc 166	Strzelecki A. (2023)	Not available
Doc 67	Casal J.E.; Kessler M. (2023)	Writing	Doc 167	Alafnan M.A.; Dishari S.; Jovic M.; Lomidze K. (2023)	Writing
Doc 68	Shackelford L.; Kothari A.; vanMeenen K. (2023)	Technology	Doc 168	Dashti M.; Londono J.; Ghasemi S.; Moghaddasi N. (2023)	Writing
Doc 69	Cutler K. (2023)	Not available	Doc 169	Khademi A. (2023)	Writing
Doc 70	Negrini D.; Lippi G. (2023)	Medical	Doc 170	Mungmunpuntipantip (2023)	Correspondence article
Doc 71	Moulaison-Sandy H. (2023)	Non-empirical	Doc 171	Sethi H.S.; Mohapatra S.; Mali C.; Dubey R. (2023)	Medical
Doc 72	Ramachandran V.; Palanisamy P.; Pachamuthu B. (2023)	Medical	Doc 172	Eager B.; Brunton R. (2023)	Technology

No Doc	Writers	classification	No Doc	Writers	classification
Doc 73	Qasem F. (2023)	Teaching Writing	Doc 173	Giglio A.D.; da Costa M.U.P. (2023)	Non-empirical
Doc 74	Tunali M.; Hong H.; Ortiz-Galvez L.M.; Wu J.; Zhang Y.; Mennekes D.; Pinlova B.; Jiang D.; Som C.; Nowack B. (2023)	Technology	Doc 174	Liu Z.; Litman D.; Wang E.; Matsumura L.; Correnti R. (2023)	Teaching Writing
Doc 75	Han J.; Yoo H.; Kim Y.; Myung J.; Kim M.; Lim H.; Kim J.; Lee T.Y.; Hong H.; Ahn S.-Y.; Oh A. (2023)	Teaching Writing	Doc 175	Watts F.M.; Dood A.J.; Shultz G.V.; Rodriguez J.G. (2023)	Not available
Doc 76	Hwang S.I.; Lim J.S.; Lee R.W.; Matsui Y.; Iguchi T.; Hiraki T.; Ahn H. (2023)	Non-empirical	Doc 176	Fan L.; Wang H.J.; Zhang K.; Pei Z.; Li A. (2023)	Not available
Doc 77	Dunn C.; Hunter J.; Steffes W.; Whitney Z.; Foss M.; Mammino J.; Leavitt A.; Hawkins S.D.; Dane A.; Yungmann M.; Nathoo R. (2023)	Research letter	Doc 177	Repenning A.; Grabowski S. (2023)	Technology
Doc 78	Teixeira da Silva J.A. (2023)	Not available	Doc 178	Pu D.; Demberg V. (2023)	Technology
Doc 79	Pfau A.; Polio C.; Xu Y. (2023)	Technology	Doc 179	Hong Z. (2023)	Technology
Doc 80	Uhlig R.P.; Jawad S.J.; Sinha B.; Dey P.P.; Amin M.N. (2023)	Technology	Doc 180	Markowitz D.M.; Hancock J.T.; Bailenson J.N. (2023)	Not Available
Doc 81	Oduoye M.O.; Javed B.; Gupta N.; Valentina Sih C.M. (2023)	Technology	Doc 181	Guo K.; Wang D. (2023)	Not Available
Doc 82	Ibrahim K. (2023)	Technology	Doc 182	Chang E.Y. (2023)	Technology
Doc 83	Talaue F.G. (2023)	Teaching Writing	Doc 183	Alexander K.; Savvidou C.; Alexander C. (2023)	Writing
Doc 84	Siegle D. (2023)	Not available	Doc 184	Gómez-Camacho A.; de-Pablos-Pons J.; Colás-Bravo P.; Conde-Jiménez J. (2023)	Technology

No Doc	Writers	classification	No Doc	Writers	classification
Doc 85	Seth I.; Sinkjær Kenney P.; Bulloch G.; Hunter-Smith D.J.; Bo Thomsen Jø.; Rozen W.M. (2023)	Writing	Doc 185	Patrinos G.P.; Sarhangi N.; Sarrami B.; Khodayari N.; Larijani B.; Hasanzad M. (2023)	Not Available
Doc 86	Humphry T.; Fuller A.L. (2023)	Not available	Doc 186	Johinke R.; Cummings R.; Di Lauro F. (2023)	Non-empirical
Doc 87	Anderson S.S. (2023)	Non-empirical	Doc 187	Kadosh T.; Schneider N.; Hasabnis N.; Mattson T.; Pinter Y.; Oren G. (2023)	Technology
Doc 88	Makridakis S.; Petropoulos F.; Kang Y. (2023)	Technology	Doc 188	Neumann M.; Rauschenberger M.; Schon E.-M. (2023)	Not Available
Doc 89	Woo L.J.; Henriksen D.; Mishra P. (2023)	Teaching Writing	Doc 189	Kumar Sharma P.; Singla P.; Gupta V.; Paras; Garg P. (2023)	Not Available
Doc 90	Lo L.S. (2023)	Technology	Doc 190	Lechien J.R.; Gorton A.; Robertson J.; Vaira L.A. (2023)	Technology
Doc 91	Cámara J.; Troya J.; Burgueño L.; Vallecillo A. (2023)	Technology	Doc 191	Zuckerman M.; Flood R.; Tan R.J.B.; Kelp N.; Ecker D.J.; Menke J.; Lockspeiser T. (2023)	Not Available
Doc 92	Howell B.E.; Potgieter P.H. (2023)	Technology	Doc 192	Brawner K.; Wang N.; Nye B. (2023)	Non-empirical
Doc 93	Chan C.K.Y.; Hu W. (2023)	Teaching Writing	Doc 193	Allam H.; Dempere J.; Akre V.; Parakash D.; Mazher N.; Ahamed J. (2023)	Not Available
Doc 94	Levin G.; Brezinov Y.; Meyer R. (2023)	Not available			

No Doc	Writers	classification
Doc 95	Babl F.E.; Babl M.P. (2023)	Writing
Doc 96	Wandelt S.; Sun X.; Zhang A. (2023)	Teaching Writing
Doc 97	Tirado-Olivares S.; Navío-Inglés M.; O'Connor-Jiménez P.; Cózar-Gutiérrez R. (2023)	Writing
Doc 98	Wu R.T.; Dang R.R. (2023)	Medical
Doc 99	Currie G.; Singh C.; Nelson T.; Nabasenja C.; Al-Hayek Y.; Spuur K. (2023)	Medical
Doc 100	Drori I.; Zhang S.J.; Shuttleworth R.; Zhang S.; Tyser K.; Chin Z.; Lantigua P.; Surbehera S.; Hunter G.; Austin D.; Tang L.; Hicke Y.; Simhon S.; Karnik S.; Granberry D.; Udell M. (2023)	Technology

Summary of Scopus dataset November, 07 2023

No	Summary table of the study of teaching writing						
	No Doc	**Geographic locate**	**Publication year**	**Authorship and collaboration**	**Setting**	**Research Design**	**Topic of the study**
1	Doc 9	Europe	2023	3	Online	Qualitative	Adaptive
2	Doc 11	Asian	2023	3	Online	Qualitative	Automated feedback
3	Doc 15	American	2023	3	Online	Qualitative	Adaptive
4	Doc 18	Not mentioned	2023	2	Not mentioned	Quantitative	AES
5	Doc 22	Europe	2023	4	University	Quantitative	Collaborative
6	Doc 23	American	2023	2	University	Quantitative	Motivations
7	Doc 47	Europe	2023	14	University	Quantitative	Collaborative
8	Doc 54	Oceania	2023	8	University	Quantitative	Adaptive
9	Doc 59	Asian	2023	1	University	Qualitative	Not given satisfactory feedback
10	Doc 61	Asian	2023	3	University	Quantitative	Not given satisfactory feedback
11	Doc 73	Not mentioned	2023	1	University	Qualitative	Collaborative
12	Doc 75	Asian	2023	11	University	Mix-method	Collaborative

No	Summary table of the study of teaching writing						
	No Doc	**Geographic locate**	**Publication year**	**Authorship and collaboration**	**Setting**	**Research Design**	**Topic of the study**
13	Doc 83	Asian	2023	1	University	Qualitative	Ethical
14	Doc 89	America	2023	3	University	Qualitative	Collaborative
15	Doc 93	Asian	2023	2	University	Mix-method	Motivations
16	Doc 96	Asian	2023	3	University	Qualitative	Motivations
17	Doc 146	Asian	2023	1	University	Quantitative	Motivations
18	Doc 156	Europe	2023	3	Online	Mix-method	Adaptive
19	Doc 174	Not mentioned	2023	5	Online	Mix-method	Adaptive

APPENDIX 3

Scopus dataset April, 02 2024

Dataset Classifications

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 194	Picazo-Sanchez P.; Ortiz-Martin L.	Writing	Doc 343	Zhou T.; Cao S.; Zhou S.; Zhang Y.; He A.	
Doc 195	Deveci C.D.; Baker J.J.; Sikander B.; Rosenberg J.	Writing	Doc 344	Kugic A.; Kreuzthaler M.; Schulz S.	Technology
Doc 196	Anghelescu A.; Ciobanu I.; Munteanu C.; Anghelescu L.A.M.; Onose G.	Writing	Doc 345	Maroteau G.; An J.-S.; Murgier J.; Hulet C.; Ollivier M.; Ferreira A.	
Doc 197	Karataş F.; Abedi F.Y.; Ozek Gunyel F.; Karadeniz D.; Kuzgun Y.	Teaching Writing	Doc 346	Shafiee A.	
Doc 198	Qin D.; He H.; Tu Y.-K.; Hua F.	Non-empirical	Doc 347	Hosseini M.; Resnik D.B.; Holmes K.	
Doc 199	Mahapatra S.	Teaching Writing	Doc 348	Nam B.H.; Bai Q.	Non-empirical
Doc 200	Gustilo L.; Ong E.; Lapinid M.R.	Writing	Doc 349	Sahari Y.; Al-Kadi A.M.T.; Ali J.K.M.	Not available
Doc 201	Punar Özçelik N.; Yangın Ekşi G.	Teaching Writing	Doc 350	Castonguay A.; Farthing P.; Davies S.; Vogelsang L.; Kleib M.; Risling T.; Green N.	
Doc 202	Sarma G.; Kashyap H.; Medhi P.P.	Not available	Doc 351	Appleman D.	Not available
Doc 203	Cotton D.R.E.; Cotton P.A.; Shipway J.R.	Non-empirical	Doc 352	Švab I.; Klemenc-Ketiš Z.; Zupanič S.	
Doc 204	Lu Q.; Yao Y.; Xiao L.; Yuan M.; Wang J.; Zhu X.	Not available	Doc 353	Bin-Nashwan S.A.; Sadallah M.; Bouteraa M.	
Doc 205	Liu M.; Zhang L.J.; Biebricher C.	Teaching Writing	Doc 354	Ahmed M.A.	
Doc 206	Kumar A.; Gupta N.; Bapat G.	Not available	Doc 355	Head C.B.; Jasper P.; McConnachie M.; Raftree L.; Higdon G.	Not available

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 207	Kaplan D.M.; Palitsky R.; Arconada Alvarez S.J.; Pozzo N.S.; Greenleaf M.N.; Atkinson C.A.; Lam W.A.	Non-empirical	Doc 356	Lozić E.; Štular B.	
Doc 208	Fleckenstein J.; Meyer J.; Jansen T.; Keller S.D.; Köller O.; Möller J.	Writing	Doc 357	Escalante J.; Pack A.; Barrett A.	
Doc 209	Jackaria P.M.; Hajan B.H.; Mastul A.-R.H.	Writing	Doc 358	Tay J.Q.	Not available
Doc 210	Li R.	Not available	Doc 359	Dobreski B.	Non-empirical
Doc 211	Fan S.; Zhou S.; Ma J.; An W.; Wang H.; Xiao T.	Medical	Doc 360	Noy S.; Zhang W.	
Doc 212	Jovic M.; Mnasri S.	Writing	Doc 361	Li L.	Medical
Doc 213	Niloy A.C.; Akter S.; Sultana N.; Sultana J.; Rahman S.I.U.	Not available	Doc 362	Hopkins B.S.; Nguyen V.N.; Dallas J.; Texakalidis P.; Yang M.; Renn A.; Guerra G.; Kashif Z.; Cheok S.; Zada G.; Mack W.J.	
Doc 214	Xu X.; Chen Y.; Miao J.	Non-empirical	Doc 363	Gao C.A.; Howard F.M.; Markov N.S.; Dyer E.C.; Ramesh S.; Luo Y.; Pearson A.T.	
Doc 215	Chaka C.	Non-empirical	Doc 364	Xie Y.; Seth I.; Rozen W.M.; Hunter-Smith D.J.	
Doc 216	Rejeb A.; Rejeb K.; Appolloni A.; Treiblmaier H.; Iranmanesh M.	Technology	Doc 365	Handa P.; Chhabra D.; Goel N.; Krishnan S.	
Doc 217	Tossell C.C.; Tenhundfeld N.L.; Momen A.; Cooley K.; De Visser E.J.	Teaching Writing	Doc 366	Casal J.E.; Kessler M.	
Doc 218	Korinek A.	Technology	Doc 367	Shackelford L.; Kothari A.; vanMeenen K.	
Doc 219	Yan D.	Not available	Doc 368	Negrini D.; Lippi G.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Docc 220	Wise B.; Emerson L.; Van Luyn A.; Dyson B.; Bjork C.; Thomas S.E.	Non-empirical	Doc 369	Moulaison-Sandy H.	
Doc 221	Ambrosio L.; Schol J.; La Pietra V.A.; Russo F.; Vadalà G.; Sakai D.	Perspective article	Doc 370	Chaka C.	Technology
Doc 222	Pandey M.; Litoriya R.; Pandey P.	Not available	Doc 371	Ramachandran V.; Palanisamy P.; Pachamuthu B.	
Doc 223	Peres F.	Writing	Doc 372	Borger J.G.; Ng A.P.; Anderton H.; Ashdown G.W.; Auld M.; Blewitt M.E.; Brown D.V.; Call M.J.; Collins P.; Freytag S.; Harrison L.C.; Hesping E.; Hoysted J.; Johnston A.; McInneny A.; Tang P.; Whitehead L.; Jex A.; Naik S.H.	Non-empirical
Doc 224	Coman A.W.; Cardon P.	Not available	Doc 373	Tunali M.; Hong H.; Ortiz-Galvez L.M.; Wu J.; Zhang Y.; Mennekes D.; Pinlova B.; Jiang D.; Som C.; Nowack B.	
Doc 225	Lechien J.R.; Briganti G.; Vaira L.A.	Not available	Doc 374	Hwang S.I.; Lim J.S.; Lee R.W.; Matsui Y.; Iguchi T.; Hiraki T.; Ahn H.	
Doc 226	Dang R.; Hanba C.	Technology	Doc 375	Dunn C.; Hunter J.; Steffes W.; Whitney Z.; Foss M.; Mammino J.; Leavitt A.; Hawkins S.D.; Dane A.; Yungmann M.; Nathoo R.	
Doc 227	Bender S.M.	Non-empirical	Doc 376	Liu H.; Azam M.; Bin Naeem S.; Faiola A.	
Doc 228	Ahimaz P.; Bergner A.L.; Florido M.E.; Harkavy N.; Bhattacharyya S.	Not available	Doc 377	Teixeira da Silva J.A.	Not available
Doc 229	Duah J.E.; McGivern P.	Teaching Writing	Doc 378	Pfau A.; Polio C.; Xu Y.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 230	Nugroho A.; Andriyanti E.; Widodo P.; Mutiaraningrum I.	Not available	Doc 379	Oduoye M.O.; Javed B.; Gupta N.; Valentina Sih C.M.	
Doc 231	Papakonstantinidis S.; Kwiatek P.; Spathopoulou F.	Writing	Doc 380	Ibrahim K.	
Doc 232	Markowitz D.M.; Hancock J.T.; Bailenson J.N.	Not available	Doc 381	Watts F.M.; Dood A.J.; Shultz G.V.; Rodriguez J.G.	Not available
Doc 233	Cummings R.E.; Monroe S.M.; Watkins M.	Writing	Doc 382	Siegle D.	Not available
Doc 234	Gubelmann R.; Katis I.; Niklaus C.; Handschuh S.	Technology	Doc 383	Makridakis S.; Petropoulos F.; Kang Y.	
Doc 235	Pigg S.	Writing	Doc 384	Herbold S.; Hautli-Janisz A.; Heuer U.; Kikteva Z.; Trautsch A.	Writing
Doc 236	Zaitsu W.; Jin M.; Ishihara S.; Tsuge S.; Inaba M.	Technology	Doc 385	Woo L.J.; Henriksen D.; Mishra P.	
Doc 237	Yeadon W.; Hardy T.	Writing	Doc 386	Howell B.E.; Potgieter P.H.	
Doc 238	Ke W.; Guo Y.; Liu Q.; Chen W.; Wang P.; Luo H.; Luo Z.	Technology	Doc 387	Chan C.K.Y.; Hu W.	
Doc 239	Kande R.; Pearce H.; Tan B.; Dolan-Gavitt B.; Thakur S.; Karri R.; Rajendran J.	Not available	Doc 388	Levin G.; Brezinov Y.; Meyer R.	Not available
Doc 240	Steiss J.; Tate T.; Graham S.; Cruz J.; Hebert M.; Wang J.; Moon Y.; Tseng W.; Warschauer M.; Olson C.B.	Teaching Writing	Doc 389	Babl F.E.; Babl M.P.	
Doc 241	Baker H.P.; Dwyer E.; Kalidoss S.; Hynes K.; Wolf J.; Strelzow J.A.	Not available	Doc 390	Wandelt S.; Sun X.; Zhang A.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 242	Currie G.M.	Technology	Doc 391	Tirado-Olivares S.; Navío-Inglés M.; O'Connor-Jiménez P.; Cózar-Gutiérrez R.	
Doc 243	Zhao J.; Wang X.	Not available	Doc 392	Wu R.T.; Dang R.R.	
Doc 244	Lee G.-G.; Latif E.; Wu X.; Liu N.; Zhai X.	Technology	Doc 393	Currie G.; Singh C.; Nelson T.; Nabasenja C.; Al-Hayek Y.; Spuur K.	
Doc 245	Saravia-Rojas M.Á.; Camarena-Fonseca A.R.; León-Manco R.; Geng-Vivanco R.	Not available	Doc 394	Perkins M.	
Doc 246	Lopez M.; Goh P.-S.	Not available	Doc 395	Alberth	
Doc 247	Crompton H.; Burke D.	Non-empirical	Doc 396	Parker J.L.; Becker K.; Carroca C.	Teaching Writing
Doc 248	Pagano S.; Holzapfel S.; Kappenschneider T.; Meyer M.; Maderbacher G.; Grifka J.; Holzapfel D.E.	Medical	Doc 397	Macdonald C.; Adeloye D.; Sheikh A.; Rudan I.	
Doc 249	Buchanan J.; Hill S.; Shapoval O.	Writing	Doc 398	Enriquez G.; Gill V.; Campano G.; Flores T.T.; Jones S.; Leander K.M.; McKnight L.; Price-Dennis D.	Not available
Doc 250	Lawrence K.W.; Habibi A.A.; Ward S.A.; Lajam C.M.; Schwarzkopf R.; Rozell J.C.	Not available	Doc 399	Habibzadeh F.	
Doc 251	Saad A.; Jenko N.; Ariyaratne S.; Birch N.; Iyengar K.P.; Davies A.M.; Vaishya R.; Botchu R.	Technology	Doc 400	Shin E.; Ramanathan M.	Technology
Doc 252	Juanda; Afandi I.	Writing	Doc 401	Li Z.; Ning H.	Technology
Doc 253	Preiksaitis C.; Nash C.; Gottlieb M.; Chan T.M.; Alvarez A.; Landry A.	Writing	Doc 402	Májovský M.; Černý M.; Kasal M.; Komarc M.; Netuka D.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 254	Pal S.; Bhattacharya M.; Islam M.A.; Chakraborty C.	Correspondence article	Doc 403	Howe P.D.L.; Fay N.; Saletta M.; Hovy E.	Technology
Doc 255	Kandeel M.E.; Eldakak A.	Technology	Doc 404	Mojadeddi Z.M.; Rosenberg J.	
Doc 256	Tarp S.; Nomdedeu-Rull A.	Not available	Doc 405	Walters W.H.	
Doc 257	Strzelecki A.; ElArabawy S.	Not available	Doc 406	Li Y.; Sha L.; Yan L.; Lin J.; Raković M.; Galbraith K.; Lyons K.; Gašević D.; Chen G.	
Doc 258	Kıyak Y.S.; Coşkun Ö.; Budakoğlu I.İ.; Uluoğlu C.	Not available	Doc 407	Eppler M.; Ganjavi C.; Ramacciotti L.S.; Piazza P.; Rodler S.; Checcucci E.; Gomez Rivas J.; Kowalewski K.F.; Belenchón I.R.; Puliatti S.; Taratkin M.; Veccia A.; Baekelandt L.; Teoh J.Y.-C.; Somani B.K.; Wroclawski M.; Abreu A.; Porpiglia F.; Gill I.S.; Murphy D.G.; Canes D.; Cacciamani G.E.	Medical
Doc 259	Perkins M.; Roe J.; Postma D.; McGaughran J.; Hickerson D.	Technology	Doc 408	Maheshwari G.	Not available
Doc 260	Washif J.A.; Pagaduan J.; James C.; Dergaa I.; Beaven C.M.	Technology	Doc 409	Ayre J.; Mac O.; McCaffery K.; McKay B.R.; Liu M.; Shi Y.; Rezwan A.; Dunn A.G.	Writing
Doc 261	Perkins M.; Roe J.	Non-empirical	Doc 410	Barbetta P.M.	Not available
Doc 262	Margetts T.J.; Wang H.S.; Karnik S.J.; Plotkin L.I.; Movila A.; Oblak A.L.; Fehrenbacher J.C.; Kacena M.A.	Review article	Doc 411	Javaid M.; Haleem A.; Singh R.P.	Review article
Doc 263	Woodnutt S.; Allen C.; Snowden J.; Flynn M.; Hall S.; Libberton P.; Purvis F.	Medical	Doc 412	Strzelecki A.	Teaching Writing

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 264	Li R.	Writing	Doc 413	Farhat F.; Sohail S.S.; Madsen D.Ø.	
Doc 265	Baker M.R.; Utku A.	Technology	Doc 414	Lodge J.M.; Thompson K.; Corrin L.	
Doc 266	AlGhamdi R.	Not available	Doc 415	Vaishya R.; Misra A.; Vaish A.	
Doc 267	Michelet G.; Breitinger F.	Writing	Doc 416	Haleem A.; Javaid M.; Singh R.P.	Non-empirical
Doc 268	Gilburt I.	Not available	Doc 417	Karaali G.	
Doc 269	Carchedi G.	Not available	Doc 418	Dergaa I.; Chamari K.; Zmijewski P.; Saad H.B.	
Doc 270	Hwang T.; Aggarwal N.; Khan P.Z.; Roberts T.; Mahmood A.; Griffiths M.M.; Parsons N.; Khan S.	Writing	Doc 419	Currie G.; Robbie S.; Tually P.	Medical
Doc 271	Tomlinson B.; Black R.W.; Patterson D.J.; Torrance A.W.	Writing	Doc 420	Mahyoob M.; Algaraady J.; Alblwi A.	
Doc 272	Gill B.; Bonamer J.; Kuechly H.; Gupta R.; Emmert S.; Kurkowski S.; Hasselfeld K.; Grawe B.	Medical	Doc 421	Song C.; Song Y.	Teaching Writing
Doc 273	Bai S.; Gonda D.E.; Hew K.F.	Not available	Doc 422	Khosravi T.; Al Sudani Z.M.; Oladnabi M.	Not available
Doc 274	Kong S.-C.; Lee J.C.-K.; Tsang O.	Non-empirical	Doc 423	Mosleh R.; Jarrar Q.; Jarrar Y.; Tazkarji M.; Hawash M.	Technology
Doc 275	Pollard E.	Non-empirical	Doc 424	Netto N.R.	Not available
Doc 276	Fiialka S.; Kornieva Z.; Honcharuk T.	Not available	Doc 425	Richards I.J.	Not available
Doc 277	Miller R.E.	Non-empirical	Doc 426	DuBose J.; Marshall D.	Not available

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 278	Tessler I.; Wolfovitz A.; Livneh N.; Gecel N.A.; Sorin V.; Barash Y.; Konen E.; Klang E.	Not available	Doc 427	Lingard L.; Chandritilake M.; de Heer M.; Klasen J.; Maulina F.; Olmos-Vega F.; St-Onge C.	Technology
Doc 279	Mohammed S.I.; Jasim A.L.; Al-Jumaili A.A.; Mikhael E.M.; Ali F.Z.	Teaching Writing	Doc 428	Cutler K.	Not available
Doc 280	Fang Y.; Chen J.; Wang R.	Correspondence article	Doc 429	Chen X.	Not available
Doc 281	August E.T.; Anderson O.S.; Laubepin F.A.	Writing	Doc 430	Gutiérrez-Cirlos C.; Carrillo-Pérez D.L.; Bermúdez-González J.L.; Hidrogo-Montemayor I.; Carrillo-Esper R.; Sánchez-Mendiola M.	Review Article
Doc 282	Dong L.	Not available	Doc 431	Górecki J.	Technology
Doc 283	Culotta A.; Mattei N.	Not available	Doc 432	Popovici M.-D.	Not available
Doc 284	Pirlot A.	Not available	Doc 433	Veras M.; Dyer J.-O.; Rooney M.; Silva P.G.B.; Rutherford D.; Kairy D.	Teaching Writing
Doc 285	Dubinski D.; Won S.-Y.; Trnovec S.; Behmanesh B.; Baumgarten P.; Dinc N.; Konczalla J.; Chan A.; Bernstock J.D.; Freiman T.M.; Gessler F.	Writing	Doc 434	Willey L.; White B.J.; Deale C.S.	
Doc 286	Johnston H.; Wells R.F.; Shanks E.M.; Boey T.; Parsons B.N.	Teaching Writing	Doc 435	Ngo T.T.A.	
Doc 287	Hayawi K.; Shahriar S.; Mathew S.S.	Technology	Doc 436	Kim P.W.	Not available
Doc 288	Prachnakorn N.; Preecha K.; Sri-u-thai T.; Jaroenyod T.; Sawang K.; Patwong N.; Wattanapisit A.	Not available	Doc 437	Khlaif Z.N.; Mousa A.; Hattab M.K.; Itmazi J.; Hassan A.A.; Sanmugam M.; Ayyoub A.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 289	Zhang Y.; Qiu Z.; Stol K.; Zhu W.; Zhu J.; Tian Y.; Liu H.	Technology	Doc 438	Zhu C.; Sun M.; Luo J.; Li T.; Wang M.	
Doc 290	Yan D.	Non-empirical	Doc 439	Abani S.; Volk H.A.; De Decker S.; Fenn J.; Rusbridge C.; Charalambous M.; Goncalves R.; Gutierrez-Quintana R.; Loderstedt S.; Flegel T.; Ros C.; Klopmann T.V.; Schenk H.C.; Kornberg M.; Meyerhoff N.; Tipold A.; Nessler J.N.	
Doc 291	Vetter M.A.; Lucia B.; Jiang J.; Othman M.	Teaching Writing	Doc 440	Carobene A.; Padoan A.; Cabitza F.; Banfi G.; Plebani M.	Opinion Paper
Doc 292	Synekop O.; Lytovchenko I.; Lavrysh Y.; Lukianenko V.	Teaching Writing	Doc 441	Valentín-Bravo F.J.; Mateos-Álvarez E.; Usategui-Martín R.; Andrés-Iglesias C.; Pastor-Jimeno J.C.; Pastor-Idoate S.	
Doc 293	BAI J.Y.H.; ZAWACKI-RICHTER O.; MUSKENS W.	Technology	Doc 442	Qasem F.	
Doc 294	Alafnan M.A.; Mohdzuki S.F.		Doc 443	Andujar A.; Spratt M.	Non-empirical
Doc 295	Jangjarat K.; Kraiwanit T.; Limna P.; Sonsuphap R.		Doc 444	Črček N.; Patekar J.	Teaching Writing
Doc 296	Frosolini A.; Franz L.; Benedetti S.; Vaira L.A.; de Filippis C.; Gennaro P.; Marioni G.; Gabriele G.	Not available	Doc 445	Abuyaman O.	Writing
Doc 297	Shaikh S.; Yayilgan S.Y.; Klimova B.; Pikhart M.		Doc 446	Doskaliuk B.; Zimba O.	
Doc 298	Corizzo R.; Leal-Arenas S.		Doc 447	Wittmann J.	
Doc 299	Benichou L.		Doc 448	Esmaeil A.A.A.; Dzulkifli D.N.A.K.; Maakip I.; Matanluk O.O.; Marshall S.	Teaching Writing

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 300	Yan M.; Cerri G.G.; Moraes F.Y.	Not available	Doc 449	Michels S.	Not available
Doc 301	Salimi A.; Saheb H.		Doc 450	Fiialka S.; Kornieva Z.; Honcharuk T.	
Doc 302	Odri G.-A.; Ji Yun Yoon D.		Doc 451	Taecharungroj V.	
Doc 303	Beck S.W.; Levine S.R.	Not available	Doc 452	Hellström T.	Non-empirical
Doc 304	Choi W.; Zhang Y.; Stvilia B.		Doc 453	Sison A.J.G.; Daza M.T.; Gozalo-Brizuela R.; Garrido-Merchán E.C.	
Doc 305	Abdalla M.H.I.; Malberg S.; Dementieva D.; Mosca E.; Groh G.		Doc 454	Lanyi G.	Not available
Doc 306	Barrett A.; Pack A.	Teaching Writing	Doc 455	Lindebaum D.; Fleming P.	Technology
Doc 307	Jarrah A.M.; Wardat Y.; Fidalgo P.	Non-empirical	Doc 456	Leme Lopes A.P.	Not available
Doc 308	Su Y.; Lin Y.; Lai C.		Doc 457	Zou M.; Huang L.	Teaching Writing
Doc 309	Patel V.; Deleonibus A.; Wells M.W.; Bernard S.L.; Schwarz G.S.	Not available	Doc 458	Cheng S.-L.; Tsai S.-J.; Bai Y.-M.; Ko C.-H.; Hsu C.-W.; Yang F.-C.; Tsai C.-K.; Tu Y.-K.; Yang S.-N.; Tseng P.-T.; Hsu T.-W.; Liang C.-S.; Su K.-P.	Technology
Doc 310	Sevgi U.T.; Erol G.; Doğruel Y.; Sönmez O.F.; Tubbs R.S.; Güngor A.	Not available	Doc 459	Strzelecki A.	Not available
Doc 311	Graves B.C.	Non-empirical	Doc 460	Alafnan M.A.; Dishari S.; Jovic M.; Lomidze K.	
Doc 312	Ferretti S.	Not available	Doc 461	Zou M.; Huang L.	Not available
Doc 313	Ho W.L.J.; Koussayer B.; Sujka J.		Doc 462	Dashti M.; Londono J.; Ghasemi S.; Moghaddasi N.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 314	Kirchner G.J.; Kim R.Y.; Weddle J.B.; Bible J.E.	Not available	Doc 463	Joshi Y.	Guest Editorial
Doc 315	Barrot J.S.		Doc 464	Khademi A.	
Doc 316	Mizumoto A.; Eguchi M.		Doc 465	Mungmunpuntipantip R.; Kleebayoon A.; Wiwanitkit V.	
Doc 317	Daher M.; Koa J.; Boufadel P.; Singh J.; Fares M.Y.; Abboud J.A.		Doc 466	Sethi H.S.; Mohapatra S.; Mali C.; Dubey R.	
Doc 318	Ali M.J.; Singh S.	Not available	Doc 467	Eager B.; Brunton R.	
Doc 319	Cress U.; Kimmerle J.		Doc 468	Giglio A.D.; da Costa M.U.P.	
Doc 320	Williams D.O.; Fadda E.		Doc 469	Seth I.; Sinkjær Kenney P.; Bulloch G.; Hunter-Smith D.J.; Bo Thomsen Jø.; Rozen W.M.	
Doc 321	Desaire H.; Chua A.E.; Isom M.; Jarosova R.; Hua D.		Doc 470	Humphry T.; Fuller A.L.	Not available
Doc 322	Bašić Ž.; Banovac A.; Kružić I.; Jerković I.		Doc 471	Sundar S.S.; Liao M.	
Doc 323	Vecchiarini M.; Somià T.		Doc 472	Anderson S.S.	
Doc 324	Hung J.; Chen J.		Doc 473	Zumsteg J.M.; Junn C.	
Doc 325	Zaitsu W.; Jin M.		Doc 474	Ge J.; Lai J.C.	Non-empirical
Doc 326	Salvagno M.; Taccone F.S.; Gerli A.G.		Doc 475	Lo L.S.	
Doc 327	Yan D.	Not available	Doc 476	Cámara J.; Troya J.; Burgueño L.; Vallecillo A.	

No Doc	Writers	Classification	No Doc	Writers	Classification
Doc 328	Bozza S.; Roten C.-A.; Jover A.; Cammarota V.; Pousaz L.; Taroni F.	Technology	Doc 477	Karakose T.; Tülübaş T.	Non-empirical
Doc 329	West J.K.; Franz J.L.; Hein S.M.; Leverentz-Culp H.R.; Mauser J.F.; Ruff E.F.; Zemke J.M.	Writing	Doc 478	Hong Z.	
Doc 330	Dale R.		Doc 479	Cascella M.; Montomoli J.; Bellini V.; Ottaiano A.; Santorsola M.; Perri F.; Sabbatino F.; Vittori A.; Bignami E.G.	
Doc 331	Guleria A.; Krishan K.; Sharma V.; Kanchan T.		Doc 480	Mese I.; Inan N.G.; Kocadagli O.; Salmaslioglu A.; Yildirim D.	Medical
Doc 332	Rafaqat W.; Chu D.I.; Kaafarani H.M.		Doc 481	Guo K.; Wang D.	Not available
Doc 333	Mondal H.; Mondal S.; Podder I.		Doc 482	Alexander K.; Savvidou C.; Alexander C.	
Doc 334	Rao D.		Doc 483	Gómez-Camacho A.; de-Pablos-Pons J.; Colás-Bravo P.; Conde-Jiménez J.	
Doc 335	Hassoulas A.; Powell N.; Roberts L.; Umla-Runge K.; Gray L.; Coffey M.J.	Writing	Doc 484	Johinke R.; Cummings R.; Di Lauro F.	
Doc 336	Cascella M.; Montomoli J.; Bellini V.; Bignami E.		Doc 485	Deveci C.D.; Baker J.J.; Sikander B.; Rosenberg J.	Writing
Doc 337	Alshami A.; Elsayed M.; Ali E.; Eltoukhy A.E.E.; Zayed T.		Doc 486	Yeadon W.; Inyang O.-O.; Mizouri A.; Peach A.; Testrow C.P.	
Doc 338	Zeng Z.; Nie Y.-C.; Ding N.; Ding Q.-J.; Ye W.-T.; Yang C.; Sun M.; Weinan E.; Zhu R.; Liu Z.		Doc 487	Lechien J.R.; Gorton A.; Robertson J.; Vaira L.A.	
Doc 339	Wang J.T.H.		Doc 488	Zuckerman M.; Flood R.; Tan R.J.B.; Kelp N.; Ecker D.J.; Menke J.; Lockspeiser T.	Not available

No Doc	Writers	Classification
Doc 340	Patrinos G.P.; Sarhangi N.; Sarrami B.; Khodayari N.; Larijani B.; Hasanzad M.	Not available
Doc 341	Guckenberger M.; Andratschke N.; Ahmadsei M.; Christ S.M.; Heusel A.E.; Kamal S.; Kroese T.E.; Looman E.L.; Reichl S.; Vlaskou Badra E.; von der Grün J.; Willmann J.; Tanadini-Lang S.; Mayinger M.	
Doc 342	Currie G.; Barry K.	

Note:

Green Table	Duplicate

Summary of Scopus dataset April, 02 2024

No	Summary table of the study of teaching writing						
	No Doc	**Geographic locate**	**Publication year**	**Authorship and collaboration**	**Setting**	**Research Design**	**Topic of the study**
1	Doc 197	Europe	2024	5	University	Qualitative	Motivations
2	Doc 199	Asian	2024	1	University	Mix-method	Automated feedback
3	Doc 201	Europe	2024	2	University	Qualitative	Adaptive
4	Doc 205	Oceania	2024	3	University	Qualitative	Collaborative
5	Doc 217	American	2024	5	University	Mix-method	Collaborative
6	Doc 229	Europe	2024	2	University	Qualitative	Collaborative
7	Doc 240	American	2024	10	School District	Qualitative	Automated feedback
8	Doc 279	Asian	2024	5	University	Qualitative	Collaborative
9	Doc 286	Europe	2024	5	University	Qualitative	Collaborative
10	Doc 291	American	2024	4	University	Qualitative	Collaborative
11	Doc 292	Europe	2024	4	University	Quantitative	Motivations
12	Doc 306	American	2023	2	University	Quantitative	Collaborative
13	Doc 396	Not mentioned	2023	3	University	Qualitative	Adaptive
14	Doc 412	Europe	2023	1	University	Quantitative	Motivations

No	Summary table of the study of teaching writing						
	No Doc	**Geographic locate**	**Publication year**	**Authorship and collaboration**	**Setting**	**Research Design**	**Topic of the study**
15	Doc 421	Asian	2023	2	University	Mix-method	Motivations
16	Doc 433	American	2023	6	University	Mix-method	Motivations
17	Doc 444	Europe	2023	2	University	Qualitative	Adaptive
18	Doc 448	Asian	2023	5	University	Qualitative	Collaborative
19	Doc 457	Asian	2023	2	University	Quantitative	Motivations

APPENDIX 4

Dean's Letter of Appointment of Supervisors

YAYASAN GRIYA WINAYA
INSTITUT PENDIDIKAN INDONESIA (IPI GARUT)
Jl. Terusan Pahlawan No. 32 Tlp. (0262) 233556 Tarogong Kidul 44151 Garut
Fax (0262) 540469 Website http://www.institutpendidikan.ac.id Email info@institutpendidikan.ac.id

SURAT KEPUTUSAN

INSTITUT PENDIDIKAN INDONESIA IPI
Nomor : 1194/IPI.D1/KM/IX/2023

tentang
Pengangkatan Dosen Pembimbing Skripsi
pada Program Studi Pendidikan Bahasa Inggris IPI
2023-2024

Dekan Fakultas Pendidikan Ilmu Sosial, Bahasa dan Sastra Institut Pendidikan Indonesia:

Menimbang :
a. bahwa dalam upaya meningkatkan kualitas hasil karya ilmiah mahasiswa ditetapkan dosen pembimbing I dan Pembimbing II.
b. bahwa dosen yang namanya tercantum dalam Surat Keputusan ini memiliki wewenang dalam membimbing skripsi mahasiswa.

Mengingat :
a. Undang-Undang Nomor 12 Tahun 2012 tentang Sistem Pendidikan Tinggi;
b. Permen Dikbud No. 49 Tahun 2014 tentang Standar Nasional Pendidikan Tinggi;
c. PP Nomor 19 tahun 2005 tentang Standarisasi Nasional Pendidikan;
d. Pedoman Akademik Institut Pendidikan Indonesia Tahun Akademik 2023-2024

Memperhatikan :
a. Hasil seminar proposal Pendidikan Bahasa Inggris
b. Surat Penunjukkan Dosen Pembimbing Skripsi.

MEMUTUSKAN

Menetapkan :
1. ASEP SUPARMAN, M.Pd. selaku pembimbing I dan Dr. SETIA MULJANTO, S.E., M.Pd. selaku pembimbing II untuk membimbing mahasiswa bernama NOVIA MUSTIKA DEWI- 20223019 dengan Judul :
RESEARCH ON CHATGPT IN THE CONTEXT OF TEACHING WRITING: DEFINING RESEARCH AGENDA
2. Pada Dosen Pembimbing akan diberikan honorarium sesuai dengan ketentuan yang berlaku di Institut Pendidikan Indonesia dan surat keputusan ini berlaku satu tahun sejak tanggal ditetapkan.
3. Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan apabila terdapat kekeliruan dalam penetapan ini akan diperbaiki sebagaimana mestinya.

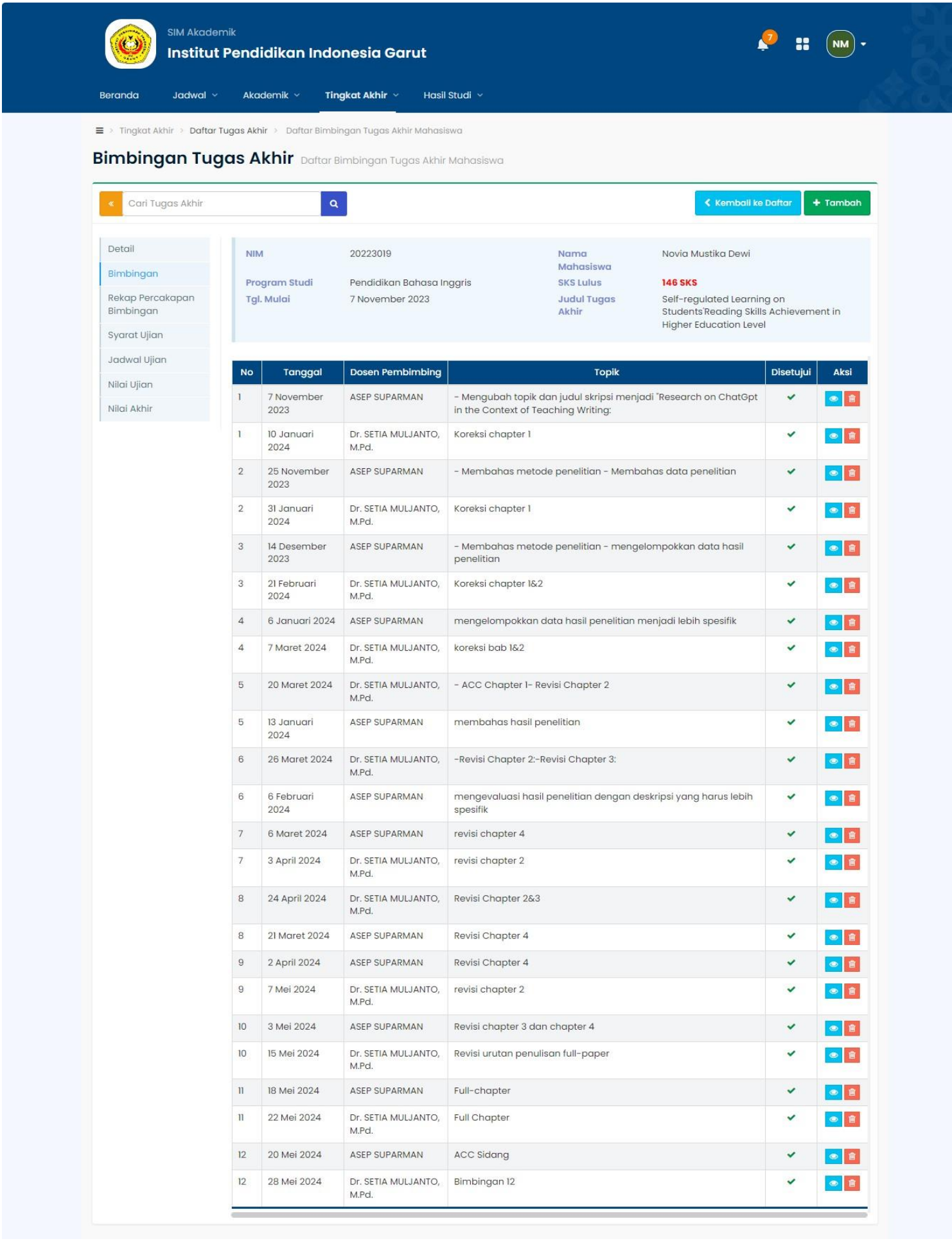
Ditetapkan di : Garut
Tanggal : 6 November 2023
Dekan Fakultas Pendidikan Ilmu Sosial,
Bahasa dan Sastra

Dr. LINA SITI NURWAHIDAH, M.Pd.

Tembusan Yth:
1. Yth. Ketua Yayasan Griya Winaya (sebagai laporan)
2. Yth. Ketua Program Studi S1
3. Wakabid Akademik
4. Wakabid Keuangan

APPENDIX 5

Supervision Cards



SIM Akademik
Institut Pendidikan Indonesia Garut

Beranda | Jadwal | Akademik | Tingkat Akhir | Hasil Studi

Tingkat Akhir > Daftar Tugas Akhir > Daftar Bimbingan Tugas Akhir Mahasiswa

Bimbingan Tugas Akhir

Daftar Bimbingan Tugas Akhir Mahasiswa

Cari Tugas Akhir

Kembali ke Daftar | + Tambah

- Detail
- Bimbingan
- Rekap Percakapan Bimbingan
- Syarat Ujian
- Jadwal Ujian
- Nilai Ujian
- Nilai Akhir

NIM	20223019	Nama Mahasiswa	Novia Mustika Dewi
Program Studi	Pendidikan Bahasa Inggris	SKS Lulus	146 SKS
Tgl. Mulai	7 November 2023	Judul Tugas Akhir	Self-regulated Learning on Students'Reading Skills Achievement in Higher Education Level

No	Tanggal	Dosen Pembimbing	Topik	Disetujui	Aksi
1	7 November 2023	ASEP SUPARMAN	- Mengubah topik dan judul skripsi menjadi "Research on ChatGpt in the Context of Teaching Writing:	✔	
1	10 Januari 2024	Dr. SETIA MULJANTO, M.Pd.	Koreksi chapter 1	✔	
2	25 November 2023	ASEP SUPARMAN	- Membahas metode penelitian - Membahas data penelitian	✔	
2	31 Januari 2024	Dr. SETIA MULJANTO, M.Pd.	Koreksi chapter 1	✔	
3	14 Desember 2023	ASEP SUPARMAN	- Membahas metode penelitian - mengelompokkan data hasil penelitian	✔	
3	21 Februari 2024	Dr. SETIA MULJANTO, M.Pd.	Koreksi chapter 1&2	✔	
4	6 Januari 2024	ASEP SUPARMAN	mengelompokkan data hasil penelitian menjadi lebih spesifik	✔	
4	7 Maret 2024	Dr. SETIA MULJANTO, M.Pd.	koreksi bab 1&2	✔	
5	20 Maret 2024	Dr. SETIA MULJANTO, M.Pd.	- ACC Chapter 1- Revisi Chapter 2	✔	
5	13 Januari 2024	ASEP SUPARMAN	membahas hasil penelitian	✔	
6	26 Maret 2024	Dr. SETIA MULJANTO, M.Pd.	-Revisi Chapter 2:-Revisi Chapter 3:	✔	
6	6 Februari 2024	ASEP SUPARMAN	mengevaluasi hasil penelitian dengan deskripsi yang harus lebih spesifik	✔	
7	6 Maret 2024	ASEP SUPARMAN	revisi chapter 4	✔	
7	3 April 2024	Dr. SETIA MULJANTO, M.Pd.	revisi chapter 2	✔	
8	24 April 2024	Dr. SETIA MULJANTO, M.Pd.	Revisi Chapter 2&3	✔	
8	21 Maret 2024	ASEP SUPARMAN	Revisi Chapter 4	✔	
9	2 April 2024	ASEP SUPARMAN	Revisi Chapter 4	✔	
9	7 Mei 2024	Dr. SETIA MULJANTO, M.Pd.	revisi chapter 2	✔	
10	3 Mei 2024	ASEP SUPARMAN	Revisi chapter 3 dan chapter 4	✔	
10	15 Mei 2024	Dr. SETIA MULJANTO, M.Pd.	Revisi urutan penulisan full-paper	✔	
11	18 Mei 2024	ASEP SUPARMAN	Full-chapter	✔	
11	22 Mei 2024	Dr. SETIA MULJANTO, M.Pd.	Full Chapter	✔	
12	20 Mei 2024	ASEP SUPARMAN	ACC Sidang	✔	
12	28 Mei 2024	Dr. SETIA MULJANTO, M.Pd.	Bimbingan 12	✔	

CURRICULLUM VITAE

The authors' name is Novia Mustika Dewi. She was born in Garut on November 27, 2000. She's the second child of the late Mr. Hariaman and Mrs. Lia Farida and has 2 brothers. She graduated from SDN Cidatar 1 then, she continued her education in SMPN 1 Cisurupan. During her study in Junior High School, she actively participated in the Young Indonesian Red Cross Society at her school. After that, she continued her study in SMAN 11 Garut. In Senior High School she joined English club due to her interest in English, she also joined badminton club that held every week. After graduated from Senior High School, she continued her study in the English Education Program of IPI Garut. During her study, there she joined HIMADIKSARIS, the English Education Students Association as the head of the education department. Then, she should graduate from Institut Pendidikan Indonesia Garut in 2024 for completing her bachelor degre