

---

## **COLLABORATIVE INNOVATIONS IN FEEDBACK PROVISION AND THEIR EFFECTIVENESS WITH CHATGPT-BASED APPROACHES FOR ACADEMIC WRITING**

Zahra Ardeassyifa Fauziah, Evi Karlina Ambarwati

\*2210631060161@student.unsika.ac.id

Universitas Singaperbangsa Karawang, Indonesia

### **ABSTRACT**

In this evolving generation, examining the educational sector, feedback has been a critical element of the educational process, helping the drill and students' performance. With the discovery of Artificial Intelligence innovations, thrilling possibilities were offered for the feedback process enhancement. This study explores the perceptions of both students and educators on the role of collaborative innovations in feedback provision when integrated with ChatGPT-based approaches in academic writing. Additionally, it examines how the incorporation of ChatGPT in collaborative feedback settings influences student engagement and writing development, considering perspectives from both groups. This study utilizes a narrative review approach of 44 studies, 39 of which are highly relevant, to examine ChatGPT's role in feedback mechanisms. It highlights strengths in personalized feedback and limitations in complex interactions. as the primary source of data collection. The literature review reveals that incorporating ChatGPT into feedback processes, as viewed by both students and educators, provides significant benefits such as enhanced accessibility, improved efficiency, and personalized technical assistance, while also highlighting limitations in handling complex or nuanced interactions. However, it also presents challenges, such as the risk of students becoming overly dependent on AI and the tool's limitations in addressing conceptual aspects of writing. Therefore, ChatGPT and feedback mechanisms are likely to remain integrated into academic writing processes for the time ahead.

**Keywords:** Academic Writing, AI, ChatGPT, Collaborative Innovations, Feedback

### **INTRODUCTION**

In this evolving generation, examining the educational sector, feedback has been a critical element of the educational process, helping the drill and students' performance. It can also foster improvements, shape students' writing abilities, and encourage critical reflection. The traditional feedback method, often provided by an instructor or peers, are essential towards academic growth. Even so, with the appearance of recent technologies, feedback deliveries and receival is on the changing. With the discovery of Artificial Intelligence innovations, thrilling possibilities were offered for the feedback process enhancement (Bulut & Wongvorachan, 2022)

In the industry of 4.0, Intelligent systems in education will automatically provide a suitable yet personalized command and feedback for both teachers and students Chen et

\*Corresponding Author

Zahra Ardeassyifa Fauziah

Email: 2210631060161@student.unsika.ac.id

al., (2020) Artificial intelligence (AI) is a widely debated concept. With its core definition, it is described as a customized intelligence and different from the natural one, that is created, artificial, machine intelligence (Ryan, 2020). In this regard, Hassani et al. (2020) said that the creation of the Artificial Intelligence concept was enabled due to the existence of human intelligence, and was improvised on their effectiveness and efficiency aspect, with the help of human's ability to learn. Furthermore, AI has a clear probability of giving huge impacts towards society and individuals, leading it to the importance of ethics and responsibility in the use and creation. With a consistent improvement of Artificial Intelligence, it had encouraged a technological revolution with the transformation of science and society, as stated in (Akbar et al., 2024)

There are several AI technologies that are widely used, and Chat GPT is an example of technology that gained attention, a language model that was based on Artificial Intelligence which automatically produces text by using data Chen et al. (2023) It was first released in November 2022. Chat GPT responds and interacts in a conversational way with its user, using a customized system that generates content and answers your question with a human-like language, while also trained to generate computer codes. With the previous prompts and responses tracking, it was said that it can evaluate and adapt subsequent answers given the part of input and outputs. Regarding its multi-purpose use that can be used in various sectors, including Education and Programming, those became substantial evidence on Chat GPT journey as a successful chatbot (Meyer et al., 2023)

Another example of AI technology, research by Perdana et al., (2021) concludes that Grammarly is an AI functioning as an application that is used to help writers in checking multiple types of language or grammar errors in English. The research was aimed to find its effectiveness in quality improvement of academics and other organizational writers' skills that involve writing as an activity, in either personal or professional writing. They have proven that Grammarly is a useful digital-based application, especially in writing. Grammarly was used for preparing academic works, and as they contemplate the benefit of providing feedback to enhance academic writing skills. The application can also apply students' innovative information about scholastics such as searching references and adapting their thoughts.

Additionally, in regard to writings, another AI named DeepL that is used as a translation engine, can assist writers on their paper making process. Providing a more accurate result and more verb forms than Google Translate, the students find DeepL as handy and user-friendly in the process of feedback provision towards grammar. Also, DeepL assisted students on a higher level regarding its effectiveness in formal writing skills and vocabulary improvement (Telaumbanua et al., 2024). The study also claims that the students responded that they will most likely use DeepL in the upcoming time (Polakova & Klimova, 2023)

Some researchers (Fitria, 2023; Meyer et al., 2023) confirmed ChatGPT being a handful tool in writing, aside from it being imperfect and requiring plenty of improvements. Proven by practicing the use of the chatbot, they find that ChatGPT did a great job on providing assistance or feedback towards their task on writing articles, journals, essays, etc.

Research in this field has consistently shown that Artificial Intelligence can serve students by providing automatic feedback for their argumentative writing skill (Wambsganss et al., 2022) Another research also shows that the Artificial Intelligence tools can help in overcoming obstacles that publication professionals currently encounter by reducing human errors and meeting rigid timelines, which is an essential target for successful scholarly publication projects (Razack et al., 2021)

Temporarily, previous studies have explored the capabilities of ChatGPT, students' and teachers' perception, and a single-uses of AI in writing. However, there is a gap that shows (a) isolation of ChatGPT's collaborative use and (b) direct comparison outcomes of collaborative ChatGPT-augmented feedback against human feedback and students' individual ChatGPT use. Therefore, this study's novelty is to treat ChatGPT as a

collaborative agent (a participant in the feedback) rather than merely a stand-alone tool. Secondly, the study compares the effectiveness of collaborative ChatGPT-based feedback between traditional teacher feedback and self-feedback in the context of academic writing. By stressing on the collaboration, the research reveal whether AI replaces human feedback processes and how collaborative configurations can maintain learning insights while also avoids dependency or plagiarism. Thus, this study contributes new empirical insight into how and when ChatGPT works best whether a teachers' substitute, an effective tool for teachers, or a collaborator that needs human oversight and correct prompt to reach its potential. Consequently, after evaluating the issues addressed in past research findings, various questions occur that will be examined in this study, concluding:

1. What were the experiences of students and educators regarding the role of collaborative innovations in feedback provision when integrated with ChatGPT-based approaches in academic writing?
2. In what ways does the integration of ChatGPT in collaborative feedback settings shape student engagement and writing development from the perspectives of both students and educators?

### **The Role of Feedback and AI in Enhancing Student Writing Performance**

According to previous study, Knight et al. (2020) stated that academic writing is a part of essential skill for higher education students in order to succeed in their professional career and degree. Students write documents in various styles and contexts. Nevertheless, students are predicted to find academic writing teaching and learning challenging due to students' and teachers' mismatch of the writing. Consequently, providing meaningful formative feedback on writing improvement might be challenging due to resource restrictions, a lack of knowledge about writing pedagogy, and inconsistent program delivery.

However, research from Wahyuningsih (2020) shows that students may face obstacles or difficulties in their academic writing, particularly as they are encouraged to follow conventions of style, referencing, and formatting. As a result, corrective feedback provision played a crucial role in correcting errors especially in the teaching and learning process since teaching is more than exchanging and transferring knowledge but also understanding the whole student progress. Taken together, students need to be aware that it is fundamental for students to recognize their progress through feedback from the teachers.

Olsen & Hunnes (2024) also stated in their research that feedback frequently impacted improvement. Around two-thirds of the respondents say that feedback always motivates them with their studies. Apart from it not being full of encouragement and positive comments, it has slightly discouraged them in their studies. Most of them also prefer two modes of feedback that are familiar for them, such as face-to-face feedback and electronic annotations. The students also found that correctly referencing sources was the most challenging in academic writing, 34% found it very challenging, while the rest of 49% found it as somehow challenging. To sum it up, students reported that their learning process got enhanced by the feedback provided.

The available research emphasizes the relevance of feedback in academic writing and recognizes the problems of integrating teacher input with student needs; yet, several gaps persist. According to Knight et al. (2020), mismatched expectations between students and teachers can complicate academic writing education; nevertheless, research has not adequately studied techniques to effectively bridge this gap, such as introducing feedback models suited to individual student preferences. Similarly, Wahyuningsih (2020) underlines the importance of corrective feedback in resolving students' academic writing challenges, particularly in terms of style and reference. However, research has not yet determined which methods of feedback delivery face-to-face or electronic are most beneficial for learning certain abilities such as structure, reference, or style. Additionally, while Olsen & Hunnes (2024) discovered that feedback generally inspires students, some expressed discouragement as a result of feedback substance or tone. However, existing research

does not provide a thorough study of how certain types of feedback such as tone, topic focus, or frequency influence student motivation and engagement. Addressing these gaps may result in more nuanced and effective feedback techniques that improve students' learning experiences in academic writing.

By comparison, a study conducted by Harunasari (2023) confirmed that in the past few years, incorporating artificial intelligence (AI) into language education has been a trend, and ChatGPT has risen to prominence as one of the most commonly used AI tools in this field. Despite that, integrating such tools like AI into language classes, particularly in English as a Foreign Language (EFL) writing courses, presents difficulties. Conducting the study on fourth-semester EFL students, the research highlighted essential approaches for the efficient and responsible integration of ChatGPT, which involve creating a clear usage policy and keeping a log of students' questions and inquiries while using ChatGPT in the EFL writing class.

Song & Song (2023) study shows that ChatGPT has been recognized for potentials in enhancing writing performance. They said that the AI-driven tool supports the creation of clear and well-structured text by offering learners instant feedback and alternative grammatically accurate sentences. The evidence has been corroborated by the results of their study that shows notable enhancements in both writing abilities and motivation among students who received AI-supported instruction in contrast to the control group.

According to Wale & Kassahun (2024) AI tools reshape language instruction by delivering feedback, support, and guidance to learners, contributing to a more impactful and efficient learning process. Their studies show that the collaboration between Writerly and Google Docs considerably improved EFL writing instruction, as reflected in a statistically notable difference in writing outcomes between the experimental and control groups. Also, students who learned about the collaboration between both AI demonstrated enhanced writing performance, successfully producing essays that effectively covered a range of writing topics, while those taught through traditional methods were less successful in creating high-quality essays.

The previous studies provide useful insights into the incorporation of AI tools, such as ChatGPT, into EFL writing teaching, but they also identify research gaps that require additional investigation. For example, Harunasari (2023) study underlines the importance of explicit policies and tracking methods when utilizing ChatGPT in EFL writing classrooms, but it does not fully investigate students' opinions of these policies or their impact on learning autonomy. Similarly, while Song & Song (2023) demonstrate that ChatGPT improves writing abilities and motivation, their study lacks a thorough examination of how AI input compares to human feedback in terms of effectiveness and acceptance among students. Furthermore, Wale & Kassahun (2024) demonstrate promising results with the collaboration of Writerly and Google Docs in EFL contexts, but they do not investigate the potential limitations of these tools in diverse cultural and linguistic settings, which may affect their adaptability and effectiveness across different EFL populations. These gaps highlight the need for additional research that investigates student perspectives, compares AI feedback to traditional techniques, and evaluates cultural adaptability in order to optimize AI's function in EFL writing education.

## METHODS

The literature review in this study is conducted using a narrative review approach. The selected method, narrative reviews, is critical for expanding our grasp of a certain topic. They not only throw light on the topic matter but also provide insights into the procedures and interpretations that underpin the research, as well as the fundamental information that can guide therapeutic practice. These reviews are quite useful in increasing both theoretical and practical elements of clinical expertise (Greenhalgh et al., 2018). This review examines diverse studies on ChatGPT-based approaches and feedback provision, addressing key

questions that require an interpretative synthesis, making the narrative review the most suitable approach (Bui & Deakin, 2021).

This research achieved the data collection through the following databases such as: Google Scholar, PubMed and ERIC. The following keywords used in order to find relevant papers were: "Artificial Intelligence", "ChatGPT", "Role of Feedback", "Grammarly", "Feedback in Academic Writing", and "AI in Education". These chosen keywords are based on the paper's main topic and issues. Specifically, Chat GPT is currently the trendsetter and the most popular chatbot that uses Artificial Intelligence (AI), followed by a relevant application named Grammarly which uses generative AI for writing assistance. Other topics, which is feedback, are also learned in order to seek the answer about the correlations between the use of ChatGPT and feedback provisions.

There are a few requirements for the selected articles to be included on this paper, and they are mandatory, which is:

1. Articles were published recently in the range of 5 years, starting from 2020.
2. Articles were published in an accredited or a reviewed journal.
3. Included articles were relevant to the issues that are being discussed.

Throughout the course, this study conducted a thorough evaluation of 44 academic papers that were published under national and international journals to investigate the current state of research on feedback mechanisms and the influence of ChatGPT in various scenarios. Out of all of them, this study chose 38 articles as extremely relevant, providing valuable insights into how ChatGPT affects education, customer service, healthcare, and professional communications. These publications offered vital information about ChatGPT's effectiveness in improving feedback procedures, response accuracy, impacts, students and teacher's perspective, and limitations in complex or nuanced circumstances. Meanwhile, the remaining seven publications were deemed less relevant since they either lacked particulars on feedback mechanisms or focused on larger AI subjects that fell outside the primary area of this research.

The selected papers had consistent themes about ChatGPT's capacity to provide fast, scalable, and tailored feedback, particularly in educational and professional environments. Many studies have emphasized ChatGPT's potential to improve user engagement and learning outcomes because it gives fast, context-specific responses that may promote learning and productivity. Those reasons are related to the research questions since it could possibly provide the answers that the researchers are seeking. However, other publications identified shortcomings, such as occasional mistakes and a lack of human-like emotional comprehension, which can lead to misinterpretations in delicate or complex interactions. Collectively, these insights generated a comprehensive knowledge of ChatGPT's impact on feedback processes, allowing me to draw inferences about its practical uses and future development opportunities.

## **FINDINGS AND DISCUSSION**

### **Students and Educators Perspective of ChatGPT in Academic Writing**

The definition of generative AI writing tools, stated by Gasaymeh et al. (2024) is an application that is powered by Artificial Intelligence in order to generate written texts. Ginting et al. (2023) conducted research that investigates the effectiveness of using Artificial Intelligence as a writing assistant. The final results show that students have a positive and hopeful attitude towards AI as a writing tool for their final projects. The use of AI in education was found to leverage students' effectiveness significantly in a writing task. To strengthen the evidence, Malik et al. (2023) research found the positive reception and influence of AI-powered writing tools among respondents in the context of academic essay writing. The results revealed that AI technologies such as grammar and spell checkers, plagiarism detection, language translation, and AI-generated essay outlines are widely regarded as

valuable resources that enhance the writing process and assist students and researchers in their academic efforts. It is also found that from the Indonesians students' perspective, the majority of them have a positive perception of AI technology in academic writing classes, as evidenced by three key indicators: its usefulness, ease of use, and their overall attitude toward it (Utami et al., 2023) Despite the fact that it is generally beneficial, in the study, Kim et al. (2024) do not endorse replacing human tutors or developing AI to mimic human behavior.

The research findings from Artiana & Fakhrurriana (2024) shows that from the students' point of view, they perceive ChatGPT as a tool that generates fast assistance in the production of academic texts. They see that ChatGPT can be a reliable solution to overcoming writing difficulties that can allow them to continue their work in a faster and more proficient way. Another students' point of view was found by Mun (2024) in their study, that they view ChatGPT positively, with its role as a tool for EFL learners proofreading to evaluate their presentation script. Another positive perspective was also found by Bibi & Atta (2024) on their survey that their survey results indicate that participants viewed ChatGPT as a reliable tool that improved their writing speed, quality, and confidence in English. They found it valuable for educational use and would recommend it to peers. However, the results from Spirgi et al. (2024) shows that around 15% of students in their study tend to avoid ChatGPT altogether, likely due to concerns about potential grade penalties, uncertainties about university policies on AI usage, and other personal hesitations, indicating lingering doubt despite the widespread attention on AI text generators.

Meanwhile, transitioning to the teacher's perspective, in Ali & Mtalsi (2024) research on teachers' perspectives, four main themes emerged: concerns about AI's impact on students' critical thinking and increasing reliance on AI-generated content, views of AI use in writing as potential cheating, and mixed opinions on AI in assessment, with some teachers supporting it to ease exam workloads in large classes. Click or tap here to enter text. the result of the study showed a highly positive attitude toward AI education from the teacher's perspective, along with strong motivation to engage in it, indicating a positive willingness. When combining the two points of view, taking Barrett & Pack (2023) study as an example, both students and teachers agreed that artificial intelligence could be a valuable tool for both educators and learners, although teachers generally had a more optimistic view of its use by teachers than students did. However, both groups expressed more caution when asked about AI's potential positive impact on education, and they shared concerns about how AI might be used by both teachers and students.

### **ChatGPT and Feedback Impact towards Students and Educators**

According to Ali et al. (2023) research's participants, including students and teachers, generally expressed positive views on ChatGPT's impact on students' language skills, particularly in motivating them to read and write. The tool enhances students' intrinsic, extrinsic, and autonomous motivation, suggesting that English learners see ChatGPT as a beneficial resource for language learning. The study from Polakova & Ivenz (2024) also highlighted notable improvements in students' writing skills through the use of ChatGPT feedback, supported by both quantitative and qualitative data. Students showed greater writing proficiency, and their positive perceptions further reinforced these findings, as most students regarded ChatGPT as a valuable tool for enhancing their writing abilities. Meanwhile, the study of Lo (2023) said that the use of ChatGPT raises various concerns, such as its generation of incorrect or fake information and the threat it poses to academic integrity.

As for feedback's impact, the findings obtained from Faulconer et al. (2022) shows that it is well worth delivering integrated feedback that students perceive positively because they have learned about the writing process. Integrated feedback is an effective strategy for improving writing skills. Also, when teachers and students share common intents, goals,

and responsibilities, they lay the groundwork for mutually reinforcing progress in feedback literacy. Teachers can enhance their feedback processes by understanding students' perspectives and challenges with feedback, and students can help teachers build feedback literacy by sharing their experiences both overcomes and failures in obtaining, interpreting, and using feedback (Carless & Winstone, 2023).

Oktarin et al. (2024) showed in their study about the differences, that in traditional classrooms, feedback from teachers and peers can sometimes be inaccessible or unreliable, whereas AI chatbots offer consistent, objective, and accurate feedback. When feedback is tailored to individual needs, learners feel valued, resulting in better overall outcomes. Steiss et al. (2024) in their study also discovered that competent, compensated, and roughly time-rich human evaluators delivered better quality feedback than ChatGPT in four of the five major areas: providing clear suggestions for improvement, preserving accuracy, emphasizing essential elements, and employing a supportive tone. Those evidence were also highlighted on the research from Zeevy-Solovey (2024) that regardless of technical advancements and ChatGPT's promise as a written corrective feedback tool, it is worth mentioning that even after students received feedback from the tool and revised their work, the teacher noticed faults in their writing since teachers' skills, experience, and real-world context enable them to identify writing faults and provide appropriate comments. Nevertheless, there is a study that compares the grades assigned by ChatGPT and human teachers Jukiewicz (2024) and reveals a strong positive correlation, indicating substantial agreement between them. However, some variations suggest that ChatGPT may grade more strictly. Notably, this comparison relies on a single human teacher's assessment, and these differences may reflect individual teacher preferences or limitations within the ChatGPT model. Ultimately, the findings also suggest that ChatGPT, while possibly a stricter grader, can serve as a valuable tool to support teachers' work.

Consequently, when referring to the impacts of ChatGPT's feedback on both students and teachers, Rahma & Fithriani (2024) stated that when teachers and students share common intents, goals, and responsibilities, they lay the groundwork for mutually reinforcing progress in feedback literacy. Teachers can enhance their feedback processes by understanding students' perspectives and challenges with feedback, and students can help teachers build feedback literacy by sharing their experiences both triumphs and failures in obtaining, interpreting, and using feedback.

From the results, we can conclude that technological advancement has a significant impact on education and is a necessary part of daily living in today's quickly changing world. A ground-breaking tool that is changing how educators and students interact with learning is OpenAI's ChatGPT. Its incorporation into the classroom has many benefits, but there are drawbacks as well that teachers must overcome if they are to successfully raise the standard of instruction (Montenegro-Rueda et al., 2023). According to the results from Teng (2024), students preferred ChatGPT because of its ability to provide accurate, timely, and useful feedback. The results of the survey also demonstrate how AI support improves students' engagement, self-confidence, writing motivation, and propensity for collaborative writing.

However, Mizumoto et al. (2024) stated that the automated essay scoring (AES) system requires caution because human input is still essential. Including human-generated mistake codes and examples could enhance error detection, as ChatGPT's accuracy may be restricted by zero-shot prompts. Another important factor is the researchers' ability to create prompts effectively. Furthermore, it is difficult to define "error," as evidenced by the disparities in error counts between Grammarly, ChatGPT, and human evaluators. Similarly, Cao & Zhong (2023) conducted research and had a result that according to BLEU score results, the final results demonstrated that ChatGPT-based feedback was less successful than Teacher Feedback and Self Feedback techniques in improving the overall quality of student translations.

To conclude it, these comparisons manifest AI's feedback position is positively more effective as complementary partner, not as a substitute to replace human's feedback. Thus,

an effective prompt, feedback growth, and teacher facilitation highly determinate whether ChatGPT's AI tool either could enhance or damage learning. Lastly, to ease interpretation, a summary table was created to summarizes reviewed studies used for this research.

**Table 1. Summary of Reviewed Studies**

<b>Author(s) &amp; Year</b>	<b>Focus of Study</b>	<b>Key Findings</b>	<b>Relevance to Present Study</b>
Knight et al. (2020)	Formative feedback tool for academic writing	AI-based tools support writing development but require alignment with student needs	Supports need for feedback literacy and guided AI use
Wahyuningsih (2020)	Role of corrective feedback in writing performance	Feedback is essential to help students correct errors	Highlights importance of teacher involvement in feedback
Utami et al. (2023)	Perceptions of AI tools among Indonesian students	Positive perceptions related to usefulness and ease of use	Shows student openness toward AI-assisted writing
Song & Song (2023)	ChatGPT use for EFL instruction	Increased writing skill and motivation with AI-supported learning	Confirms effectiveness of AI-based feedback
Mizumoto et al. (2024)	ChatGPT in automated writing evaluation	Human input required; AI cannot fully detect nuanced errors	Strengthens argument for collaboration, not replacement
Cao & Zhong (2023)	ChatGPT vs teacher & self-feedback	AI feedback weaker in translation quality	Supports need for comparative evaluation between AI and human feedback
Polakova & Ivenz (2024)	Impact of ChatGPT feedback on writing	Students improved writing performance and valued AI feedback	Links to student perceptions and motivation findings
Zeevy-Solovey (2024)	Comparison of peer, teacher & ChatGPT feedback	Teachers outperform AI due to contextual skills	Aligns with argument that AI must remain human-guided
Teng (2024)	Student perception of ChatGPT feedback	Enhanced confidence, engagement, collaboration	Supports benefit of collaborative ChatGPT use
Steiss et al. (2024)	Comparison of feedback from humans vs ChatGPT	Humans outperform AI in clarity and tone	Reinforces need for human supervision in collaborative feedback

## CONCLUSION

The objective of this study was to seek how collaborative innovations in feedback provision based on ChatGPT approaches submerged in teacher-student interactions while also shaping students' engagement and writing development from both student and educator perspectives. According to the research, most students have a favourable opinion

of AI as a writing tool and appreciate its capacity to offer prompt, useful feedback that improves their confidence, motivation, and writing quality. The advantages of AI technologies for assisting with writing education are also acknowledged by educators, who see how they can help students learn languages and expedite feedback. The studies also highlight the drawbacks of AI-based feedback, including its unpredictability, lack of cultural variety in training data, and sporadic errors that can need human intervention. Concerns regarding an excessive dependence on AI, possible threats to academic integrity, and the effect on the ability to think critically. Prompt engineering and human participation in feedback are essential for addressing AI's drawbacks, such as inconsistent error identification, in academic settings. Because the definition of "error" is still ambiguous, researchers recommend combining AI feedback with examples created by humans to increase accuracy. In the end, ChatGPT and other AI tools should support a balanced approach to educational AI integration by enhancing human instruction rather than replacing it. To ensure rigorous and skill-focused learning outcomes, more research is required to balance AI and human feedback.

## REFERENCES

Akbar, M. A., Khan, A. A., Mahmood, S., Rafi, S., & Demi, S. (2024). Trustworthy artificial intelligence: A decision-making taxonomy of potential challenges. *Software - Practice and Experience*, 54(9), 1621–1650. <https://doi.org/10.1002/spe.3216>

Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. Q. (2023). Impact of ChatGPT on learning motivation: *Journal of English Studies in Arabia Felix*, 2(1), 41–49. <https://doi.org/10.56540/jesaf.v2i1.51>

Ali, O. B. , & Mtalsi, D. (2024). Insights from educators: Exploring the role of Artificial Intelligence in academic writing. *Ikhtilaf Journal of Critical Humanities and Social Studies*, 2(1), 59–67. <https://doi.org/10.21512/lc.v12i4.4582>

Artiana, N., & Fakhrurriana, R. (2024). EFL undergraduate students' perspective on using AI-based ChatGPT in academic writing. *Language and Education Journal*, 9 (1), <https://doi.org/10.52237/lej.v9i1.468>

Barrett, A., & Pack, A. (2023). Not quite eye to A.I.: student and teacher perspectives on the use of generative artificial intelligence in the writing process. *International Journal of Educational Technology in Higher Education*, 20(1). <https://doi.org/10.1186/s41239-023-00427-0>

Bibi, Z., & Atta, A. (2024). The Role of ChatGPT as AI English writing assistant: A study of student's perceptions, experiences, and satisfaction. *Annals of Human and Social Sciences*, 5(I). [https://doi.org/10.35484/ahss.2024\(5-i\)39](https://doi.org/10.35484/ahss.2024(5-i)39)

Bui, L., & Deakin, J. (2021). What we talk about when we talk about vulnerability and youth crime: A narrative review. *Aggression and Violent Behavior*, 58. <https://doi.org/10.1016/j.avb.2021.101605>

Bulut, O., & Wongvorachan, T. (2022). Feedback Generation through Artificial Intelligence. *The Open/Technology in Education, Society, and Scholarship Association Conference*, 2(1), 1–9. <https://doi.org/10.18357/otessac.2022.2.1.125>

Cao, S., & Zhong, L. (2023). *Exploring the effectiveness of ChatGPT-based feedback compared with teacher feedback and self-feedback: Evidence from Chinese to English translation*. 1-19. <https://doi.org/10.48550/arXiv.2309.01645>

Carless, D., & Winstone, N. (2023). Teacher feedback literacy and its interplay with student feedback literacy. *Teaching in Higher Education*, 28(1), 150–163. <https://doi.org/10.1080/13562517.2020.1782372>

Chen, L., Chen, P., & Lin, Z. (2020). Artificial Intelligence in education: A review. *IEEE Access*, 8, 75264–75278. <https://doi.org/10.1109/ACCESS.2020.2988510>

Chen, Y., Jensen, S., Albert, L. J., Gupta, S., & Lee, T. (2023). Artificial intelligence (AI) student assistants in the classroom: Designing chatbots to support student success. *Information Systems Frontiers*, 25(1), 161–182. <https://doi.org/10.1007/s10796-022-10291-4>

Faulconer, E., Griffith, J., & Gruss, A. (2022). The impact of positive feedback on student outcomes and perceptions. *Assessment and Evaluation in Higher Education*, 47(2), 259–268. <https://doi.org/10.1080/02602938.2021.1910140>

Gasaymeh, A. M. M., Beirat, M. A., & Abu Qbeita, A. A. (2024). University Students' Insights of Generative Artificial Intelligence (AI) Writing Tools. *Education Sciences*, 14(10). <https://doi.org/10.3390/educsci14101062>

Ginting, P., Batubara, H. M., & Hasnah, Y. (2023). Artificial intelligence powered writing tools as adaptable aids for academic writing: Insight from EFL college learners in writing final project. *International Journal of Multidisciplinary Research and Analysis*, 6(10), 4640-4650.

Greenhalgh, T., Thorne, S., & Malterud, K. (2018). Time to challenge the spurious hierarchy of systematic over narrative reviews?. *European journal of clinical investigation*, 48(6), e12931. <https://doi.org/10.1111/eci.12931>

Harunasari, S. Y. (2023). Examining the Effectiveness of AI-integrated Approach in EFL Writing: A Case of ChatGPT. *International Journal of Progressive Sciences and Technologies*, 39(2), 357-368. <https://doi.org/10.52155/ijpsat.v39.2.5516>

Hassani, H., Silva, E. S., Unger, S., TajMazinani, M., & Mac Feely, S. (2020). Artificial Intelligence (AI) or Intelligence Augmentation (IA): What Is the Future? *AI*, 1(2), 143-155. <https://doi.org/10.3390/ai1020008>

Kim, J., Yu, S., Detrick, R. et al. Exploring students' perspectives on Generative AI-assisted academic writing. *Education and Information Technology*, 30, 1265–1300 (2025). <https://doi.org/10.1007/s10639-024-12878-7>

Knight, S., Shibani, A., Abel, S., Gibson, A., Ryan, P., Sutton, N., Wight, R., Lucas, C., Sándor, Á., Kitto, K., Liu, M., Mogarkar, R. V., & Shum, S. B. (2020). AcaWriter A learning analytics tool for formative feedback on academic writing. *Journal of Writing Research*, 12(1), 141–186. <https://doi.org/10.17239/JOWR-2020.12.01.06>

Lo, C. K. (2023). What is the impact of ChatGPT on education? A rapid review of the literature. *Education Sciences*, 13 (4). <https://doi.org/10.3390/educsci13040410>

Malik, A. R., Pratiwi, Y., Andajani, K., Numertayasa, I. W., Suharti, S., Darwis, A., & Marzuki. (2023). Exploring Artificial Intelligence in academic essay: Higher education student's perspective. *International Journal of Educational Research Open*, 5. 1-11. <https://doi.org/10.1016/j.ijedro.2023.100296>

Meyer, J. G., Urbanowicz, R. J., Martin, P. C., O'Connor, K., Li, R., Peng, P. C., ... & Moore, J. H. (2023). ChatGPT and large language models in academia: opportunities and challenges. *BioData mining*, 16(1), 20. <https://doi.org/10.1186/s13040-023-00339-9>

Mizumoto, A., Shintani, N., Sasaki, M., & Teng, M. F. (2024). Testing the viability of ChatGPT as a companion in L2 writing accuracy assessment. *Research Methods in Applied Linguistics*, 3(2). <https://doi.org/10.1016/j.rmal.2024.100116>

Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses, E. (2023). Impact of the implementation of ChatGPT in education: A systematic review. *Computers*, 12(8), 153. <https://doi.org/10.3390/computers12080153>

Mun, C. (2024). EFL learners' English writing feedback and their perception of using ChatGPT. *STEM Journal*, 25(2), 26–39. <https://doi.org/10.16875/stem.2024.25.2.26>

Oktarin, I. B., Saputri, M. E. E., Magdalena, B., Hastomo, T., & Maximilian, A. (2024). Leveraging ChatGPT to enhance students' writing skills, engagement, and feedback literacy. *Edelweiss Applied Science and Technology*, 8(4), 2306–2319. <https://doi.org/10.55214/25768484.v8i4.1600>

Olsen, T., & Hunnes, J. (2024). Improving students' learning—the role of formative feedback: experiences from a crash course for business students in academic writing. *Assessment and Evaluation in Higher Education*, 49(2), 129–141. <https://doi.org/10.1080/02602938.2023.2187744>

Perdana, I., Manullang, S. O., & Masri, F. A. (2021). Effectiveness of online Grammarly application in improving academic writing: review of experts experience. *International Journal of Social Sciences*, 4(1), 122–130. <https://doi.org/10.31295/ijss.v4n1.1444>

Polakova, P., & Ivenz, P. (2024). The impact of ChatGPT feedback on the development of EFL students' writing skills. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2410101>

Polakova, P., & Klimova, B. (2023). Using DeepL translator in learning English as an applied foreign language – An empirical pilot study. *Helicon*, 9(8). <https://doi.org/10.1016/j.heliyon.2023.e18595>

Rahma, A., & Fithriani, R. (2024). The potential impact of using Chat GPT on EFL students' writing: Teachers' perspective. *Indonesian EFL Journal*, 10(1), 11–22. <https://doi.org/10.25134/ieflj.v10i1.9222>

Razack, H. I. A., Mathew, S. T., Saad, F. F. A., & Alqahtani, S. A. (2021). Artificial intelligence-assisted tools for redefining the communication landscape of the scholarly world. *Science Editing*, 8(2), 134–144. <https://doi.org/10.6087/kcse.244>

Ryan, M. (2020). In AI we trust: Ethics, Artificial Intelligence, and reliability. *Science and Engineering Ethics*, 26(5), 2749–2767. <https://doi.org/10.1007/s11948-020-00228-y>

Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1260843>

Spirgi, L., Seufert, S., Delcker, J., & Heil, J. (2024). Student Perspectives on Ethical Academic Writing with ChatGPT: An Empirical Study in Higher Education. *International Conference on Computer Supported Education*, 2, 179–186. <https://doi.org/10.5220/0012555700003693>

Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M., & Olson, C. B. (2024). Comparing the quality of human and ChatGPT feedback of students' writing. *Learning and Instruction*, 91. <https://doi.org/10.1016/j.learninstruc.2024.101894>

Telaumbanua, Y. A., Marpaung, A., Gulo, C. P. D., Waruwu, D. K. W., Zalukhu, E., & Zai, N. P. (2024). Analysis of two translation applications: Why is DeepL Translate more accurate than Google Translate?. *Journal of Artificial Intelligence and Engineering Applications (JAIEA)*, 4(1), 82-86. <https://doi.org/10.59934/jaiea.v4i1.560>

Teng, M. F. (2024). "ChatGPT is the companion, not enemies": EFL learners' perceptions and experiences in using ChatGPT for feedback in writing. *Computers and Education: Artificial Intelligence*, 7. <https://doi.org/10.1016/j.caeai.2024.100270>

Utami, S. P. T., Andayani, Winarni, R., & Sumarwati. (2023). Utilization of artificial intelligence technology in an academic writing class: How do Indonesian students perceive? *Contemporary Educational Technology*, 15(4). <https://doi.org/10.30935/cedtech/13419>

Wahyuningsih, S. (2020). The role of corrective feedback on academic writing performance: EFL students' perceptions. *Edulingua: Jurnal Linguistik Terapan dan Pendidikan Bahasa Inggris*, 7(1). <https://doi.org/10.34001/edulingua.v7i1.1167>

Wale, B. D., & Kassahun, Y. F. (2024). The transformative power of AI writing technologies: enhancing EFL writing instruction through the integrative use of writerly and Google Docs. *Human Behavior and Emerging Technologies*, 2024. <https://doi.org/10.1155/2024/9221377>

Wambsganss, T., Janson, A., & Leimeister, J. M. (2022). Enhancing argumentative writing with automated feedback and social comparison nudging. *Computers and Education*, 191. <https://doi.org/10.1016/j.compedu.2022.104644>

Zeevy-Solovey, O. (2024). Comparing peer, ChatGPT, and teacher corrective feedback in EFL writing: Students' perceptions and preferences. *Technology in Language Teaching & Learning*, 6(3), 1–23. <https://doi.org/10.29140/tltl.v6n3.1482>