EFL Teachers' Perspectives on the Integration of ChatGPT in Writing Assessment

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A B S T R A K

Keberadaan ChatGPT sebagai salah satu perkembangan teknologi yang hebat dianggap sebagai media pengajaran yang digunakan untuk memberikan umpan balik langsung dalam menilai kinerja menulis siswa, yang secara tidak langsung juga meningkatkan keterampilan menulis mereka. Penelitian ini bertujuan untuk menganalisis perspektif guru EFL terhadap integrasi ChatGPT dalam penilaian menulis. Pendekatan kualitatif digunakan sebagai desain penelitian pada penelitian ini. Ada dua orang guru bahasa Inggris yang mengajar siswa kelas 11. Mereka dipilih dengan menggunakan purposive sampling. Data diperoleh melalui observasi, dan wawancara semi terstruktur. Lembar observasi dan pedoman wawancara digunakan sebagai instrumen penelitian. Data yang terkumpul dianalisis dengan melakukan transkripsi dan pengkodean verbatim. Temuan mengungkapkan bahwa ada perspektif positif dan negatif yang diberikan oleh guru. Terlihat bahwa guru memberikan respon positif karena kegembiraan menggunakan ChatGPT dalam memudahkan pemberian umpan balik, sedangkan respon negatif menunjukkan bahwa guru menyatakan keberatan terhadap validitasnya. Masalah privasi etis, perlindungan data, dan prasangka disebutkan sebagai tantangan dalam penerapannya. Ditambahkan bahwa efektivitas penilaian, umpan balik langsung, dan bantuan di luar kelas diakui sebagai manfaat penerapan ChatGPT. Penelitian ini berimplikasi pada penilaian pendidikan yang berbasis teknologi. Guru wajib mendapatkan pelatihan yang tepat untuk menghadapi integrasi teknologi dalam penilaiannya karena dapat memberikan dampak sekaligus tantangan bagi mereka.

A B S T R A C T

The existence of ChatGPT as a great technology development is considered as a teaching media used for providing immediate feedback in assessing students' writing performance indirectly enhancing their writing skills as well. This study aimed to analyze EFL teachers' perspective on the integration of ChatGPT in writing assessment. Qualitative approach was used as the research design of the current study. There were two English teachers who taught 11th grade students. They were selected by using purposive sampling. The data were obtained through observation, and semi-structured interview. Observation sheet and interview guide were used as the research instruments. The collected data were analyzed by conducting verbatim transcription and coding. The findings revealed that there were positive and negative perspectives given by the teachers. It was shown that the teachers were positively response due to the excitement of using ChatGPT in easing the feedback provision meanwhile the negative response revealed that the teachers expressed reservations about its validity. The ethical privacy issue, data protection, and prejudice were mentioned as the challenge due to its implementation. It was added that assessment effectiveness, immediate feedback, and assistance outside the classroom were acknowledged as the benefits of implementing ChatGPT. The study implicates to the educational assessment-based technology. Teachers are required to have proper training to face the integration of technology in their assessment since it can have an impact as well as challenges for them.

1. INTRODUCTION

Proficiency in writing becomes a consideration and parameter for successful communication and target language acquisition, including in English as a Foreign Language (EFL) circumstances. However, assessing students' writing performance and offering immediate feedback to accelerate students' writing enhancement is still a challenge for EFL teachers (Sefriani & Sepriana, 2022; Williams, U. J., & Dries, 2022). This phenomenon occurs as teachers prefer traditional assessment methods relying on manual grading. This method seems outdated since it is time-consuming and might impede the progress of student criticism and suggestions (Saifudin et al., 2020; Sajed et al., 2019). This emerges gaps observed between assessment and feedback, which influences the effectiveness of instruction. Manual grading is assumed to be time consuming since quick detailed feedback is required to support and assist students to improve their writing (Baskara, 2023; Bilqis et al., 2016). This reality contrasts to the expectation of 21st century learning in EFL classrooms in which the teachers are supposed to

involve technology in creating effective instructional learning (Lampropoulos et al., 2019; Merta et al., 2023). A relevant issue is found at SMAS Candimas Pancasari due to the manual grading in assessing students' writing. The teachers frequently give the feedback through manual grading particularly as found in English learning process which is joined by 11th grade students. The teachers tend to give feedback by using writing assessment rubric as manual grading in which it is really time-consuming. This kind of assessment is considered as conventional assessment in which it is assumed that conventional assessment has low value in influencing students' academic development (Kostyrka-Allchorne et al., 2017; Sorgog & Kamo, 2019). It demands a shifting method that can be perceived as a way for giving immediate feedback for creating effective assessment indirectly enhancing students' writing skills.

Integrating technology, especially Artificial Intelligence (AI), in this education field attracts experts from many disciplines. In the meantime, there are plenty of learning aids available for students (Grammarly, Turnitin, QuillBot, ChatGPT, etc.). One of the prospective and potential tools to address this issue is ChatGPT, Chat Generative Pre-Trained Transformer. ChatGPT is massively being discussed around the world due to its outstanding ability. It is an AI-based model that is capable of generating human-like feedback (Ihsan et al., 2020; Peng et al., 2018). This AI is recognized as capable of producing coherent and contextually appropriate text responses based on the prompt written. This is possible due to the fact that it employs a deep learning architecture commonly known as a Transformer (Alam, 2022; Haldorai et al., 2021). ChatGPT has been trained by empowering corpus text data to acquire broad information and knowledge for specific tasks. It is addressed to interact in the form of human-like conversation. ChatGPT understands the structure of language, semantics, and general knowledge throughout this training process. Hence, when users generate prompts or inputs, the AI responds from the database that has been learned before and tries to provide an accordingly answer in a natural-sounding manner (Haleem et al., 2022; Kasneci et al., 2023). This ability can be exploited by integrating this AI into the writing assessment method, which has the potential to offer automated grading and evaluation for students' writing tasks. Therefore, students can receive instant feedback that is beneficial for them to reflect on and analyze their writing, leading them to correct and improve their writing (Ahdhianto et al., 2020; Akkus et al., 2007). However, the employment of AI-based tool is commonly in the form of automatic writing evaluation or known as AWE. It is mentioned that AWE is reliable to be implemented in assessing students' writing due to the fact that it works objectively (ai et al., 2020; Kumar & Nanda, 2019). This idea refers to avoiding any potential for subjective prejudice that possibly emerges in human judgment. Moreover, this evaluation approach facilitates standardized evaluation by using set criteria and algorithms that have been set and established. Hence, it is significant to maintain fairness and consistency when judging students' work. All students deserve the same standards, which must be guaranteed (Ivanović et al., 2013; Yaacob & Lubis, 2022). In a broader sense, incorporating technology, including AWE tools like Criterion, Google Docs, QuillBot, and ChatGPT, into the assessment of EFL writing has the opportunity to be advantageous in terms of promoting feedback, efficiency, and objectivity (Kumar & Nanda, 2019; Wang et al., 2022). By leveraging AWE as technology integration, EFL teachers can enhance and refine the assessment process and, at the same time, provide tangible assistance for students' growth as writers.

The employment of AI-based tools for assessing writing proficiency has been massively observed in the past decades through several research investigations. These offer informative insights that guide current research. Firstly, previous study conducted a study to examine the integration of digital technologies assessment in school settings (Cole & Feng, 2015). This study applied some approaches, namely automated marking and web-based assessment. The result suggested that this breakthrough beneficially improved assessing students' work effectiveness. In another relevant research have something in common in their research (Cohen et al., 2020; Nardo et al., 2022). They tend to emphasize peer assessment using a specific online platform. It was discovered that students actively engaged in peers' discussion as they highlighted writing aspects starting from lower-order to higher-order issues found in their writing. Other studies specifically revealed that AWE as the assessment means had strong adaptability and potentially affecting students' writing performance (Song, 2019; Wang et al., 2022; Yang et al., 2023). However, those previous studies observe the effectiveness of AI-based tools employed as assessing writing proficiency viewed from the students' academic achievement and their lens. There is still lack of studies examining the implementation of Al-based tools particularly related to the use of ChatGPT in assessing students' writing skills. Further action needs to be conducted considering that teachers have an essential role in conducting the learning process in which they are the facilitator and evaluator at the same time. Thus, it is crucial to figure out how EFL teachers perceive ChatGPT integration and any potential effect on assessment procedures and student learning outcomes. The novelty of this study highlights the perceptions, implications, and challenges of integrating ChatGPT in writing assessments from teachers' points of view. The idea offered is expected to inform the development and integration of technology-enhanced assessment approaches that match both teachers' and students' requirements and preferences. Models for incorporating two main terms namely, technology, and language assessment ideas, serve as the foundation for this paper. Language assessment theories serve as the overview for comprehending the concepts and methods for assessing language

skills. Meanwhile, technology integration models offer a perspective on how technology can potentially be successfully integrated into a pedagogical context. By concentrating on these frameworks, the current study examines the integration of ChatGPT in the writing assessment process and how it influences the assessment procedures, instructional approaches, and students' learning outcomes.

2. METHOD

In order to examine the lived experiences and perceptions of EFL teachers on the incorporation of ChatGPT in the writing assessment process, this study applied a phenomenological research design. Phenomenology seems relevant since it is addressed to comprehend the essence of an individual's experiences and how they make sense of certain observed phenomena (Groenewald, 2004). Through the application of this approach, it was expected to uncover the unique and individualized viewpoint of EFL teachers regarding the research topic. There were two English teachers who taught writing for 11th grade students at SMAS Candimas Pancasari. They were selected by using purposive sampling technique by considering their proficiency, experience in teaching EFL, and familiarity with ChatGPT for the assessment process. Other criteria considered in selecting the participant were the participant's teaching experience, their integration of technology in language teaching and learning, and willingness to participate in this study.

A semi-structured interview was carried out with the chosen participants in order to obtain the data. Semi-structured interviews enabled the participant for flexibility in terms of providing detailed accounts and insight regarding asked open-ended questions. The interview was audio recorded, allowing for reliable data transcription for analysis right after permission was granted. In addition, the informants were directly interviewed by the researchers with the use of interview guide as the guideline in conducting the interview. The interview guide was used as the research instrument in which it was designed is show in Table 1.

Table 1. The Interview Guide Blue Print

No.	Aspects	Items
1.	Perception	1,2,3
2.	Impact	4,5
3.	Challenge	6,7,8,9
4.	Benefit	10,11,12
Total		**12 items**

Base on Table 1, the blueprint indicated that there were 12 questions asked to the teachers. There were three questions reflected their perceptions on the implementation of ChatGPT as an assessment tool. Then, two questions were asked to the teachers to find out the impact of ChatGPT on the use of ChatGPT in enhancing students' writing performance. Four questions were related to obtain the challenge faced by the teachers during its implementation and three others were used to find out the benefits of ChatGPT viewed from teachers' lens. A phenomenological approach was executed to analyze the data. The participant's speech and expression were preserved by verbatim transcription of the recorded interview. Later, open coding was applied to generate initial codes and examine significant units of data. The obtained data revealed patterns, themes, and essences throughout an iterative analysis process. To put aside established prejudices and biases, the researcher immersed in the data while engaging in the process of reflection and bracketing. Organizing and categorizing the codes into themes that perfectly express the participant's expression was the main point to be highlighted in the investigation. The themes were examined, improved upon, and verified through expert checking. The participant was allowed to assess and validate the validity of the established themes.

3. RESULT AND DISCUSSION

Result
EFL Teachers' Perceptions of the Integration of ChatGPT in the Writing Assessment Process

Based on the analysis of the interviews, the two interviewed teachers experienced diverse thoughts, including the integration of ChatGPT throughout the writing assessment process. Excerpts derived from interviews shed light on what they thought about this phenomenon. Teacher A enthusiastically embraced the promising performance of ChatGPT and pointed out that *"I believe the incorporation of ChatGPT in the writing assessment process can be revolutionary since the technology develops massively in this period. It facilitates immediate feedback, which is extremely important in assisting students immediately learning from their mistakes in practice. In addition, it saves me a lot of time when it has to do with grading, which frees me up to give more emphasis to my pupils' tailored feedback who still struggle in writing"*. Teacher B, on the other hand, expressed

concerns associated with the reliability of ChatGPT, saying that, *"I acknowledge that the thought of employing AI for assessment is fascinating. However, I have issues with its correctness. I am not sure it has precisely precious accuracy. Due to the complexity of language, an AI model might not accurately represent the nuances of students' writing. I really doubt its capability, especially in more advanced writing tasks. They might not be able to offer any accurate evaluation in terms of the content and coherence of the essay. I think it can be my biggest concern about its potential limitation of ChatGPT."* In conclusion, it can be said that teachers have two perceptions of the integration of ChatGPT in the writing assessment process, namely enthusiastic and doubtful perceptions.

EFL Teachers Perceive the Impact of ChatGPT on Assessment Efficiency and Effectiveness

The teachers' thoughts related to ChatGPT's influence on assessment efficiency and effectiveness have been disclosed through interview analysis. Several statements from the interviews provide insight into their thought. Teacher A gave the following statement in order to underline ChatGPT's positive impact on the effectiveness of assessing students' work, stating, *"The most significant point that I recognize since using ChatGPT for writing exams is reducing time for grading. The instant feedback features to speed up the entire testing process and enable students to receive prompt guidance. I can embrace more students in terms of giving feedback, enabling them to make changes and improvement on their writing."* On the contrary, Teacher B acknowledged that efficiency was the main advantage of ChatGPT. However, Teacher B emphasized the necessity of maintaining a balance between AI evaluation and personalized feedback. It was stated that *"While ChatGPT has improved the efficiency of grading, we should be cautious not to rely solely on automated feedback. Human evaluation is essential to be considered since it conveys a comprehensive assessment that can specifically address the nuances of students' writing. In order to facilitate students' unique writing development, it is critical to establish a balance between using ChatGPT for immediate feedback as well as offering individualized assistance."* Therefore, it can be summarized that ChatGPT has positive impacts, particularly on its effectiveness and efficiency in assessing students' work.

EFL Teachers' Identification of the Potential Challenges and Benefits of Using ChatGPT for Writing Assessments in EFL Classrooms

Regarding the advantages and drawbacks of utilizing ChatGPT for writing assessment, the two EFL teachers' perceptions were examined through the analysis of their interviews. Several excerpts from the interview bring out insight into their thought. Teacher A mostly talked about technical issues that became the central issue and said, *"One of the challenges I face when running this ChatGPT is occasional network troubles. The assessment procedure occasionally experiences lags or errors, slightly interfering with efficiency. Perhaps it is because many people are using the tools at any moment. I am not sure about it. I think consistent internet connectivity and any technical issues promptly are necessary to be overcome to make sure of seamless integration of ChatGPT."* Teacher A suggested the potential for rapid feedback and support outside of class hours when talking about the advantages of integrating ChatGPT, adding, *"ChatGPT makes it possible for students to obtain immediate feedback on their work, even outside of class time. It promotes extensive learning and learning autonomy at the same time. Because of this accessibility and practicalness, students can continuously learn and get better as they can hone their writing at their own pace with the assistance of ChatGPT."* On the other hand, ChatGPT presents a practical approach to evaluate students writing, Teacher B voiced concern relating to the ethical implications, saying, *"When dealing with any technology integration in this period, we have to be concerned about ethical implications. Privacy data protection become the main issues to overcome. Apart from that, potential biases in the AI system need to be taken into assessment because it could influence the equity and fairness of judgments"* According to Teacher B, this tool was identified to be able to track patterns in students writing, stating, *"ChatGPT offers a possibility to examine patterns in students' writing across several activities and suggest areas that need more attention. This awareness can enhance instructional strategies and assist in personalizing teaching to align the specific needs of each student."* In summary, the common obstacles and advantages EFL teachers face are identified in these excerpts. Teacher A emphasizes technical difficulties with connectivity and system faults. Meanwhile, teacher B underlines the AI system's ethical considerations, data privacy, and potential biases.

Discussion

The first finding of the present study shows different teachers' perceptions toward the integration of ChatGPT in the writing assessment process. The first teacher is enthusiastic about the integration of ChatGPT for the writing assessment process due to integration of the technology which is in line with the current age. This result of study is supported by the results of the previous studies done (Hang, 2023; Rahma & Fithriani, 2024). The previous studies reveal that the teachers are enthusiastic and have positive perception on the integration of ChatGPT. It can be inferred that the integration of technology is helpful for the teachers. The helpfulness of

ChatGPT has been revealed by other study in which ChatGPT's capacity to transform from a conventional to an advanced assessment approach (Haleem et al., 2022). The use of ChatGPT is considered a beneficial tool that offers instant feedback, enabling students to learn far more efficiently from their mistakes. Besides, other study also finds out that ChatGPT provides more correction offered to students, the output will be the better performance (Yadav & Yadav, 2024). The ease of ChatGPT makes teachers positive to integrate ChatGPT in the writing assessment. On the other hand, the present study also reveals that another teacher is doubtful about the integration of ChatGPT in the writing assessment. The doubt deals with the validity and precision of ChatGPT in judging students' writing skills. It concerns the legitimate issue alongside the complexity of language and the potential limitations of an AI model in capturing the nuances of students' writing. This finding is different from the results reported since the teachers have positive perception on the integration of ChatGPT (Hang, 2023; Rahma & Fithriani, 2024). It cannot be denied that whether the technology provides usefulness for the rapid assessment, the involvement of teachers as assessors is also needed to make sure the results of the technology. It is supported by other study in which cautions are needed in using ChatGPT alone to assess content and coherence, mainly when dealing with advanced writing, is highlighted (Rahma & Fithriani, 2024). Teachers also need to take apart in assessing students' writing to know their advance ability in writing. Therefore, it can be concluded that teachers have a positive perception due to its usefulness whereas some teachers have a negative perception due to assessing advanced writing. The training using ChatGPT will be an alternative for teachers to give similar perceptions among teachers.

Furthermore, the present study also reveals that teachers perceive that ChatGPT has impacts on assessment effectiveness and efficiency. The first teacher takes pleasure in enjoying how much time it saves and the ability to provide prompt feedback to a large number of students. Previous finds out that the integration of ChatGPT is capable of making assessments more straightforward (Rahma & Fithriani, 2024). It indicates that the use of ChatGPT is effective in giving feedback for students quickly. This result is also the same as previous studies which ChatGPT gives instant feedback and it is more efficient than human tutors (Cheong & Hong, 2023; Yadav & Yadav, 2024). ChatGPT can help students effectively since they can access it when they need to do it. On the other side, despite its effectiveness and efficiency, the teacher also needs to be concerned with the automated feedback. Human evaluation is also required to give the right balance between AI evaluation and teacher-student contact. It is supported by previous study in which a balance check is required when integrating ChatGPT to avoid errors, nonsensical output, or erroneous information (Baskara, 2023). It is done to avoid mistakes made by the AI. It is also strengthened by the result of previous study in which ChatGPT can give imperfect accuracy since it's AI-powered (Rahma & Fithriani, 2024). Thus, it can be concluded ChatGPT gives an effective and efficient assessment along with the involvement of teachers to maximize the provision of feedback.

The last finding reveals the potential benefits and challenges of ChatGPT integration. The benefit deals with advantages rapid feedback outside the classroom. ChatGPT has the potential to be a valuable tool in EFL classrooms, as seen by the advantages that have been discovered for it, such as the chance for ongoing learning, customized feedback, and insights into student writing habits (Hang, 2023; Yadav & Yadav, 2024). It has been proven by some previous studies done by for its rapid feedback (Cheong & Hong, 2023; Yadav & Yadav, 2024). On the other side, the potential challenges can be in the form of ethical implications and potential bias. It concerns data privacy protection and bias assessment for students' work. The bias assessment can be caused by plagiarism done by the students. This is revealed by the study in which students can malpractices of copy-pasting and plagiarizing content (Shakil & Siddiq, 2024; Turmuzi et al., 2024). It is hard to assess whether the response written in their writing is from them or AI. These potential challenges lead to the readiness of teachers to avoid the biased assessments. When students have good attitudes and knowledge in their writing, they need to get praise for their efforts and vice versa.

4. CONCLUSION

The present study concludes that teachers have positive and doubtful perceptions of the integration of ChatGPT in writing assessments. Besides, ChatGPT has positive impacts on writing assessment due to its effectiveness and efficiency in assessing students' work. Lastly, the potential challenges of ChatGPT integration can be the connectivity AI system's ethical considerations and potential biases whereas the potential benefit is on rapid feedback. The result of the study provides useful insight for the teachers before they decide to integrate their assessment with technology. It gives them a description of how the technology might take part in the assessment. In addition, the result also contributes to the educational assessment-based technology. Teachers are required to have proper training to face the integration of technology in their assessment since it can have an impact as well as challenges for them. Teachers can maximize the positive impact and face the negative impact or challenges that may come during the integration of technology. This study is limited to the perception, impact, and potential challenges and benefits. Further study on the effectiveness of ChatGPT is needed to prove its use in

writing assessment. In addition, solutions to the challenges are suggested to be also identified to give alternatives for the users so that they are ready when they have problems with the integration of ChatGPT.

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