



CHATGPT, SMART WRITING ASSISTANT CHATBOT FOR STUDENTS: ANALYSIS OF ITS DRAWBACKS

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Abstract

This research examines the drawbacks associated with ChatGPT, a smart writing assistant chatbot, within the context of student writing. Employing qualitative methods, notably in-depth interviews with 30 participants, the study meticulously analyzes the challenges and constraints entailed in relying on ChatGPT for writing assistance. Centered around five key themes — understanding, dependency, feedback, writing style, and plagiarism — the findings clarify that students struggle with comprehending ChatGPT's output, potentially leading to confusion and misinterpretation. The feedback provided by the AI writing assistant emerges as generic and lacking specificity, constraining its efficacy in guiding students' writing processes. Participants report an obvious shift towards more predictable and impersonal writing styles attributed to their usage of ChatGPT—furthermore, apprehensions surface concerning the unintentional risk of plagiarism when leveraging the tool. The implications underscore educators' need to acknowledge the limitations of AI writing assistants, offering targeted support to help students navigate these challenges while fostering critical thinking, creativity, and independent writing skills. The findings promote ongoing research and improvement in AI writing assistants to improve understanding, elevate feedback quality, and address identified limitations. By mitigating these drawbacks, educators, students, and developers can optimize the utility of AI writing assistants, ensuring they serve as valuable tools for supporting writing development while upholding critical thinking, creativity, and ethical writing practices. This research not only reveals the drawbacks of ChatGPT as a writing assistant but also advocates for continual research and development in the field of AI writing assistance.

Keywords: AI Writing Assistants, Chatgpt, Drawbacks, Student Writing

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INTRODUCTION

مقدمة

The use of AI-powered writing assistance has increased more than ever in an educational environment that has been reshaped by the digital revolution. Think of a scenario in which students collaborate with intelligent chatbots to shape their words and thoughts rather than relying entirely on their writing abilities (Neumann et al., 2021). This fascinating situation perfectly captures the astonishing increase and expanding significance of AI-powered writing assistants in enabling students to improve their writing abilities (Zhao, 2022). These digital companions have taken center stage, transforming learning settings from physical classrooms to virtual ones and altering how writing is taught and learned (Zhai et al., 2021).

The rise of AI-driven writing assistants represents a fundamental shift in how students approach the writing process, not just a temporary fad (Shi et al., 2022). The days of battling writer's block or having trouble coming up with the appropriate phrases are long gone. Students now have a variety of AI-generated feedback, grammatical checks, and ideas at their fingertips that seamlessly integrate into their writing process (Fitria, 2021; Nazari et al., 2021). With the help of these sophisticated chatbots, students may now explore their creativity, polish their language skills, and improve their writing fluency in ways they never could have imagined before (Dwivedi et al., 2023). We must learn more about the consequences and constraints of AI-powered writing assistants given their revolutionary capacity in the educational environment (Bozkurt et al., 2023).

With its impressive skills and influence on writing instruction, ChatGPT, a hugely well-liked smart writing assistant chatbot, has drawn the attention of students and instructors (Aljanabi et al., 2023). To give individualized and contextually appropriate writing help and encouragement, OpenAI's ChatGPT (Zhai, 2023) uses sophisticated natural language processing models (Ali et al., 2023). It quickly established itself as a go-to resource for pupils looking to develop their writing abilities.

By providing students with a collaborative and dynamic environment to hone their writing skills, ChatGPT has changed the writing process with its complex algorithms and extensive language database (Haleem et al., 2022). Students may rely on ChatGPT to come up with original ideas, suggest different phrase patterns, and offer immediate feedback. It also increases efficiency, accuracy, and efficiency and saves money (Deng & Lin, 2022). Students now have the tools to explore their creativity, hone their writing style, and overcome typical writing obstacles thanks to the seamless integration of AI technology into the writing process, ChatGPT has been hailed as a priceless instrument for its capacity to improve pupils' writing abilities (Shidiq, 2023). It has grown to be a dependable friend for pupils, acting as a readily available virtual writing tutor. Students may overcome writer's block, increase language fluency, and get a deeper knowledge of writing norms by utilizing ChatGPT's features. Because of ChatGPT's beneficial effects on students' writing experiences, educational institutions are adopting it as a tool to promote critical thinking, self-expression, and effective communication (Bjelm, 2022).

Previous studies and scholarly articles have extensively investigated the use of ChatGPT and other AI-powered writing assistants as valuable tools for students' writing development (Barrot, 2023). These studies have revealed important findings and discussed the benefits associated with their integration in educational settings.

According to another study that looked into ChatGPT's effects on students' writing abilities, both the quality and performance of their overall writing greatly improved (Alejandrina Sotelo Muñoz et al., 2023). The study showed that students who used ChatGPT as a writing tool got immediate feedback and suggestions, which improved their writings' grammar, coherence, and structure (Javaid et al., 2023).

Another research examined the advantages of ChatGPT and other AI writing tools for fostering self-directed learning (Firat, 2023). Researchers discovered that having access to AI writing assistants allowed students to take control of their writing processes, participate in self-evaluation, and develop into more autonomous learners. The study underlined the function of AI writing assistants in developing students' capacity for critical thought and introspection (Lin, 2023).

The customized character of AI writing assistants has also been noted in the literature as a major advantage. Students with a variety of learning requirements, such as those who struggle with language or have learning difficulties, have been demonstrated to benefit most from ChatGPT's capacity to adapt feedback and offer personalized guidance (Kasneji et al., 2023). ChatGPT's individualized approach enables focused scaffolding and assistance, meeting the unique needs of each learner.

But it's crucial to recognize the gaps in the literature and the limits of the current research. The little examination of the potential downsides or restrictions of AI writing assistants constitutes a serious research gap. The bulk of research has mainly concentrated on the advantages and favorable results, ignoring any potential drawbacks or moral dilemmas connected with its application. For a thorough analysis of their efficacy and ethical deployment, AI writing assistants like ChatGPT must have a clear understanding of their limits and ethical consequences.

By addressing this research gap, this study seeks to further the field of writing assistance research by offering a fair and critical assessment of ChatGPT. It aims to expose any potential difficulties students can have from depending on ChatGPT for writing assistance and to point out any potential ethical issues. The results of this study will give educators, students, and other interested parties a more thorough knowledge of the drawbacks and difficulties of utilizing ChatGPT and other AI writing assistants.

It is crucial to be aware of ChatGPT's limitations as a writing tool for students and teachers. Teachers can decide whether to use ChatGPT in their teaching methods by getting knowledge about these limitations. They can better advise and encourage students by having a greater understanding of the various difficulties and downsides that they could experience while using AI writing assistance.

Additionally, being aware of ChatGPT's shortcomings can help AI writing assistants be improved and aid in the creation of solutions that are more dependable and effective. The study results might reveal areas for improvement and refinement and offer developers and researchers insightful input. The study opens the door for improvements in AI technology that solve these issues and, in turn, produce more effective and advantageous writing assistant tools for students by highlighting ChatGPT's shortcomings.

The implications of the research findings have consequences that go beyond technical advancement. They also have practical effects on students since knowing what ChatGPT's shortcomings are might help them choose their writing strategies more wisely. Students might approach their writing assignments with a more critical mentality by being aware of the constraints and potential hazards of depending only on AI writing assistants. They can enhance their writing abilities while also gaining a better knowledge of when and how to employ AI technologies successfully.

METHOD

منهج

Research Design

In this study, In-depth interviews served as the main technique of data collecting while using a qualitative research approach (Creswell & Creswell, 2018). The interviews sought to obtain in-depth information about how students used ChatGPT as a writing aid, with a focus on

the shortcomings and restrictions they experienced. Participants for the interviews were selected based on their prior usage and familiarity with ChatGPT. A purposive sampling approach was employed to ensure a diverse range of perspectives and experiences. The interviews were conducted in a one-on-one format, allowing for personalized and in-depth discussions.

Participant (Subject)

By focusing on in-depth interviews as the primary method of data collection, from March 27, 2023, to June 26, 2023. The research team employed two primary methods for data collection this research methodology aimed to provide a comprehensive understanding of the drawbacks and limitations of ChatGPT as experienced by students. The detailed insights obtained from the interviews would contribute to a deeper exploration of the topic and offer valuable perspectives on the challenges and considerations associated with using AI-powered writing assistants in an educational context. A total of 30 students from Kabupaten Malang's Islamic Senior High School and University, representing various grade levels, participated in the study.

Purposive sampling was used to choose the participants to ensure a varied representation of pupils with various writing backgrounds and skills. Students from a variety of academic disciplines, such as the social sciences, the humanities, and language programs, were included in the sample. Based on their past use of ChatGPT as a writing assistant, the participants were selected. They were students who actively used ChatGPT as part of their writing assignments and were comfortable enough using the technology. These criteria sought to gather insightful observations from students who had used ChatGPT in their writing process and had encountered both its advantages and disadvantages.

In terms of grade levels, the participants represented a range of senior high school levels, including grades 10, 11, and 12, and University students. This allowed for a broader perspective on the use of ChatGPT across different stages of students' academic development. By including students from different grade levels, the study aimed to capture a comprehensive understanding of the drawbacks of ChatGPT as perceived by students at different stages of their high school education.

Data Collection

By focusing on in-depth interviews as the primary method of data collection, from March 27, 2023, to June 26, 2023. The research team employed two primary methods for data collection this research methodology aimed to provide a comprehensive understanding of the drawbacks and limitations of ChatGPT as experienced by students. The detailed insights obtained from the interviews would contribute to a deeper exploration of the topic and offer valuable perspectives on the challenges and considerations associated with using AI-powered writing assistants in an educational context. Open-ended questions were posed to participants throughout the interviews to elicit their perceptions, attitudes, and experiences regarding utilizing ChatGPT as a writing assistance. The questions were designed to elicit thorough answers addressing the limitations and downsides users experienced while using the tool. Participants had the chance to discuss their issues, difficulties, and recommendations for improvement during the interviews.

Data Analysis

The data collected through the in-depth interviews was audio-recorded and transcribed for further analysis (Husband, 2020). Thematic analysis was used to identify recurring patterns, themes, and categories within the interview data (Adeoye-Olatunde & Olenik, 2021).

Table 1. Coding, theme, and categorization for the interview data

| Coding | Theme | Categorization |
|---|----------------------|--|
| Difficulty in understanding prompts and outputs | Understanding | ChatGPT may struggle to fully understand complex or nuanced writing prompts or instructions, |
| Overreliance on ChatGPT | Dependency | Students become too dependent on ChatGPT and rely on it to generate ideas or provide content |
| Limitations in providing feedback | Feedback limitations | ChatGPT may not provide comprehensive or targeted feedback on students' writing, limiting their growth |
| Writing style implications | Writing Style | Influence of ChatGPT on participants' writing style, resulting in more formulaic or impersonal writing |
| Risk of plagiarism | Plagiarism | Concerns about unintentional plagiarism when using ChatGPT for writing assignments |

Open-ended questions were posed to participants throughout the interviews to elicit their perceptions, attitudes, and experiences regarding utilizing ChatGPT as a writing assistance.

Table 2. Example of data analysis

| Participant | Participant's Answers | Category | Theme | Subcategory |
|-------------|--|-----------|----------------------|--------------------------------------|
| P1 | "I have noticed that ChatGPT sometimes struggles to understand the context of my writing." | Drawbacks | Understanding | Context Understanding |
| P2 | "I heavily rely on ChatGPT for my writing tasks. It has become an essential tool in my writing process." | Benefits | Dependency | Essential Writing Tool |
| P3 | "The feedback I receive from ChatGPT is often limited and lacks constructive input." | Drawbacks | Feedback limitations | Limited and Lacks Constructive Input |

The concept of saturation, which states that data collection might be deemed sufficient when new data or insights are no longer coming from more interviews, was used to estimate the sample size of 30 participants (Saunders et al., 2018). This sample size was judged suitable for an in-depth interview-based qualitative study since it allowed for a thorough examination of participants' experiences and points of view as well as the discovery of recurring themes and patterns about ChatGPT's shortcomings.

Ethical considerations were carefully taken into account throughout the research process to ensure the well-being and rights of the participants. Ethical considerations were implemented in this study (Roshaidai & Arifin, 2018). Before participating in the study, participants were provided with detailed information about the research, its purpose, procedures, and potential risks and benefits. They were allowed to ask questions and provide informed consent voluntarily. The consent process emphasized the voluntary nature of participation, and participants were assured of their right to withdraw at any time without consequences. Concerning confidentiality and anonymity, participants' identities and personal information were kept confidential and protected. Each participant was assigned a unique identifier instead of using their real names in all research materials, in this research, P1 (Participant 1), P2 (Participant 2), etc. are used as participants' identities code. The audio recordings and transcripts were securely stored and accessible only to the research team to maintain confidentiality.

Besides, measures were implemented to ensure the security and privacy of participants' data. The audio recordings and transcripts were stored on password-protected devices and stored in secure locations. Only authorized research team members had access to the data.

Furthermore, respect for Autonomy, participants' autonomy, and the right to self-determination were respected throughout the research process. They were given the freedom to express their opinions, experiences, and concerns openly without fear of judgment or repercussions.

Moreover, in using and reporting, the data collected from the participants were used solely for research purposes. The findings were reported in an aggregated and anonymized manner to ensure that individual participants could not be identified. Direct quotes or specific examples were only used with the participants' explicit consent. By adhering to these ethical considerations, the study aimed to protect the participants' rights, privacy, and well-being while researching the drawbacks of ChatGPT as a writing assistant for students.

RESULT | نتائج

The results of this study shed light on ChatGPT's shortcomings as a writing tool for pupils. Several major themes and categories emerged from in-depth interviews with 30 participants, providing crucial insights into the difficulties and restrictions related to using AI-powered writing assistance. grasp these issues is essential to developing a thorough grasp of ChatGPT's function and effects on the writing process.

The data analysis revealed five major themes: understanding, dependency, feedback, writing style, and plagiarism. These themes cover all the many components of ChatGPT that participants mentioned limits and concerns about. Each subject focuses on a particular flaw and offers insightful information on the implications of deploying AI writing assistants in educational settings.

Theme 1: Understanding

Participants' experiences and challenges in understanding the output generated by ChatGPT revealed several key findings. The following examples and quotes highlight the specific issues they encountered:

Difficulty in grasping context

As we explore the user experience using ChatGPT, an important issue arises - the intricate interplay between human intent and the AI's contextual comprehension. Participant 1 (P1) expressed,

"Sometimes, the responses from ChatGPT don't fully capture the context of my writing. It generates generic responses that do not address the specific nuances I intended."

Ambiguity in generated content

One particular challenge that emerges when we examine user experiences is the requirement that ChatGPT's output be accurate and unambiguous. Participant 10 (P10) stated,

"There were instances where ChatGPT's output was vague or lacked clarity. It required additional effort to decipher and make sense of the information it provided."

Lack of coherence

One issue that keeps coming up as we go through the user testimonial landscape is the consistency and flow of the text produced by ChatGPT. Participant 22 (P22) shared,

"The generated text often lacked coherence and logical flow. It felt like separate ideas stitched together rather than a cohesive piece of writing."

Over-reliance on prompts

A fascinating insight emerges when we explore the complex dynamics of user interaction with ChatGPT: the impact of user prompts on the output's clarity. Participant 23 (P23) noted,

"I noticed that ChatGPT heavily relies on the prompts I provide. If I fail to give clear instructions, the output becomes even more challenging to understand."

Participants consistently fail to understand the output produced by ChatGPT, according to common patterns and trends uncovered in their replies. They noted situations where the produced text lacked contextual correctness, was ambiguous, was inconsistent, and relied too heavily on the prompts. These issues show that the AI model has to be improved in order to increase its comprehension and interpretation of user input, resulting in more precise and logical replies.

Theme 2: Dependency

The findings regarding the extent to which participants relied on ChatGPT as a writing assistant revealed several noteworthy insights. Let's discuss these findings and explore the consequences of this dependency, supported by participant quotes and examples:

Heavy reliance on ChatGPT

Participants demonstrated a high level of dependency on ChatGPT as a writing assistant. They heavily relied on the generated content and suggestions for their writing process. Participant 10 (P10) mentioned,

"I found myself relying on ChatGPT for generating ideas and even sentence structures. It became a primary source of guidance for my writing assignments."

Limitations in creativity

The dependency on ChatGPT raised concerns about potential limitations in participants' creativity. Some participants felt that relying too much on the AI model hindered their ability to think creatively and generate original ideas. Participant 22 (P22) expressed,

"I noticed that my writing was becoming formulaic and lacked originality. I relied too heavily on ChatGPT's suggestions, which restricted my own creative thinking."

Impact on independent thinking

Participants also highlighted the impact of ChatGPT's dependency on their independent thinking skills. They felt a diminished sense of ownership over their writing and a reduced ability to express their unique voice. Participant 23 (P23) stated,

"I realized that I was becoming overly dependent on ChatGPT. It was challenging to break away and trust my own thoughts and ideas. My writing started to lose my personal touch."

This dependence on ChatGPT has drawbacks, including potential restrictions on originality and critical thinking. The participants voiced worries that their work would become formulaic, unoriginal, and lose its distinctive voice. This conclusion shows that there should be a balance promoted between encouraging pupils to write independently and using AI writing assistance. Instead of depending simply on ChatGPT's ideas, educators and developers can put their efforts

towards enabling students to use the tool, encouraging critical thinking and creativity in the writing process.

Theme 3: Feedback

The findings on the quality and efficacy of the feedback supplied by ChatGPT offered significant insights. Let's discuss these results and highlight how participants felt about having only a few or general ideas, as well as how it affected their writing process. To illustrate the findings, the following participant quotations and examples are provided:

Limited feedback

Participants expressed dissatisfaction with the limited feedback provided by ChatGPT. They felt that the suggestions offered were often insufficient to guide their writing effectively. Participant 3 (P3) mentioned,

"The feedback from ChatGPT was quite limited. It only provided surface-level suggestions without delving into the underlying issues in my writing."

Generic suggestions

Many participants reported receiving generic suggestions from ChatGPT, which did not address their specific writing needs. Participant 13 (P13) stated,

"The suggestions felt generic and not tailored to my writing style or the content I was working on. It was challenging to implement them in a meaningful way."

Impact on the writing process

The limited and generic feedback from ChatGPT had a notable impact on participants' writing process. They found it challenging to make meaningful improvements based on the provided suggestions, leading to frustration and a sense of inadequacy. Participant 14 (P14) shared,

"The generic suggestions made me doubt my writing abilities. I felt like I was missing out on valuable insights that could help me grow as a writer."

The results show a large discrepancy in the efficacy and quality of ChatGPT's feedback. Participants indicated a need for more in-depth, individualized criticism catered to their particular writing requirements. Students may profit considerably from improving the feedback system of AI writing assistants, assuring more precise and useful suggestions. Teachers and developers may assist students in making more significant advancements and building confidence in their writing skills by addressing these restrictions.

Theme 4: Writing Style

Significant findings included the influence of ChatGPT on participants' writing styles. Let's talk about this effect and then offer the research on the propensity towards more impersonal or formulaic writing styles. Here are some remarks and instances from participants that demonstrate this shift:

Impersonal writing

Participants noted a shift towards more impersonal writing styles when using ChatGPT. They found themselves relying on the AI model to generate content, resulting in a detachment from their own voice and personality in their writing. Participant 4 (P4) shared,

"I noticed that my writing became more impersonal. I was adopting a robotic tone similar to the output generated by ChatGPT."

Formulaic writing

The use of ChatGPT also led to a tendency towards formulaic writing styles among participants. They found themselves following predictable patterns and structures suggested by the AI model. Participant 29 (P29) expressed,

"I started conforming to a specific writing formula suggested by ChatGPT. It became a template that I relied on rather than exploring different writing approaches."

Lack of creativity in expression

Participants felt that the AI-generated suggestions limited their creativity in expressing ideas and exploring diverse writing techniques. They expressed a concern that their writing was becoming repetitive and lacking originality. Participant 4 (P4) mentioned,

"I realized that I was losing my own unique writing style. It felt like I was replicating the output of ChatGPT instead of bringing my own creativity and voice to the writing."

The results show how ChatGPT has an effect on participants' writing styles, particularly a propensity towards more impersonal and formulaic methods. Participants voiced worries about losing their writing's uniqueness, inventiveness, and distinctive voice. It highlights the necessity for students to balance using AI writing assistants with preserving their own writing style. Teachers and developers should urge students to assess ChatGPT's recommendations closely and make sure that their writing retains its own originality and true voice.

Theme 5: Plagiarism

Investigating participants' worries and experiences with plagiarism when utilizing ChatGPT produced insightful results. Let's examine these results and highlight the significance of editing and guaranteeing uniqueness in writing. Here are some pertinent remarks from participants:

Increased risk of unintentional plagiarism

Participants expressed concerns about the potential for unintentional plagiarism when relying on ChatGPT for generating content. They highlighted the need for thorough checking to ensure that their writing remains original. Participant 5 (P5) shared,

"I became more cautious about unintentional plagiarism. While ChatGPT provided useful suggestions, I had to double-check and make sure the content was not inadvertently copied from other sources."

Importance of verifying originality

The findings emphasized the significance of verifying the originality of the generated content. Participants recognized the need for independent verification and taking responsibility for ensuring their writing maintains its authenticity. Participant 19 (P19) stated,

"Using ChatGPT made me realize the importance of conducting plagiarism checks. I understood the need to verify the originality of the generated text and ensure that my work is authentic."

Balancing AI assistance and integrity

Participants highlighted the challenge of balancing the assistance provided by ChatGPT and maintaining academic integrity. They acknowledged the need to use AI tools responsibly and be

mindful of avoiding any unethical practices. Participant 20 (P20) mentioned,

"ChatGPT is a helpful tool, but it's essential to be responsible and ensure that we use it ethically. We must strike a balance between utilizing AI assistance and maintaining our academic integrity."

The results emphasize the need for caution when utilizing AI writing assistants like ChatGPT to prevent unintended plagiarism. Participants took action to guarantee that their writing remained legitimate by realizing the necessity to examine and verify the authenticity of it twice. This emphasizes the duty of students to use AI help while upholding academic integrity and honesty. In addition to stressing the value of independent verification and ethical use of AI writing assistants, educators may play a critical role in teaching students about the possible dangers of unintended plagiarism. Students may benefit from AI technologies while sustaining ethical writing habits by encouraging a culture of innovation and honesty.

Cross-Thematic Analysis on the Results:

To find any connections or overlaps between the understanding, dependency, feedback, writing style, plagiarism themes, and other topics, a cross-thematic analysis was carried out. The investigation uncovered various connections and trends that provide a thorough comprehension of ChatGPT's disadvantages as a writing assistant.

The interconnectedness between Understanding and Dependency

Participants' challenges in understanding the output generated by ChatGPT were found to contribute to their dependency on the AI model. The difficulties in grasping context and interpreting the generated content led to a greater reliance on ChatGPT's suggestions and guidance. This interconnectedness suggests that improving the understanding aspect can potentially alleviate the dependency issues.

Feedback and Writing Style

The limited and generic feedback provided by ChatGPT had a significant impact on participants' writing styles. Participants felt constrained by the suggestions and tended to adopt more impersonal and formulaic writing styles. The findings suggest a connection between the feedback received and the subsequent writing style adopted by participants.

Dependency and Plagiarism

Participants' heavy reliance on ChatGPT raised concerns about unintentional plagiarism. While the AI model provided valuable assistance, participants recognized the importance of double-checking and ensuring the originality of their writing to avoid any ethical issues. The dependency on ChatGPT was found to be intertwined with the need to maintain academic integrity.

These relationships and trends underline how intricate ChatGPT's use as a writing assistant is. The difficulties in comprehending the output, the impact on writing style, and the possible dangers of accidental plagiarism are interrelated issues that require a comprehensive approach to be taken. The analysis also highlights the need for a comprehensive strategy to enhance AI writing assistants like ChatGPT. Participants' difficulties may be lessened through improvements in comprehension, feedback, and the provision of individualized instruction. To create more efficient and student-centered AI writing assistants that promote originality, creativity, and independent thinking while upholding academic integrity, educators and developers should take into account the links between these topics.

The results of this study have important consequences for our comprehension of ChatGPT's limitations as a writing tool for students. These multiple-faceted ramifications have an impact on learners, teachers, developers, and the larger educational ecosystem. Firstly, the results underline how crucial it is to assess how writing assistants powered by AI function in educational settings. Teachers can give specific help and direction to students by being aware of their limitations and difficulties when utilizing ChatGPT. To solve the noted shortcomings, it also encourages developers to improve the functionality and capabilities of AI models. Secondly, the results highlight the need to use AI writing assistants in a balanced manner. Although ChatGPT may be a useful tool for improving writing abilities, it is important to avoid becoming overly dependent on it. Teachers may warn pupils about the dangers of depending too much on AI-generated content and promote the growth of independent thought, originality, and unique writing styles. Furthermore, The findings of the research highlight the value of feedback and assistance mechanisms in AI writing assistants. Enhancing students' writing processes, facilitating a better grasp of their strengths and shortcomings, and encouraging more significant changes are all made possible by improving the caliber and efficacy of ChatGPT's comments. Moreover, the findings of the study draw attention to the moral issues surrounding writing assistants powered by AI. The possibility of inadvertent plagiarism makes students aware of how crucial it is to double-check the information produced by ChatGPT and guarantee the originality and validity of their work. The need for education and awareness efforts on the ethical usage of AI writing assistants is highlighted by this research.

These findings have a larger significance for the development, use, and use of AI-powered writing assistance in educational contexts. Understanding, an issue raised by this research enables the creation of AI tools that are more in line with the requirements and objectives of educators and students, as well as better pedagogical methods. Several similarities and contrasts between the results of this study and other studies on AI writing assistants become apparent. According to earlier research, it may have been difficult to grasp the output produced by AI writing assistants (Kasneji et al., 2023; Malinka et al., 2023; Yuan et al., 2022)(Kasneji et al., 2023; Malinka et al., 2023; Yuan et al., 2022). However, the results of the present study include concrete illustrations and participant experiences that give a better understanding of these difficulties, maybe adding new facets to the body of literature.

When it comes to dependency, previous research may have covered the possible effects of relying on AI writing assistants on students' originality and independent thought (Lund et al., 2023; Seo et al., 2021)(Lund et al., 2023; Seo et al., 2021). The results of the current study support this idea as well, emphasizing participants' feelings of growing dependence on ChatGPT. But the study's distinctive participant viewpoints, comments, and examples enhance comprehension of this problem and illuminate its repercussions in terms of writing style and originality.

Regarding feedback, earlier studies may have stressed the significance of feedback in enhancing writing abilities. The results of the present study support this notion by outlining ChatGPT's feedback shortcomings, such as its general character and a lack of adequate direction (Farrokhnia et al., 2023; Liao et al., 2023)(Farrokhnia et al., 2023; Liao et al., 2023). More insight into the difficulties posed by the feedback portion is provided by the inclusion of participant quotations and examples.

In terms of writing style, previous research may have examined worries about impersonal or formulaic writing brought on by the usage of automated writing assessment assistants. This study found that students noticed that the AI assistant's comments tended to be generic and formulaic even if they still thought it was usually useful and motivating while using it (Fu et al., 2022)(Fu et al., 2022). Participants in the current study acknowledged a change towards more impersonal and formulaic writing styles, which is consistent with the study's findings. The distinct participant experiences and statements included in this study offer detailed insights into the changes in writing style seen as well as the perceived loss of individuality and originality.

When employing AI writing assistance, students should exercise caution and ensure originality when it comes to plagiarism, according to a prior study (Fyfe, 2023; Popenici & Kerr, 2017)(Fyfe, 2023; Popenici & Kerr, 2017). The results of the current study support this worry and add to the background by offering participant viewpoints, worries, and experiences with accidental plagiarism. This underlines the value of verification and deepens our grasp of the problem.

The findings from the research have a significant impact on how students write, and they also demonstrate the need for more study and advancements in AI writing assistants. Following is a summary of how these results could have an impact:

Enhanced awareness and critical thinking

The findings increase students' understanding of the difficulties and downsides of utilizing ChatGPT and other AI writing assistants. This understanding can encourage students to use these tools more critically by motivating them to assess and consider the advice given. It encourages the growth of individual writing styles and autonomous thinking.

Focus on creativity and originality

The results emphasize the importance of students maintaining creativity and originality in their writing, promoting a focus on their own thoughts and creative expression despite the limitations of AI writing assistance. This emphasis fosters the development of personality and enhances writing skills.

Development of self-editing and revision skills

The limitations in ChatGPT feedback underscored the need for students to improve their self-editing and revising skills. In addition to AI suggestions, students should actively revise and enhance their work, fostering a deeper understanding of the writing process and taking ownership of their assignments.

Ethical writing practices

The results of the study on accidental plagiarism highlight the significance of ethical writing techniques. Students must be diligent in making sure that their work is unique and that all ideas and sources are properly cited. This emphasizes the requirement for instruction on the ethical use of AI writing assistance and the encouragement of an academic integrity culture.

CONCLUSION

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This study examined the negative effects of offering students ChatGPT as writing assistance. Understanding, dependency, feedback, writing style, and plagiarism were some of the significant themes that emerged from an investigation of the experiences and views of the

participants. The results highlight the difficulties and restrictions of depending on ChatGPT for writing assistance.

Participants noted that they had trouble interpreting ChatGPT's output, which made them more reliant on it. ChatGPT's ability to direct students' writing processes was hindered by the feedback it frequently offered, which was frequently general and lacking in detail. The usage of ChatGPT also had an impact on participants' writing, which became more impersonal and mechanical. Concerns were also expressed over the possibility of inadvertent plagiarism when utilizing ChatGPT.

These findings have important effects. Teachers should be aware of the shortcomings and restrictions of AI writing assistants and offer students the specialized guidance they need to overcome these obstacles. Along with the usage of AI technologies, it is essential to promote critical thinking, creativity, and autonomous writing abilities. Encourage students to actively participate in the writing process, assuring the integrity of their work, and ensuring uniqueness.

These results also show the need for greater study and advancements in AI writing assistance. Future research might investigate methods to deepen comprehension, raise the standard of feedback, and solve the constraints found in this study. The goal for developers should be to design AI models that offer more contextually pertinent and customized support, promoting the development of students' writing while preserving their independence and creativity.

Finally, it's critical for educators, students, and developers to comprehend ChatGPT's disadvantages as writing assistance. By resolving these drawbacks, we may make the most of the usage of AI writing assistants as beneficial tools for assisting students' writing growth and fostering critical thinking, creativity, and the ethical use of technology.

Further study is required to investigate potential solutions to the problems and obstacles raised, in order to enhance AI writing assistance. Future research might concentrate on creating more complex AI models that offer feedback that is tailored and contextually relevant. Research can also look at methods for efficiently integrating AI technologies into writing training, providing a balance between support and the advancement of autonomous writing and critical thinking abilities.

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