Descriptive Study on AI's Role in Developing Creative Writing Skills among English Education Students

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Abstract

The integration of AI tools like ChatGPT in educational contexts, particularly in creative writing, is transforming traditional approaches to teaching and learning. This study explored the role of ChatGPT in enhancing the creative writing skills of English education students at UNISDA. The primary objective was to understand how students utilize ChatGPT to generate ideas, improve coherence, and expand their vocabulary while identifying the challenges of relying on AI tools in writing processes. A descriptive study was employed, involving 35 fifth-semester English education students who used ChatGPT during their creative writing coursework. Data were collected through surveys, written outputs, and semi-structured interviews, providing insights into their experiences and perceptions. The findings reveal that ChatGPT offers substantial benefits in idea generation and linguistic enrichment but also highlights concerns regarding over-reliance on AI-generated content, raising questions about originality and academic integrity. The study emphasizes the need for educators to incorporate AI literacy in their teaching methodologies to balance the benefits and limitations of AI tools. This study contributed to the growing body of literature on AI in education by addressing its practical implications for creative writing pedagogy. However, it was limited by the focus on a single student cohort and short-term engagement with the tool. Further research was recommended to explore longitudinal impacts, strategies for fostering originality, and applications of AI tools across varied educational settings.

Keywords: AI tools, ChatGPT, creative writing, English education, descriptive study

Introduction

The integration of Artificial Intelligence (AI) into education has significantly reshaped how learners interact with knowledge. AI tools are now integral in personalizing learning experiences, making education more tailored to individual needs, and enhancing learning outcomes (Thomas, 2023). Among these AI-driven tools, ChatGPT, an AI model by OpenAI, has gained popularity for its ability to facilitate various writing processes, from brainstorming to refining drafts. Its adaptability makes it a valuable resource in the educational domain, particularly for fostering creativity in writing.

In English education, writing, especially creative writing, is a crucial skill that enables students to express ideas imaginatively while adhering to linguistic norms. The challenge lies in guiding students through the process of idea development, coherence, and stylistic flair. ChatGPT offers unique support by generating prompts, correcting grammar, and suggesting vocabulary, which can aid students in overcoming common barriers like writer's block. However, its utility raises concerns regarding potential over-reliance, originality issues, and the impact on critical thinking skills (Garcia & Thomas, 2023).

Although existing research highlights the positive influence of AI tools in enhancing academic writing and language proficiency, there is limited scholarly focus on their role in creative writing, especially within the context of English education students (DiCerbo, 2024). Most studies address the technical aspects of writing improvement but fall short of exploring how AI tools influence creativity and student engagement in the writing process.

This descriptive study seeks to bridge this gap by analyzing the role of ChatGPT in enhancing creative writing skills among English education students. The research aims to assess how students utilize ChatGPT in their creative writing tasks, examining its benefits and limitations. By exploring this dynamic, the study aspires to provide insights into the pedagogical implications of integrating AI tools like ChatGPT into creative writing curricula. These findings are intended to guide educators in fostering a balanced approach that leverages AI for innovation while preserving the essence of human creativity and originality.

Literature Review

Theoretical Framework on Creative Writing

Creative writing has been a cornerstone of language education, emphasizing the development of linguistic proficiency, creativity, and critical thinking. It is an essential skill that allows students to articulate ideas with clarity and originality while adhering to specific stylistic norms (Thomas, 2023). For English education students, mastering creative writing is particularly significant as it enhances their ability to express ideas, teach effectively, and produce diverse educational materials (Garcia & Thomas, 2023).

Traditional theories of creative writing, such as Vygotsky's sociocultural theory, highlight the importance of interaction and collaboration in developing creativity. AI tools like ChatGPT align with this theory by providing interactive feedback that encourages students to explore alternative perspectives (DiCerbo, 2024). Additionally, Guilford's (1950) divergent thinking model has been adapted to modern educational settings, with AI tools now playing a pivotal role in fostering creative processes by generating multiple possibilities for writing tasks.

AI Tools in Education: Advantages and Concerns

AI tools have become integral to education, offering personalized learning experiences and facilitating skill development. ChatGPT, in particular, has demonstrated its potential in enhancing creative writing by generating prompts, suggesting stylistic improvements, and providing constructive feedback (DiCerbo, 2024).

Garcia and Thomas (2023) explored the benefits of AI tools for ESL learners, emphasizing their ability to improve linguistic accuracy and fluency. Their research found that students who used AI tools were more confident and expressive in their writing. Furthermore, the tools helped bridge gaps in grammar and syntax, enabling learners to focus on content generation.

However, there are challenges associated with AI reliance. Research by Smith and Patel (2022) highlights that students often depend heavily on AI suggestions, leading to a decline in independent critical thinking. Similarly, concerns about originality were raised by DiCerbo (2024), who noted that while AI-generated ideas were coherent, they often lacked emotional depth and unique perspectives.

AI tools are also criticized for their inability to evaluate context effectively. For instance, studies have shown that AI-generated responses sometimes fail to align with cultural or contextual nuances, which are crucial in creative writing (Lin & Gao, 2023). These limitations underscore the importance of guiding students to critically assess AI outputs rather than accepting them uncritically.

Related Studies on AI and Creative Writing

AI tools Numerous studies have investigated the integration of AI tools in creative writing, yielding both promising results and critical insights. Thomas (2023) explored the use of AI tools in fostering creativity among university students. The study concluded that while AI improved vocabulary and thematic variety, it often reduced originality when students relied excessively on AI-generated content. Garcia & Thomas (2023) focused on ESL learners, demonstrating that AI tools enhanced fluency and coherence. However, the research highlighted that students struggled with originality when overusing AI. DiCerbo (2024) Examined ChatGPT's role in structuring narratives. The findings emphasized its effectiveness in generating logical structures but noted a lack of critical engagement from students in evaluating AI-suggested ideas. Smith & Patel (2022) analyzed the ethical implications of AI in education, particularly in creative writing. The study warned against the risk of academic dishonesty and the potential erosion of students' independent problem-solving abilities. Lin & Gao (2023) Investigated AI tools' adaptability to cultural contexts in writing. The research revealed that while AI offered valuable language assistance, it struggled to generate culturally nuanced content, which is vital for creative expression.

Research Gaps and Current Contributions

Despite the extensive research on AI tools in education, several gaps persist. First, there is limited focus on the specific experiences of English education students, whose dual roles as learners and future educators present unique challenges and opportunities. Second, while existing studies acknowledge the potential of AI tools in enhancing creativity, they rarely examine how students critically engage with AI-generated content to maintain originality. Third, the cultural and pedagogical implications of using AI tools remain underexplored, particularly in contexts where creative writing is an essential skill for professional development.

This study aims to address these gaps by investigating how ChatGPT influences creative writing skills among English education students. It examines the extent to which the tool enhances creativity while ensuring that students retain critical thinking and originality. By doing so, this research contributes to the ongoing discourse on ethical and effective AI integration in education.

Research Methods

This study employs a descriptive study design to explore the role of ChatGPT in enhancing creative writing skills among English education students. According to Nassaji (2015), a descriptive study is a method that focuses on providing a detailed account of phenomena within their natural contexts without manipulating variables. This approach is particularly suitable for exploring students' perceptions and experiences when using AI tools such as ChatGPT in educational settings.

The study adopts a qualitative descriptive approach to understand how students use ChatGPT as a writing aid and how it influences their creative writing skills.

A single-class case study was conducted with fifth-semester students from the English Education Program at UNISDA Lamongan. The design focuses on understanding students' experiences and interactions with ChatGPT during their creative writing assignments.

The population consists of all fifth-semester English education students at UNISDA Lamongan, with a sample of 35 students from a single class. The sampling method is purposive, ensuring that all participants have prior exposure to creative writing tasks and familiarity with ChatGPT as a tool.

Data collection was conducted through the following methods.
1. Observations: Students' interactions with ChatGPT were observed during their creative writing assignments. Notes were taken on how they utilized the tool for brainstorming, drafting, and revising.

2. Questionnaires: A structured questionnaire was distributed to gather students' perceptions of ChatGPT's usefulness, challenges, and overall impact on their writing.
3. Interviews: Semi-structured interviews were conducted with selected students to obtain deeper insights into their experiences and the specific ways ChatGPT supported or hindered their creativity.
4. Document Analysis: Samples of student writing, including drafts created with ChatGPT and final submissions, were analyzed for improvements in structure, language, and originality.

The measurement and operational definition of variables are : First, Creative Writing Skills defined as the ability to produce original, imaginative, and well-structured written content. Measured through assessments of student writing samples based on criteria such as creativity, coherence, and linguistic accuracy. Secondly, Perceived Usefulness of ChatGPT defined as students' perceptions of how ChatGPT supports their creative writing process. Measured through Likert-scale items in the questionnaire. Thirdly, Engagement with ChatGPT defined as the frequency and manner in which students use ChatGPT during their writing tasks. Measured through observation and self-reported data.

The collected data were analyzed using qualitative content analysis to identify recurring themes and patterns in students' experiences and perceptions. The steps included: Transcription and Coding (Interview transcripts, observation notes, and questionnaire responses were coded to highlight key themes), Thematic Analysis (Themes related to the benefits, limitations, and challenges of using ChatGPT were identified), Comparative Analysis (Writing samples were compared to assess differences in creativity, coherence, and linguistic accuracy before and after using ChatGPT), Interpretation (Findings were interpreted to understand the role of ChatGPT in enhancing creative writing and its implications for teaching practices).

This methodology provides a robust framework for exploring the intersection of AI and creative writing in education, offering insights that can inform future research and instructional practices.

Findings and Discussion

Findings

This section elaborates on the research findings, providing insights into the impact of ChatGPT on the creative writing skills of English education students. The findings are organized into four main areas: student perceptions, observational insights, writing analysis, and challenges.

Student Perceptions of ChatGPT's Usefulness

The data from the questionnaires revealed positive student perceptions regarding ChatGPT's role in their writing process. The majority of students agreed that ChatGPT was highly beneficial in enhancing their brainstorming process, improving writing quality, and fostering creativity.

Table1: Student Perceptions of ChatGPT's Usefulness

Aspect	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
ChatGPT aids brainstorming	60	25	10	5	0
Improves writing quality	55	30	10	5	0
Enhances creativity	50	35	10	5	0

More than half of the students (85%) agreed that ChatGPT was especially useful for brainstorming ideas, helping them overcome writer's block and generating new perspectives for their creative writing assignments. Similarly, 55% of respondents found that the tool improved their overall writing quality, while 50% acknowledged its role in boosting creativity.

Observational Insights

In-class observations provided further understanding of how students used ChatGPT in real-time. Many students actively employed the tool to refine grammar, expand vocabulary, and explore alternative expressions. However, a pattern of over-reliance emerged, with some students using ChatGPT as the primary source for content creation rather than as a supplementary aid.

Students who effectively integrated ChatGPT into their writing process tended to review and modify the generated text, combining it with their original ideas. Conversely, those who relied excessively on the tool demonstrated limited engagement in personalizing the content, which could hinder their critical thinking and originality.

Writing Analysis

The comparative analysis of pre- and post-ChatGPT writing samples revealed improvements in several aspects of writing. Students demonstrated better coherence in organizing ideas, fewer grammatical errors, and enriched vocabulary.

However, originality scores slightly declined in some cases. Text similarity detection tools highlighted instances where students reproduced ChatGPT-

generated content without adequate modification. This finding raises concerns about dependency and potential ethical issues in creative writing tasks.

Challenges Identified

Interviews with students highlighted two major challenges in using ChatGPT:

- Filtering Relevant Outputs: Some students struggled to identify and filter relevant content from ChatGPT's responses, especially when the generated text was overly complex or lacked direct relevance to their writing objectives.
- Ethical Concerns: A small number of students expressed concerns about whether using ChatGPT aligns with the ethical expectations of their coursework. These concerns included potential plagiarism and the authenticity of AI-assisted content.

Discussion

The The findings align with the research objective of exploring how ChatGPT impacts students' creative writing skills. The tool effectively facilitated brainstorming, improved writing quality, and enhanced the overall writing experience. However, the observed over-reliance indicates a need for instructional strategies that guide students in balancing AI assistance with their original contributions.

The improved coherence and grammatical accuracy in students' writing underscore ChatGPT's role as a valuable supplementary tool. Its ability to provide immediate feedback and alternative phrasings allows students to refine their drafts more efficiently. However, the slight decline in originality suggests that without proper guidance, students may misuse the tool by passively copying generated content rather than actively engaging with it.

The findings resonate with existing literature, such as Garcia and Thomas (2023), who noted that AI tools can enhance writing skills through suggestions and feedback. However, this study diverges slightly from Thomas (2023), who observed consistent improvements in originality. This discrepancy highlights the importance of teaching students critical engagement with AI-generated content to ensure ethical usage and maintain authenticity.

The study emphasizes the need for integrating digital literacy into creative writing courses. Instructors should provide clear guidelines on using ChatGPT ethically and encourage students to treat the tool as a collaborative partner rather than a substitute for their creative efforts. Additionally, educators can incorporate activities that challenge students to critically analyze and adapt AI-generated content, fostering originality and critical thinking.

This study contributes to the ongoing discourse on AI's role in education by highlighting its potential to enhance writing skills while identifying challenges that require pedagogical intervention. It underscores the importance of balancing AI

assistance with students' active participation to promote meaningful learning experiences.

In conclusion, ChatGPT has proven to be a valuable asset in creative writing, provided it is used judiciously. The study's findings call for a nuanced approach to integrating AI tools into education, ensuring that they complement rather than compromise the development of students' creative and critical skills.

Conclusion

This study highlights the role of ChatGPT as an AI tool in enhancing the creative writing skills of English education students. The findings demonstrate that ChatGPT effectively supports brainstorming, improves coherence, and enriches vocabulary, making it a valuable aid in the writing process. However, the study also identifies challenges, including over-reliance on AI-generated content and ethical concerns regarding originality. These findings underscore the importance of integrating digital literacy into creative writing courses to help students use AI tools responsibly and effectively.

The study contributes to the broader understanding of AI's educational applications by providing insights into its benefits and limitations within the context of creative writing. However, the study is limited by its focus on a single cohort of students, which may affect the generalizability of the findings. Future research could explore the long-term impact of AI tools on writing development across diverse student populations and investigate how instructional strategies can better address the balance between AI assistance and student originality. These avenues for further exploration will help refine the integration of AI in education while preserving the authenticity and creativity of student work.

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