

The Challenges of Applying ChatGPT in the Academic Writing of Postgraduate Students in English Major at IUH

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ABSTRACT

Keywords:

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Nowadays, AI chatbots like ChatGPT have brought many innovations to different fields, especially in education. Due to ChatGPT's benefits, users tend to become overly reliant on using it in their learning process. Postgraduate students who have to face the transition into higher education might face difficulties in their writing tasks because it requires advanced learning and research. This study aims to investigate and discover the disadvantages students in higher education encounter when using ChatGPT for their writing purposes. The research was conducted on twenty-five postgraduate students majoring in English at the Industrial University of Ho Chi Minh City. The researchers apply qualitative research to gather data, including survey questionnaires and short interviews. Closed-ended and open-ended questions about the disadvantages that postgraduate students confront when using ChatGPT in their writing process are focused on. This study's findings indicate that ChatGPT's challenges outweigh the benefits it brings that enhance the efficacy of writing skills of postgraduate students majoring in English at the Industrial University of Ho Chi Minh City.

Introduction

Background of the study

Recently, the use of ChatGPT has been bringing a variety of benefits to academic writing. ChatGPT is an artificial intelligence chatbot from an Open AI company that was released in 2022. ChatGPT is a supporting tool for non-native students in writing that might provide immediate information through the user's question or prompt, such as analyzing a topic, giving ideas, summarising ideas, and writing a model paragraph (Sok & Heng, 2024). On the other hand, Barrot (2023) highlights that besides the benefits, there are still serious issues caused by this AI tool. In higher education, first-year students still have to accustom themselves to the advanced academic writing requirements, including precise organization, ideas, in-depth analysis, and critical thinking. Students can use ChatGPT as a writing assistant in writing procedures (Gultom et al., 2024). However, Barrot (2023) stated that students applying ChatGPT to their writing and being overdependent on this tool might obstruct their proficiency in Academic writing. The efficiency of ChatGPT became a controversial problem with students

and teachers in learning and teaching language (Huynh, 2024). According to Elsen (2023), in the United States, many schools and Universities in New York City prohibited using this tool on networks because of concerns about its impact on student learning and the accuracy of its content.

Statement of the problems

In today's modern life, the development of digital technology has created many beneficial and efficient software tools, the most popular of which is ChatGPT. It is applied in many fields, benefiting users, particularly students and teachers, in language learning and teaching. According to Alafnan et al. (2023), ChatGPT is considered a supportive tool for teachers in researching lessons and designing exercises in many different ways with technology integration. At the same time, students are also provided with many practical problems to analyze and discuss in seminars. Moreover, ChatGPT is expected to become an effective alternative to other search engines thanks to its ability to provide comprehensive information and save time. The beginner can even use ChatGPT proficiently without any training (Nguyen, 2024). However, in addition to providing many benefits beyond expectations, ChatGPT causes many challenges, especially for students and postgraduates of the Industrial University of Ho Chi Minh City, in developing their writing skills. Cultivating writing skills is very important for postgraduates because written documents require high accuracy, perfecting ideas, and improving the ability to analyze content in depth. Additionally, limited training data for ChatGPT (Gilson et al., 2023; Talan & Kalinkara, 2023) causes AI to provide responses that lack human-like vision and creativity, which makes the problem become more difficult (Chakravarti, 2023; Dwivedi et al., 2023).

Purpose of the study

There is no doubt that ChatGPT is very beneficial because it almost always gives prompt responses that help students complete their writing tasks effectively. However, if students count a lot on this AI tool, their writing skills and critical thinking may be negatively affected. Cotton (2023) highlights that ChatGPT has numerous troubles concerning students, such as accuracy and plagiarism. He also warns that it can cause inequitable learning results and cheating on examinations, both of which lead to adverse effects on education. This study aims to discover the elements that make IUH students depend on using ChatGPT and reveal some main challenges that may happen when IUH students use ChatGPT for their writing assignments. It is a useful reference material for both teachers and students to comprehend this AI tool's operation.

Literature Review

Imran and Almusharraf conducted research in 2013 on the possible use of ChatGPT in education for writing skills in postgraduate education. Researchers collected data from four prestigious journals, including Scopus, Web of Science, ScienceDirect, and Pubmed. They found 30 suitable records that adapted quality standards to analyze the information. The study reveals that ChatGPT is a significant achievement in science, technology, and education.

A study on ChatGPT and its application to help postgraduate students improve their academic writing skills was conducted by Acosta and colleagues (2024). The selected participants were postgraduate students with different experiences and backgrounds at schools in Latin America. Data were collected through closed-ended questions about the advantages and negative effects of academic writing using AI tools. The findings in the study emphasize the advantages that

chatGPT brings to students in terms of their writing skills rather than the disadvantages and violations of ethical issues. The research is recommended to improve the skills of postgraduate students to balance the use of ChatGPT for their learning and skill development purposes.

The research to date by Rahma and Fithriani (2024) has been carried out using a qualitative case study approach about the positive impact of ChatGPT on non-native students in their writing from teachers' perspectives. Ten teachers in an Indonesian private school were chosen as participants in this research. The participants answered the closed-ended questions on a Likert scale and the in-depth interview questions, which the researchers prepared. The most interesting finding was that all participants approved of the quality of students' writing being enhanced by using ChatGPT. However, the drawbacks of ChatGPT were not mentioned in the study.

In 2023, Haggag conducted a study in order to identify ChatGPT's application in helping students improve their writing skills. He collected data by using statistics from a one-group quasi-experimental design, including pre and post-testing processes. There are 30 students in the Hurghada Faculty of Education taking part in the study. According to the results, thanks to ChatGPT, students can enhance their writing skills, such as in writing paragraphs, summaries, editing, and proofreading.

A great deal of previous research into ChatGPT by Maghamil and Sierras (2024) has focused on its impact on students' writing skills. The study involved senior high school students at a Philippine University. The participants were trained in Academic English, writing skills, and English for specific purposes courses. The researchers compared the control group and experimental groups. Pre-tests and post-tests were conducted in two groups of participants to analyze the influence of ChatGPT on their writing skills.

Alquahtani (2024) conducted a study to explore the perceptions and experiences of using ChatGPT among teachers and students. This survey was conducted with 152 participants, including 62 females and 89 males, as well as teachers and students at Shaqra University. From there, we can find out the benefits and challenges of using ChatGPT's special support in writing assignments. The research follows a qualitative method, analyzing data based on survey results collected and running data through the SPSS program. Overall, this study does not highlight the reasons why users become worried about problems occurring when using this tool.

More recent attention has focused on the provision of Gultom et al. (2024), which investigates how Indonesian students in higher education think about utilizing ChatGPT in their Writing skills. The researcher applied a qualitative method to collect the data from Yogyakarta University. Open-ended questions were prepared to interview postgraduate students and gather information, and then the data were analyzed by descriptive analytics in their own language. The result of this study indicates that the students' awareness of the potential of ChatGPT can boost their learning process. The strategies of applying ChatGPT in academic writing were exposed by assisting in writing tasks, generating ideas, and making a draft quickly, and there are challenges of using ChatGPT in academic writing.

A study by Agus and Lis (2024) was done to determine students' abilities to use ChatGPT to do writing activities. They conducted an investigation into 90 students of a university in Lampung, namely State Islamic University. This investigation occurred between 2022 and 2023. The study has three purposes, including students' viewpoints of ChatGPT and the advantages and disadvantages of the tool. This research showed that more than three-fourths of participants had developed their writing capabilities after they had used this AI tool. About one-fourth of them were afraid of being subject to ChatGPT.

Mubaroq et al. (2024) conducted a study on high school students using ChatGPT to learn their writing skills and find out their strengths and weaknesses when using this tool. The research sources for this study were from digital media and scientific repositories. Using the Google Scholar and Zandy platforms to search, the result was six articles that fully met the criteria of the research. The results of the research's strengths are that ChatGPT can support creating outlines, brainstorming ideas, translating text, and excellent text creation capabilities. The weaknesses found in ChatGPT are inaccurate information, over-reliance on AI tools, lack of creativity, and poor understanding of the process of using ChatGPT for their writing skills.

Previous research by Santosh (2024) focused on investigating how ChatGPT impacts students in their Academic Writing by using a qualitative method. The participants of this research were 134 students around 18 years old at an Indian University. All the students were divided into 2 groups: the control group and the experimental group who had never tried to use ChatGPT before the research. The data analysis through pre-test, post-test, and delayed post-test in 6 hours showed that ChatGPT has a negative impact on student's motivation and idea creation.

There is a relatively small body of literature from Jarrah et al. (2023) that concerns the drawbacks of ChatGPT in education. The study was conducted for around one year at American Universities in the USA and concluded in 2023 by analysing almost 11,000 articles from different authors. The most significant finding is that using ChatGPT's responses or ideas in writing might lead to plagiarism.

Bok and Cho (2023) conducted a study to address the benefits and challenges of error-correcting articles with support from ChatGPT. The 80 participants were all students at a university in Korea. Data was collected through open-ended questions formed on a Google form so that students could give answers easily, and information about applying ChatGPT to their writing skills was collected accurately. The findings of this study show that ChatGPT brings users many benefits, but this tool also provides a lot of inappropriate or misleading information.

Elkatmis (2024) conducted a research paper to investigate graduate students' experiences using ChatGPT to improve their writing skills. Postgraduate students officially enrolled in spring 2022-2023 were selected as participants for the study. The researcher chose semi-structured interviews to emphasize students' senses and estimation during the process of using chatGPT for their writing. After being instructed to use ChatGPT, students have three weeks to complete three articles. Data was collected from direct interviews with students. The findings in this study show that ChatGPT plays a special role in improving their writing skills. However, a few students also have mixed opinions about ChatGPT's positive contributions. They believe that it causes students to suffer greatly in their learning process as well as become lazy and overly dependent on this tool.

In a study conducted by Shakil and Sadaf (2024), they investigated teachers to find out the drawbacks of the development of students' learning language process, particularly in critical thinking. A close-ended questionnaire was used to collect data from 30 ESL teachers who teach in a public school in Pakistan. According to the study's results, the main threat to writing skills is the frequent use of ChatGPT.

The purpose of the research done by Juan, Kennedy, Allam, and Lakshmana (2023) was to find out the potential risks and limitations of AI chatbots in HEIs. They analyze 80 records from different websites, including PubMed, Web of Science, IEEE Xplore, Scopus, Google Scholar, ACM Digital Library, ScienceDirect, JSTOR, ProQuest, SpringerLink, EBSCOhost, and ERIC in the first stage and 537 records for the second stage. Their research found that ChatGPT may contribute to reducing human connection and support. The study also revealed some serious

risks, including misinformation, technology overreliance, and cognitive bias.

According to several previous studies, scholars highlight many beneficial and disadvantageous aspects of ChatGPT, which help students enhance their writing tasks in many universities worldwide. Nevertheless, not much research has been conducted in Vietnam to investigate the challenges of using ChatGPT in writing skills.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What are the factors that make postgraduate students rely on using ChatGPT in their writing skills?
2. What are the difficulties postgraduate students in English Major at IUH confront when applying ChatGPT to their Academic writing?

Methods

Pedagogical Setting & Participants

The use of ChatGPT has emerged in many schools due to its benefits, and the Industrial University of Ho Chi Minh City is no exception. The study was carried out at the Industrial University of Ho Chi Minh City (IUH), particularly in the Faculty of Foreign Language (FFL). The researchers conducted a survey and interview in a postgraduate class. They are majoring in English language and are training in Academic Writing skills. The study will be implemented in twelve weeks, from August to October 2024, including giving survey questions, interviews, and writing the research.

The data and interview scripts were gathered from twenty-five students in a Master of English Language class who are instructed in the same program and training level. Students in this class have all the necessary elements and are suitable for their major, so the information collected is reasonable and valid for our research. They are the appropriate participants for this study, which helps researchers examine the challenges of using ChatGPT in their Academic Writing.

Design of the Study

The convergent mixed-method method was chosen for this study. The mixed-method approach includes the qualitative and quantitative methods to collect the data. The convergent mixed method is the process of conducting qualitative and quantitative methods at the same time. According to John (2014), applying qualitative and quantitative data can show the researcher an inclusive evaluation of the research problem. The survey questions were to investigate the postgraduate students' opinions about the effectiveness of ChatGPT and the elements that make students rely on applying these tools to their Academic Writing. Simultaneously, the researchers carried out a short interview to collect information about the difficulties of using this tool in students' writing skills.

The process of the study is carried out through 3 main stages:

First stage: We build the survey questionnaire to collect data, which is the main source of the paper.

Second stage: We then find a suitable platform to make an effortless and convenient questionnaire.

Third stage: Questions are then sent to participants.

In order to ensure the results are valuable and trustworthy, a diverse approach is used to collect information. The questionnaire is delivered to students by Google, which is very easy to access. It also goes with the guide to make sure everything goes in order. Moreover, there is no place to fill students' personal information to protect their privacy. If there are any problems in the process of answering questions, participants can let us know, and the issues will be solved immediately via the Internet. The data from the students' answers will be collected, saved, and broken down carefully.

Data Collection & Analysis

The questions for the survey and interview were planned and discussed, and then prepared for three weeks. Twenty-five participants who are postgraduate students majoring in English at IUH received the survey questions by email. At the same time, the researchers conducted a short interview with only twenty participants, a total of twenty-five.

After finishing the data collection, the researchers carried out the data analysis. All the data was summarized from Google Forms and linked to Google Docs, and then the researchers downloaded the data from these two applications. Next, the researchers analyzed the related data and described each question's result to find the answers to two research questions. All the questions in the survey and interview were divided into three themes, and the researchers used theme descriptions to analyze data.

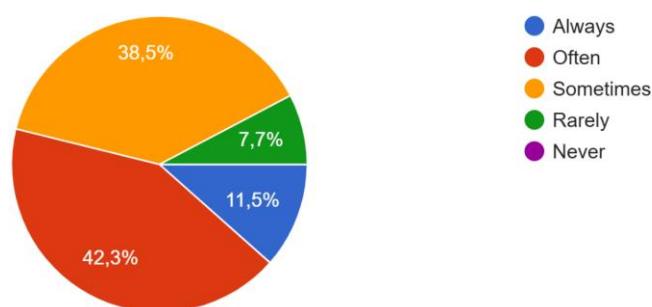
Results/Findings

Theme 1: The effectiveness of ChatGPT for postgraduate students in their writing and learning.

Figure 1.

Question 1: How often do you use ChatGPT in your Writing skill?

26 câu trả lời



The chart above shows that only a small percentage of students rarely use ChatGPT for their writing skills, 7%. 42.3% of students regularly use ChatGPT, and nearly 40% of them sometimes use it. Some students always use ChatGPT for their writing skills. Overall, almost all students access ChatGPT to serve their learning purposes, which shows the frequency of using this tool by postgraduate students in Academic Writing.

Figure 2.

Question 2: Compared with other supporting tools (Google, Youtube, Grammarly, ect.), Do you think that ChatGPT is more preminent?

26 câu trả lời

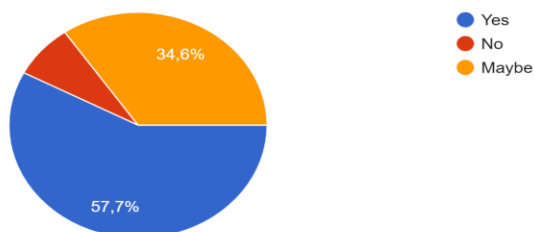
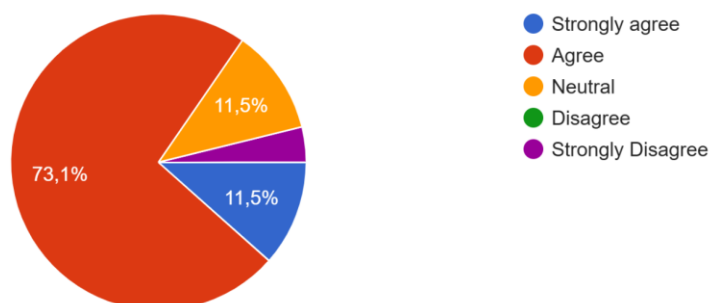


Figure 2 shows that more than half of students agree in comparing ChatGPT's superiority over other support tools. 34.6% of students considered ChatGPT effective when compared with Google, YouTube, and Grammarly. Survey participants who disagree with the above view account for a very small percentage in this chart. From this chart, we can see many students believe that ChatGPT is a useful tool that is more preminent than the other tools

Figure 3.

Question 3: Do you agree that ChatGPT is an efficient supportive tool for postgraduate students in Academic Writing?

26 câu trả lời

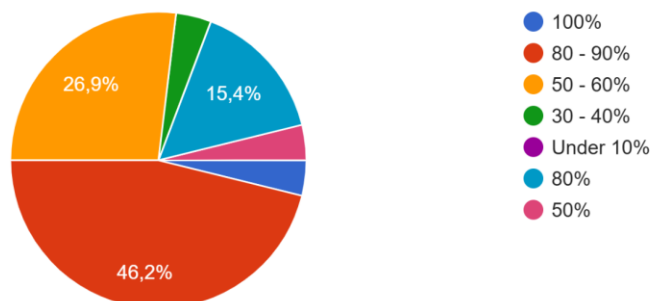


In chart 3, graduate students choosing ChatGPT support plays a huge role in academic writing, accounting for 11.5% with "strongly agree" and more than 70% with agreement. A small number of students with a "neutral" opinion accounted for 11.5%, and only a few participants disagreed with the above opinion. Overall, a majority of students agreed that ChatGPT is an effective and supportive tool for their writing skills.

Figure 4.

Question 4: How many percent of ChatGPT' answers are accurate compared to the information you are looking for/ giving prompts/ asking?

26 câu trả lời

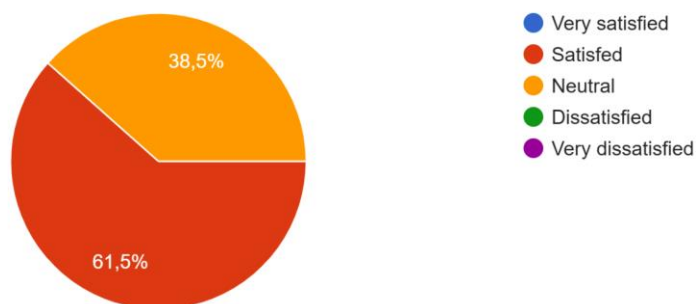


Overall, postgraduate students rate ChatGPT's answers as 100% correct at a low rate. However, according to the chart, ChatGPT's answers still have a high accuracy of over 80%, accounting for more than 40%. Postgraduate students did not choose answers about ChatGPT accuracy below 10%. Generally, many students agreed that ChatGPT gives them accurate answers, from 60% to 100% in comparison with the prompts or requirements.

Figure 5.

Question 5: How satisfied were you with the quality of ChatGPT's answers?

26 câu trả lời

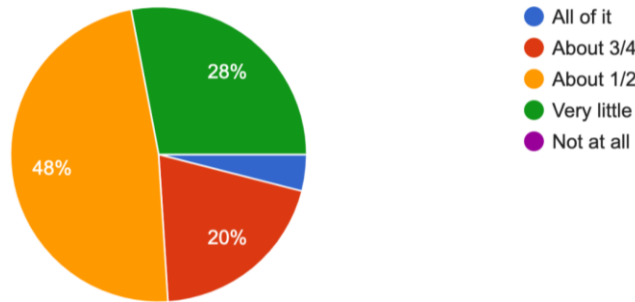


The chart above shows that more than 60% of students are satisfied with the quality of chatGPT's answers, while the remaining students choose to be neutral with that opinion. No students feel “dissatisfied” or “very dissatisfied” with the quality of ChatGPT's answers.

Theme 2: The factors that make postgraduate students rely on using ChatGPT in their writing skills (Research question 1)

Figure 6.

Question 6: How much of the ChatGPT response that you often apply in your writing?
25 câu trả lời



This chart shows the number of responses from ChatGPT that postgraduate students apply to their writing. All the students used the information from ChatGPT particularly nearly 50% of students applied half of the answers, 28% of them applied a little ChatGPT information, 20% of students used 3/4 information, and 4% of students applied all the information from this tool into their writing task. Typically, students tend to apply ChatGPT's answers to their writing depending on the context, and no student denies using information from ChatGPT in their writing skills.

Figure 7.

Question 7: Do you think postgraduate students tend to use ChatGPT because they find their writing very challenging to them?

25 câu trả lời

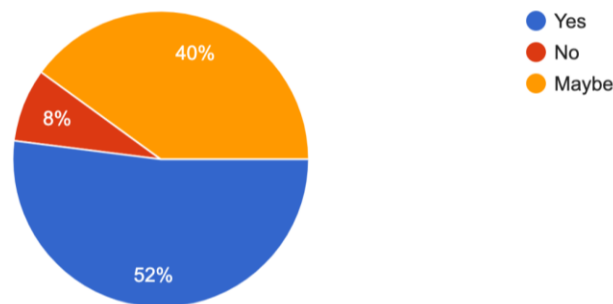
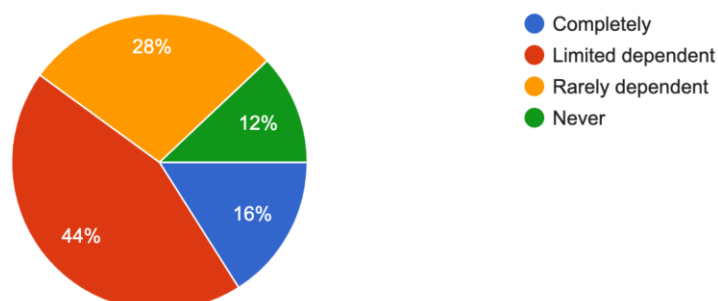


Figure 7 shows students' opinions about using ChatGPT for complicated writing tasks. 52% of students agreed that they tend to use ChatGPT because Academic writing is challenging, whereas 40% of students didn't completely deny using ChatGPT due to writing difficulty. Only a small percentage of students believed that writing skills were not the main reason. Generally, a majority of postgraduate students believe that academic writing might be challenging for them.

Figure 13.

Question 13: ChatGPT gives us good ideas and coherent sentences. To develop writing skills, do you think you will depend totally on chatGPT to create a good essay for yourself?

25 câu trả lời



ChatGPT is a writing support tool. This chart highlights postgraduate students' opinions on the reliance on using ChatGPT to write a good essay. 16% of students state that they might be completely dependent on this tool, 44% of students are limitedly dependent on it, and more than 20% of students hardly rely on it. Only 12% of students believe that they will never depend on ChatGPT to create a good essay.

Short Interview - Question 2:

Question number 2 from a short interview provides an in-depth understanding of the main factors that make students in higher education rely on using ChatGPT in the writing process.

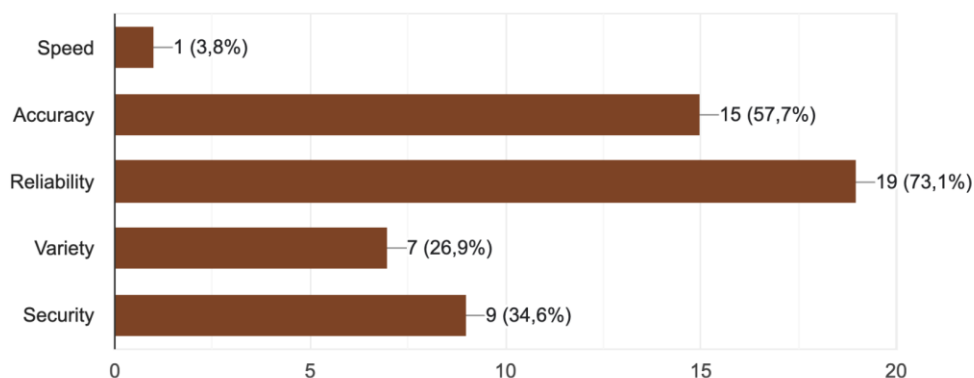
According to the analysis, 14 students out of a total of 20 approved that it's hard to stop using ChatGPT for several reasons. Students indicated that ChatGPT is a useful tool; it supports them in generalizing ideas, giving instant information about any topic or by user's prompts; the immediate responses from ChatGPT might save time for searching in many sources; it can paraphrase the complicated topic and make it easier to understand; ChatGPT can arrange ideas and summarize for learners, which might be a writing supporter; it can enhance the use of vocabulary and grammar structure; if the learner knows how to use ChatGPT properly, it might become a great assistant.

Theme 3: The main difficulties postgraduate students majoring in English at IUH confront when applying ChatGPT to their academic writing. (Research question 2)

Figure 8.

Question 8: In your opinion, which aspects of ChatGPT need the most improvement? (You can choose more than one aspects)

26 câu trả lời

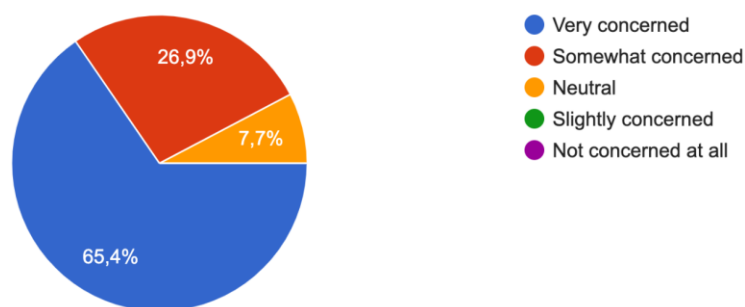


This figure shows that more than three-fourths of participants think the reliability degree of this tool is the most significant factor needed for development. Over half of them think accuracy is a necessary concern. Moreover, the students also worry about security and variety, with around 25% and over 30%. However, they feel satisfied with ChatGPT's speed.

Figure 9.

Question 9: How concerned are you about the answers from ChatGPT that could be considered plagiarism?

26 câu trả lời

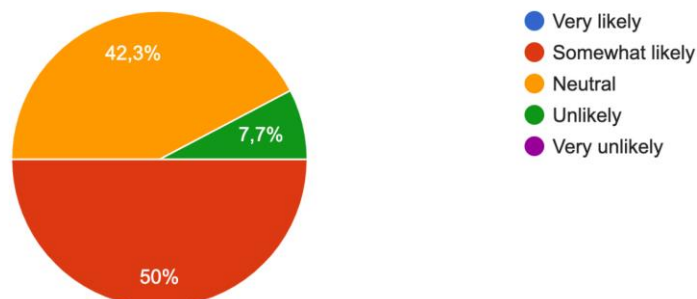


In general, this chart shows that about two-thirds of the surveyed students find the results created from ChatGPT to be involved in plagiarism. No one in the survey completely believed in ChatGPT's answers without relating to plagiarism.

Figure 10.

Question 10: How likely are you to trust factual information provided by ChatGPT?

26 câu trả lời



Overall, most students who were asked feel confused about how truthful ChatGPT's answers are. For more details, half of the students chose "somewhat likely," while 50% of them chose neutral and unlikely choices.

Interview Question 1: What difficulties do you struggle with when using ChatGPT to support your academic writing?

The interview has three questions in total. For question number 1, we plan to explore the challenges the surveyed students face when applying ChatGPT to their writing tasks. Over half of the respondents expressed concerns regarding the accuracy of ChatGPT. In fact, 13 participants (students number 1, 3, 4, 5, 8, 9, 11, 13,15, 16, 17, 19, and 20) do not believe in the data created by this AI tool in order to use it in their writing assignments. Moreover, plagiarism and unknown sources of information are the main anxieties of some students. For example, answers 1, 14, 16, and 20 show that students worry about plagiarism. They found that it is very hard to be aware of where ChatGPT's answers come from (in answers number 2, 7, and 10).

Interview Question 2: Do you think that it impacts your capabilities to self-study and think critically?

In this survey question, we plan to explore the potential influence of this AI tool on the way students think or teach themselves. The answers of students are various, but most of them suppose that it limits their thinking process, while some believe ChatGPT assists them in improving their ability to think critically. In detail, over 10 students found it harmful to their critical thinking and self-study, while 6 participants thought ChatGPT was very helpful because it had an effective approach to control it. In addition, others assume it does not impact their thinking and self-study much.

Discussion

Although ChatGPT has only appeared in recent years, it has greatly affected writing skills. This tool allows users to upgrade their writing in both content and format. Most of ChatGPT's

responses are evaluated well. Maghamil and Sierras (2024) show in their research paper that ChatGPT can assist university students in improving their essays by providing quick and acceptable data. However, taking advantage of this tool is challenging for many students. This study mainly focuses on revealing 2 issues. The first one is to know the possible difficulties that postgraduates are encountering. Besides, this study has also found some students' legitimate excuses for dependence on ChatGPT.

The results indicate that most participants choose ChatGPT as an assistant for their writing due to its unquestionable benefits which lead to overuse. According to Huang and Min (2023), in spite of ChatGPT's pending questions, students still use this tool to build up their writing papers such as essays and reports. They supposed that ChatGPT could meet users' needs because of its features, such as giving answers quickly and correctly. Besides, other researchers like Mahapatra (2024), Mubaroq (2024), and Sok (2024) highlight that this tool can help students brainstorm new ideas, save time, and translate to numerous languages with high precision. Sarin (2024) mentions that data made by ChatGPT can help postgraduates improve their research writing which is unfamiliar and complicated to them, especially first-year students.

Talking about difficulties, the research found 2 main reasons. This research shows that the inaccuracy of data created by ChatGPT is the biggest challenge that higher students in IUH are concerned about. Almost all students are confused about the answers given by ChatGPT because they believe the information is unreliable and cannot be applied to their writing task. Furthermore, some students stated that verifying the accuracy of ChatGPT's answers is difficult. The information from this tool is not always accurate, which might give users untrue or incorrect answers (Elkatmis, 2024). According to a study by Baskara, Risang, and Mukarto (2023), students' writing tasks may be influenced by using ChatGPT's data based on various references, including unproven and untested sources. Students can check the information from ChatGPT's answers or use other tools or websites such as Google Scholar, Scopus, and International articles for reliable sources.

Another serious issue is plagiarism. The results show that it is quite hard for students to keep away from this problem. Information from unknown sources or dependence on this tool are the main reasons for plagiarism. This problem may happen since students do not know how to use ChatGPT's answers in a suitable approach (Adeeb, 2023). Hassanipour (2024) between one-third and one-half of the AI tool's content is much the same as its sources, which raises worry about the dependability of paraphrasing data. Jarrah et al. (2023) indicated that users should paraphrase and cite correctly the information given by ChatGPT to avoid plagiarism.

Conclusion

This chapter summarizes the main findings of this research. Primarily, the responses of postgraduate students in the first five questions highlight how effective ChatGPT is compared to the other tools in their opinion. The result from these questions concluded that almost all postgraduate students majoring in English at IUH apply ChatGPT to their writing tasks. They stated that compared to other tools such as Google, YouTube, Grammarly, etc. ChatGPT is much more preeminent. Besides, most of the participants agreed that the responses from ChatGPT are suitable, more than 80% with the answers they intended to look for. From the first theme, the result showed how preeminent ChatGPT is and the effectiveness of using ChatGPT in students' writing skills. ChatGPT's answers are useful and supportive, which helps students with their academic writing compared to the other tools.

The second theme from the next survey questions and question 2 in the short interview showed several factors that make students rely on using ChatGPT in their writing tasks. Over 50% of participants stated that academic writing is a difficult subject for first-year students in higher education, which might be the main element that makes students use ChatGPT. Other elements are the effectiveness and the time savings with ChatGPT's instant responses. The second theme showed the effectiveness of ChatGPT with specific details such as how ChatGPT helps them in writing skills, how it works, and many useful features that lead to the dependence of utilizing this tool.

The third theme from the other surveys is questions 8, 9, and 10, and two questions left in the short interview highlight the challenges of using ChatGPT in students' writing skills. Chat GPT might bring learners various benefits. However, the difficulties of using this tool have been revealed in the results. The unreliable and inaccurate information from ChatGPT is a concern for students. Many students supposed that ChatGPT might give them information without any references and citations or false references and citations, which causes plagiarism. Furthermore, the motivation for learning and self-learning in Academic writing might be affected if students depend on tools like ChatGPT. In the long term, indolence in self-learning and searching might hinder students' critical thinking in their writing skills and learning process.

This research aims to discover the challenges of applying ChatGPT in academic writing for postgraduate students majoring in English at IUH. The researchers' purpose is to make an obvious observation that focuses on two main elements: the factors that postgraduate students majoring in English at IUH depend on applying this tool to their writing task and the difficulties of using a technological tool like ChatGPT. The findings of Chapter 4 have given a better understanding of this research problem. The complicated task of academic writing, along with the advanced requirements combined with ChatGPT's effectiveness and instant information, is the main reason why postgraduate students rely on it. Moreover, students are worried about the safety, accuracy, and reliability of ChatGPT's information and plagiarism problems. The over-dependence on this tool causes many negative outcomes, such as laziness in self-studying and thinking, impedes critical thinking, and affects learning manners.

Although the researchers conducted the study based on the specific context, this study's limitation is the narrow scope of the number of postgraduate students majoring in English at only one university. On the other hand, the result of this research still contributes to its value.

Implications

This study shows that postgraduates using ChatGPT face many challenges in their writing skills. Having a deeper and more complete awareness of the impacts that this AI tool brings to students, they are more careful and responsible in the process of using it to serve their learning purposes. Thanks to that, the use of ChatGPT achieves high efficiency in learning, ensures fairness, and better meets the learning needs of students. In particular, students should avoid overusing this tool to ensure they maintain and better develop critical thinking and creativity during the idea-generation process. The role of schools and teachers is indispensable in providing clear tips and regulations regarding the use of ChatGPT or other AI tools to bring students optimal results. Schools and teachers should organize the classes to guide students on how to use this tool effectively. ChatGPT can be a useful tool and a skillful assistant for students in their writing skills if they know how to use it appropriately. To avoid plagiarism, students

should try to think and brainstorm ideas first, then use ChatGPT to support their ideas. Furthermore, students need to check all the answers given by ChatGPT to ensure accuracy and select reliable information. When students understand how to apply this tool and combine it properly in their Academic Writing, it can become a valuable tool in their writing skills in particular and their learning process in general.

Recommendation

The findings in this study primarily emphasize the challenges associated with postgraduate students' use of ChatGPT in supporting their writing skills. In the future, researchers should further explore the potential difficulties and opportunities that ChatGPT brings so that students can apply and exploit the maximum potential of this tool in the learning process. This helps students and teachers better understand how to apply ChatGPT effectively and overcome challenges in using this tool. In addition, the effectiveness and ethical implications of using ChatGPT for work or study should also be investigated so that users have a correct view of this popular tool. The goal is to prevent users from falling into a passive position of having to depend entirely on ChatGPT, causing the brain to become limited in creativity and diverse conversion of new ideas. This study has limitations due to its narrow scope. The research was conducted in one university with only twenty-five postgraduate students majoring in English in the Faculty of Foreign Language. This leads to restrictions in the results when researchers investigate the challenges of using ChatGPT in students' writing skills. Further research should be conducted in a broader context with more universities in Ho Chi Minh City, which will bring a thorough finding to the study.

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