

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Feedback in Writing

2.1.1 The History of Feedback in Writing

The development of the concept of feedback in writing cannot be separated from the paradigm shifts in language learning theories. Initially, feedback practices in writing classrooms were strongly influenced by the traditional or product-oriented approach (Cheng *et al.*, 2025). In this approach, students' writing was viewed as a final product that had to conform to standardized linguistic rules. Teachers acted as authoritative figures who marked errors and provided the correct forms. At this stage, feedback was more corrective than pedagogical, and students often became passive as they merely copied the correct forms given by teachers without truly understanding the reasons behind their errors (Wondim *et al.*, 2024). According to Teng (2022), although this model was effective in introducing correct language forms, it was insufficient in helping students develop metacognitive awareness of the writing process.

The emergence of the process-oriented approach marked an important paradigm shift in writing, where feedback became an integral part of the learning process rather than a mere correction of the final product (Feng, 2025). This approach has been shown to improve writing quality, learner autonomy, and student engagement in the writing process (S. Wang & Kew, 2025). In this context, teachers no longer function solely as correctors but also as facilitators who provide comments at every stage of writing, in line with the view that feedback is an essential component of writing instruction (Feng, 2025). Thus, feedback is no longer regarded as one-way correction but as a dialogic interaction between teachers and students that supports continuous improvement and fosters learner autonomy (S. Wang & Kew, 2025).

Subsequently, the genre-based approach emerged in the 1990s, emphasizing the importance of social context and communicative purpose in writing. In this approach, feedback was not limited to linguistic aspects or text structure but also addressed the extent to which a text conformed to genre conventions. Feedback was directed toward helping students understand how a text fulfills a particular social function, and research has shown that EFL teachers increasingly employ genre-based feedback because it is considered more relevant to students' needs in both academic and professional writing (Abdel Latif *et al.*, 2024).

Entering the twenty-first century, the digitalization of education brought significant changes to feedback practices, particularly with the advent of computer-mediated feedback that allows for faster and more flexible interaction between teachers and students (Mallahi, 2022). Feedback was no longer confined to handwritten notes on paper but could be provided in real time through digital

comments on online platforms. This shift became more prominent during the COVID-19 pandemic, when online learning became dominant. Gonzalez-Torres et al. (2022) found that EFL learners appreciated the convenience and immediacy of receiving online feedback, although some still felt overly dependent on teacher corrections.

The most recent development is the emergence of automated feedback based on artificial intelligence (AI). Automated Written Corrective Feedback (AWCF) has been proven to help learners reduce grammatical errors and improve the overall accuracy of their writing (Yildiz, 2024). Moreover, AI-based tools such as ChatGPT are now capable of providing more complex comments, including feedback on organization and language style. Banihashem et al. (2024) noted that ChatGPT, in addition to offering linguistic corrections, can also enhance students' confidence in the revision process. However, this technology also introduces new challenges, such as the risk of overreliance and the system's limited ability to grasp nuanced contexts.

Thus, the history of feedback in writing demonstrates an evolution from corrective and one-way models to interactive, collaborative, and now technology-driven practices. Each stage of development has made important contributions: the traditional approach emphasized accuracy, the process approach emphasized revision, the genre-based approach emphasized social context, while the digital era emphasizes accessibility and immediacy (Mallahi, 2022). The latest trends even integrate all three, positioning feedback as a pedagogical practice that not only corrects errors but also fosters critical thinking, learner autonomy, and digital literacy (Yildiz, 2024).

2.1.2 Definition of Feedback in Writing

Feedback in writing has been defined from various perspectives. In general, it refers to any response given to writers regarding their texts, aimed at helping them revise and improve writing quality (Jiang et al., 2024). Such responses may include error correction, content comments, suggestions for improvement, or reinforcement of strengths. Despite varying definitions, most scholars agree that feedback is an essential bridge between students' current performance and the expected standard of writing (Jiang et al., 2024)

According to Mamad and Vigh (2023), feedback serves as pedagogical guidance that enables students to develop metacognitive skills for self-evaluation and revision. Similarly, Peungcharoenkun and Waluyo (2023) view feedback as a social interaction, where teachers, peers, and technology act as partners in the writing process.

Several theoretical perspectives support the pedagogical and linguistic roles of feedback. (1989) emphasized formative feedback as a process to close the gap between current and desired performance. Vygotsky (1978) framed feedback as scaffolding within the Zone of Proximal Development (ZPD), guiding learners from assisted to independent writing. Ellis (2009) categorized written corrective feedback into direct, indirect, and metalinguistic types, explaining how feedback

operates linguistically. Collectively, these perspectives highlight feedback as both instructional and developmental in nature.

Based on its source, feedback can be categorized into teacher, peer, and automated feedback. Teacher feedback offers authoritative guidance but may limit autonomy (Abdel Latif et al., 2024). Peer feedback promotes collaboration and critical thinking, though students may struggle to comment on content and organization (Astrid et al., 2021). Automated feedback, such as Grammarly or ChatGPT, provides instant and consistent corrections on grammar, vocabulary, and cohesion (Banihashem et al., 2024; Rahimi et al., 2025), yet may overlook contextual meaning and communicative intent (Benali, 2021).

Feedback can also vary in form: direct, indirect, or metalinguistic (Ellis, 2009). Almohawes (2025) notes that many EFL learners prefer explicit (direct) feedback, whereas some teachers favor indirect feedback to encourage learner reflection.

From a pedagogical standpoint, feedback involves not only correction but also motivation and encouragement. Hyland and Hyland (2006) emphasize that written feedback is both evaluative and interpersonal, shaping learners' confidence and engagement. AI-assisted feedback such as ChatGPT or Automated Writing Evaluation (AWE) reflects this dual function by promoting both accuracy and motivation (Mahapatra, 2024; Polakova & Ivenz, 2024).

In sum, feedback in writing is multidimensional, encompassing its source (teacher, peer, AI), form (direct, indirect, metalinguistic), and function (cognitive, affective, social). As Polakova and Ivenz (2024) describe, feedback acts as a *pedagogical dialogue* connecting writer, reader, and context. Recent studies suggest that combining multiple feedback types yields the most effective outcomes (Zhang, 2023). Therefore, understanding feedback as both a linguistic and socio-affective process is vital for improving writing performance and learner autonomy.

2.1.3 The Benefits of Feedback in Writing

Feedback plays a crucial role in writing, particularly in the contexts of English as a Foreign Language (EFL) and English as a Second Language (ESL). Recent studies highlight that feedback not only helps students correct linguistic errors but also contributes to their cognitive, affective, social, and digital literacy development. Accordingly, the benefits of feedback can be mapped across the following key dimensions.

2.1.3.1 Cognitive Benefits

The cognitive benefits of feedback primarily relate to improvements in linguistic accuracy, syntactic complexity, vocabulary, and text organization. Direct corrective feedback with metalinguistic explanation has been shown to significantly enhance grammatical accuracy in EFL writing (Rahimi et al., 2025), while AWCF was also found to improve grammar and cohesion, though its impact on syntactic complexity remains mixed (Rahimi et al., 2025).

In addition, feedback contributes to the development of syntactic complexity and lexical richness. (Jiang et al., 2024) reported that students who received a combination of teacher and automated feedback produced texts with greater syntactic complexity than those exposed to only one type. Similarly, Winarti and Cahyono, (2020) argued that peer feedback enhances vocabulary variation and text organization, even among lower-proficiency learners, thus underscoring the cognitive value of feedback in promoting broader linguistic exploration.

2.1.3.2 Affective Benefits

Beyond cognitive aspects, feedback also has a significant affective impact, particularly on students' motivation, confidence, and attitudes toward writing. Mahapatra (2024) found that integrating ChatGPT as formative feedback increased both motivation and writing performance, showing that effective feedback also provides emotional support. Similarly, Banihashem et al. (2024) reported that tools such as ChatGPT, Grammarly, and Quillbot enhanced students' confidence by allowing multiple revisions without fear of negative judgment, while (Mallahi, 2022) highlighted that AI-based feedback encouraged greater autonomy and motivation. These findings demonstrate that the affective benefits of feedback play a crucial role in shaping positive attitudes toward writing.

2.1.3.3 Social Benefits

Feedback also provides social benefits, particularly through peer feedback, where students not only learn from each other's writing but also develop communication, collaboration, and empathy skills. Winarti and Cahyono (2020) emphasized that collaborative writing enhances both writing quality and cooperation among students, while Astrid et al. (2021) noted that although peer feedback often focuses on grammar and mechanics, it fosters awareness and responsibility as students write for real audiences among peers. From a socio-cultural perspective, Engeness and Gamlem, (2025) highlighted feedback as a pedagogical dialogue that connects students within social interactions, involving teachers, peers, and technology to strengthen collaboration and build a learning community.

2.1.3.4 Technological and Digital Literacy Benefits

The integration of technology adds a new dimension to the benefits of feedback. AI-based automated feedback provides speed, consistency, and accessibility that are often difficult to achieve through traditional methods. Studies have shown that tools such as Automated Written Corrective Feedback (AWCF) and Grammarly improve grammatical accuracy and motivate students to revise more frequently due to the immediacy of feedback (Fan, 2023; Rahimi et al., 2025). Similarly, Tseng and Lin (2024) highlighted that AI integration fosters self-revision

and independent exploration, as learners gain resources beyond teacher feedback.

Furthermore, AI tools enhance students' feedback literacy and digital competence. Banihashem et al. (2024) noted that AI-supported feedback helps learners better understand, evaluate, and apply feedback, while Engeness and Gamlem (2025) emphasized that engaging with AI-generated responses trains students to interpret and manage digital feedback critically.

2.1.3.5 Synergy of Feedback Benefits

The benefits of feedback complement one another: cognitive aspects enhance linguistic understanding, affective aspects foster motivation, social aspects strengthen interaction, and technological aspects provide speed and accessibility. Jiang et al. (2024) demonstrated that a combination of teacher and automated feedback is more effective than relying on a single type, as it simultaneously improves linguistic accuracy and boosts students' confidence. Similarly, Hwang et al. (2025) emphasized that integrating AI tools into feedback encourages students to revise their drafts more frequently, thereby improving the overall quality of their writing.

Thus, the benefits of feedback should be viewed holistically. Teachers should not only focus on linguistic comments but also consider affective and social dimensions, while technology should be regarded as a complement rather than a substitute in order to maximize the effectiveness of feedback.

2.1.4 Weaknesses of Feedback in Writing

Feedback plays a crucial role in writing, yet it is not without limitations. Teacher feedback, often considered the most authoritative, can sometimes reduce students' independence, especially when detailed comments are given (Almohawes, 2025; Jiang et al., 2024). Time constraints and large class sizes further limit teachers to general comments, and mismatches between students' preferences and teachers' practices can reduce overall effectiveness (Almohawes, 2025; Jiang et al., 2024).

Peer feedback, while encouraging collaboration, also presents challenges. Students often focus on surface-level issues such as grammar or punctuation, overlooking more substantive aspects of writing (Astrid et al., 2021). Moreover, the quality of peer feedback depends heavily on social relationships and feedback literacy; without sufficient training, its pedagogical value is limited (Sitompul & Anditasari, 2022)

Automated feedback, including AI-powered tools like ChatGPT, offers immediacy and consistency but has its own weaknesses. While effective for correcting grammar, it often lacks depth and specificity, and students may

become overly dependent on technology or overwhelmed by the volume of suggestions (Banihashem et al., 2024; Engeness & Gamlem, 2025).

Learners themselves influence feedback effectiveness. Some students respond quickly to corrections, while others feel confused or anxious, especially when faced with excessive comments (Fan, 2023; Mahapatra, 2024). Proficiency also matters: lower-level students require guidance to interpret feedback, whereas more advanced learners can utilize it more effectively (Hwang et al., 2025). Contextual factors such as large class sizes, limited time, and inadequate technological access further restrict feedback intensity, while cultural perceptions may limit interactive engagement with teacher comments (Abdel Latif et al., 2024; Engeness & Gamlem, 2025).

In summary, no single type of feedback—teacher, peer, or automated—can fully support students’ writing development. Each has strengths and weaknesses, and students’ readiness and context play crucial roles. In this landscape, ChatGPT presents both opportunities and challenges. Its effectiveness depends on how learners perceive, interpret, and apply the feedback it generates, making the examination of students’ perceptions essential for understanding its pedagogical value.

2.1.5 Implications for Writing

The review of the history, definitions, types, benefits, and weaknesses of feedback provides a comprehensive picture of its strategic role in writing. Several key implications emerge for teachers, students, and educational institutions, particularly in the contexts of English as a Foreign Language (EFL) and English as a Second Language (ESL).

First, feedback should be regarded as a dialogic pedagogical process rather than a purely corrective activity. Engeness and Gamlem, (2025) emphasized that effective feedback represents a pedagogical dialogue that fosters interaction between teachers, students, and technology. Thus, teachers are not merely evaluators but also facilitators who guide students in understanding, interpreting, and utilizing comments for revision.

Second, feedback practices should integrate multiple types. Research by Jiang et al. (2024) and Rahimi et al. (2025) showed that combining teacher, peer, and automated feedback results in greater improvements in writing quality compared to relying on only one type. Consequently, teachers are encouraged to balance direct and indirect feedback, combine focus on both language form and content, and blend written with oral feedback to achieve more comprehensive benefits.

Third, the effectiveness of feedback is closely linked to students’ feedback literacy. Banihashem et al. (2024) stressed that learners must be trained to critically understand, evaluate, and apply feedback, for instance through rubrics, reflection, or discussion. Without this literacy, even high-quality feedback may remain underutilized. In the digital era, tools such as Grammarly or ChatGPT can accelerate revisions, but teachers must ensure these technologies serve as

complements rather than replacements so that the pedagogical depth of feedback is preserved (Hwang et al., 2025; Mallahi, 2022)

Fourth, differences in learning contexts and cultural backgrounds also have implications. Almohawes (2025) found a mismatch between students' preference for direct feedback and teachers' tendency to provide indirect feedback. In addition, in some cultural settings, teacher comments are perceived as unquestionable, which undermines the interactive potential of feedback. These conditions require teachers to be more sensitive to learners' needs and to create space for negotiation of meaning in the classroom.

Finally, institutional support is essential for maximizing feedback effectiveness. Abdel Latif et al. (2024) emphasized the importance of balanced teacher–student ratios, sufficient time for revision, and the integration of supportive technologies. Thus, feedback must be treated as a multidimensional strategy that integrates cognitive, affective, social, and digital aspects. Teachers must be creative in designing feedback mechanisms, students need to be equipped with adequate literacy, and institutions must provide structural support. The synergy of these three elements enables feedback to function as an effective instrument for improving writing skills in EFL/ESL contexts.

2.2 The Use of ChatGPT in Writing

The development of Artificial Intelligence (AI) has brought significant transformations to education, particularly in writing instruction. One of the most discussed AI technologies in this context is ChatGPT, a language model based on the Generative Pre-trained Transformer developed by OpenAI. ChatGPT can generate text automatically, suggest improvements, and provide instant feedback on student writing. Its emergence has sparked extensive debate regarding both its potential and its limitations, especially in English as a Foreign Language (EFL) classrooms. This section discusses the theoretical framework for using ChatGPT in writing, focusing on its educational role, types of feedback, pedagogical benefits and challenges, and its theoretical grounding through the Technology Acceptance Model (TAM).

2.2.1 ChatGPT in the Educational Context

ChatGPT is part of the development of Natural Language Processing (NLP), which enables machines to process and generate human language more naturally. In education, ChatGPT has been used as a learning assistant, a feedback provider, and a tool for idea exploration. Hwang et al. (2025) found that students using ChatGPT showed significant improvements in grammatical accuracy and lexical complexity, while also benefiting from its support in generating ideas. Likewise, Mahapatra (2024) reported that ChatGPT enhanced students' motivation and confidence by providing a supportive environment for self-revision and exploration. Thus, ChatGPT functions not only as a corrective tool but also as a learning companion that offers a safe space for experimentation.

Beyond collaborative use, ChatGPT also supports independent learning. Mallahi (2022) observed that AI-based feedback promotes autonomy and

motivation, though excessive reliance on it may hinder students' critical engagement in the writing process. Thus, ChatGPT functions both as a *cognitive partner* in idea generation and a *formative assessor* in language improvement.

2.2.2 ChatGPT in Writing

ChatGPT can be used at various stages of the writing process: pre-writing, drafting, revising, and editing. At the pre-writing stage, it assists students in generating ideas, outlining, or providing examples of opening sentences. During drafting, it offers alternative linguistic expressions, such as varied vocabulary or more complex sentence structures. At the revising stage, ChatGPT provides feedback on grammar, cohesion, and coherence.

Jiang et al. (2024) showed that blended corrective feedback, which combines AI-generated comments with teacher explanations, improved students' writing quality more effectively than relying on either alone. Similarly, Hwang et al. (2025) noted that the immediacy of ChatGPT feedback motivates students to revise more frequently, making the revision process more iterative and dynamic.

2.2.3 Types of Feedback Provided by ChatGPT

ChatGPT is capable of providing several types of feedback relevant to writing. First, linguistic feedback, such as corrections of grammar, spelling, punctuation, and vocabulary. Rahimi et al. (2025) found that AI-based Automated Written Corrective Feedback (AWCF), including ChatGPT, was effective in reducing grammatical errors. Second, stylistic feedback, offering alternatives in word choice, sentence variety, or genre-appropriate style. Third, organizational feedback, suggesting improvements in argument flow, paragraph clarity, and cohesion.

Nonetheless, the depth of ChatGPT's feedback remains limited. Banihashem et al. (2024) noted that while ChatGPT can provide comments on text organization, these are often generic and less specific than teacher feedback. Therefore, ChatGPT should be combined with teacher input to achieve more comprehensive results.

2.2.4 Benefits of Using ChatGPT in Writing

The use of ChatGPT in writing provides multidimensional benefits, encompassing cognitive, affective, social, and digital aspects. From a cognitive perspective, ChatGPT helps improve language accuracy and enrich vocabulary; Almohawes, (2025) found that students made more grammar and word choice corrections, while Rahimi et al. (2025) emphasized that automated feedback can enhance textual cohesion. From an affective perspective, ChatGPT promotes motivation and self-confidence, as noted by Banihashem et al., (2024), who reported that students felt more comfortable experimenting with writing because AI feedback is non-judgmental.

In addition, ChatGPT also impacts social and digital dimensions. In the classroom, students can compare ChatGPT's revisions with teacher and peer comments, fostering collaborative discussions and broadening perspectives, in line with Sitompul and Anditasari (2022) findings on the role of peer feedback in

promoting cooperation and reflection. From a digital perspective, the use of AI strengthens technological literacy and 21st-century competencies. Rahman and Watanobe (2023) noted that ChatGPT fosters students' digital competence and prepares them to adapt to modern, technology-enhanced learning environments.

2.2.5 Limitations and Challenges of ChatGPT in Writing

Despite these benefits, ChatGPT also presents several limitations. First, it struggles to interpret complex meaning and context. Rahimi et al. (2025) noted that automated feedback often focuses on surface-level errors rather than deeper issues such as idea organization. Second, its feedback may be overly generic. Banihashem et al. (2024) found that ChatGPT's suggestions were often too broad and not tailored to individual needs.

Third, there is a risk of student dependency. Almohawes, (2025) warned that excessive reliance on AI can reduce students' critical thinking in writing. Fourth, the volume of automated comments may overwhelm learners. Engeness and Gamlem (2025) found that students sometimes struggled to prioritize revisions when faced with a large number of AI-generated suggestions.

Finally, ethical concerns also arise. Long (2024) stressed that although ChatGPT supports language improvement, teachers must remind students not to rely on AI entirely for text production, in order to maintain originality and avoid plagiarism.

2.2.6 Theoretical Foundation: Extended Technology Acceptance Model (TAM)

To better understand how students perceive and engage with ChatGPT in developing narrative writing, this study adopts the Extended Technology Acceptance Model (TAM) proposed by Afzaal et al. (2025), which integrates Intrinsic Motivation (IM) into the traditional framework of technology acceptance. The model explains that users' acceptance of AI-based tools such as ChatGPT is shaped by four key constructs: Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention (BI). Intrinsic Motivation refers to students' internal drive to use ChatGPT out of curiosity, interest, or enjoyment. Perceived Ease of Use describes how effortlessly students can operate ChatGPT, while Perceived Usefulness reflects the extent to which they believe the tool improves their writing performance. These perceptions, influenced by students' motivation, ultimately shape their Behavioral Intention to continue using ChatGPT as a learning support tool.

This extended model is particularly relevant to writing instruction, as it captures both the cognitive and affective aspects of students' perceptions. When students find ChatGPT easy to use, beneficial, and intrinsically motivating, they are more likely to engage constructively with its feedback and apply it to enhance their narrative writing outcomes. Furthermore, the integration of this model aligns with Sadler's (1989) Formative Assessment Theory, which views feedback as a means of bridging the gap between current and desired performance, and with Vygotsky's (1978) Sociocultural Theory, which positions ChatGPT as a digital scaffold supporting

learners within their Zone of Proximal Development (ZPD). In addition, Hyland and Hyland's (2006) Written Feedback Theory emphasizes that feedback functions not only as an evaluative tool but also as a motivational and interpersonal process.

By combining the Extended TAM with these pedagogical perspectives, the present study conceptualizes students' perceptions of ChatGPT feedback as involving three interrelated dimensions: cognitive evaluation (usefulness and clarity), affective response (motivation and confidence), and behavioral intention (continued use and application). This theoretical integration provides a comprehensive lens for examining how vocational high school students accept and utilize ChatGPT to support their narrative writing development.

2.2.7 Relevance to the Present Study

In this research, ChatGPT functions as a provider of Automated Written Corrective Feedback (AWCF) for students' narrative writing tasks. The feedback focuses on linguistic accuracy, vocabulary improvement, and text organization. The study aims to examine how ChatGPT feedback contributes to students' progress in accuracy, complexity, and cohesion, as well as how students perceive its usefulness, ease of use, intrinsic motivation, and behavioral intention within the framework of the Extended Technology Acceptance Model (TAM) proposed by Afzaal et al., (2025). In this context, ChatGPT is positioned as both a formative assessment tool and an innovative learning support system that aligns with the principles of feedback literacy and digital competence.

Furthermore, the study connects the theoretical discussion of ChatGPT feedback with the genre of narrative writing, where linguistic features, coherence, and creativity play central roles. By exploring students' perceptions through the lens of the Extended TAM, the research investigates not only how ChatGPT feedback enhances their writing quality but also how it influences their motivation, perception of usefulness and ease, and intention to continue using AI-based tools in learning. This theoretical connection provides a foundation for analyzing students' responses to AI-mediated feedback and situating the use of ChatGPT within the broader context of EFL writing instruction in vocational education.

2.3 Narrative Writing

2.3.1 Definition of Narrative Writing

Narrative writing is a form of writing that focuses on presenting a sequence of events, either real or fictional, in a structured and meaningful way. According to Anderson & Anderson (1997), a narrative text generally consists of four main stages: orientation, complication, resolution, and re-orientation. This structure provides a framework that distinguishes narratives from other text types; without it, a text may become a disorganized sequence of unrelated events. Mastering this structure is therefore essential in genre-based writing. However, students often face challenges in organizing their ideas and maintaining coherence even if they understand the basic framework (Khotimah et al., 2025).

In addition to structural organization, narrative writing includes several key elements—setting, character, problem, and solution—that complement these stages and contribute to the text’s coherence and meaningfulness. Together, both the structure and the elements enable writers to construct narratives that are logical, engaging, and emotionally resonant (A. Anderson, 1997; Knapp & Watkins, 2005).

2.3.1.1 Orientation

Orientation is the initial stage of a narrative, serving to introduce the main characters, setting, and time. It provides the background necessary for readers to understand the context of subsequent events (A. Anderson, 1997). According to Knapp & Watkins (2005), this stage typically addresses the questions who, when, and where, effectively setting the scene and preparing the reader for the story to unfold.

The narrative elements of setting and character are particularly prominent in the orientation. The setting includes the place, time, and atmosphere, which allow readers to visualize the environment and understand the social or historical context of the narrative. Properly constructed settings can create mood, foreshadow conflict, or provide thematic cues. Meanwhile, characters—both protagonists and antagonists—should be described consistently and realistically to engage readers and facilitate empathy (Knapp & Watkins, 2005; Yunita Siregar & Wati Hasibuan, 2023).

Pedagogically, teaching students to write effective orientations strengthens their ability to plan text structure, use descriptive vocabulary, and sequence initial events logically. Providing guided examples and explicit instruction in setting and character description has been shown to improve students’ ability to produce clear and engaging narrative openings (Almohawes, 2025).

2.3.1.2 Complication

The complication stage introduces the main problem or conflict that drives the narrative. This stage is crucial because it creates tension and emotional involvement, motivating the reader to continue the story (A. Anderson, 1997). The conflict can be internal (psychological struggle within a character) or external (between characters or between characters and environment), and it shapes the narrative’s direction.

Within this stage, the narrative element of problem plays a central role. Presenting obstacles or challenges not only engages the audience but also allows the writer to develop suspense, pacing, and character depth. Knapp & Watkins (2005) emphasize that a clear complication ensures the story has purpose, while Novitri & Riau (2021) note that students who struggle with this stage often produce narratives that feel flat or unstructured.

Pedagogical research suggests that scaffolding activities—such as problem-mapping exercises, guided brainstorming, or role-playing conflicts—can help students conceptualize complications more effectively.

Additionally, supporting students to explore multiple perspectives during complication development encourages critical thinking and creative problem-solving (Rahimi et al., 2025).

2.3.2.3 Resolution

The resolution stage provides a solution to the conflict, releasing tension and guiding the narrative to its conclusion (A. Anderson, 1997). A strong resolution maintains narrative coherence, reinforces cause-and-effect relationships, and ensures reader satisfaction.

At this stage, the narrative element of solution is central. Writers must determine how conflicts are resolved, whether through character action, external events, or moral realizations. The resolution allows writers to demonstrate logical reasoning, creativity, and alignment with narrative themes (Knapp & Watkins, 2005). In teaching contexts, guiding students to plan resolutions systematically—by outlining the climax, consequences, and character decisions—enhances their ability to write coherent and impactful endings.

Explicit instruction in constructing resolutions also develops students' critical thinking skills, as they consider the implications of character actions and the plausibility of outcomes within the narrative context.

2.3.2.4 Re-orientation

Re-orientation is the optional final stage and commonly appears in fables, folktales, or moral stories. This section may include reflection, conclusion, or a moral lesson that reinforces the narrative's message (A. Anderson, 1997).

The re-orientation stage allows students to connect the events of the story to broader values, social lessons, or personal insights. By reflecting on character experiences, readers can internalize thematic and moral implications, enhancing both cognitive and affective learning outcomes (Novitri & Riau, 2021). Incorporating re-orientation in instruction also supports students in developing metacognitive skills, as they evaluate narrative coherence, consider alternative outcomes, and relate the story to real-life experiences (Knapp & Watkins, 2005).

Pedagogically, prompting students to write re-orientations encourages higher-order thinking and provides opportunities for integrating reflective and creative writing strategies, making the narrative not only coherent but also meaningful.

2.3.2.5 Pedagogical Implications of Narrative Structure and Elements

The stages and elements of narrative writing not only define the structural and content framework of a text but also carry important pedagogical implications for EFL teaching and learning. According to A. Anderson (1997), explicit instruction in narrative structure—comprising orientation, complication, resolution, and optional re-orientation—helps

students gain control over text organization, develop logical sequencing, and make purposeful language choices.

Research further indicates that students who receive guided practice in combining structural stages with narrative elements—including setting, character, problem, and solution—demonstrate marked improvement in overall writing performance, particularly in grammar, cohesion, and creativity (Almohawes, 2025; Rahimi et al., 2025). Moreover, integrating structured practice and reflective tasks encourages students to plan narratives effectively, consider cause-and-effect relationships, and construct meaningful storylines.

Therefore, understanding and applying both narrative structure and its elements allows students to produce coherent, well-organized, and engaging texts. Additionally, mastering these aspects enhances logical thinking, imaginative skills, and communicative competence, particularly in the EFL context (A. Anderson, 1997; Novitri & Riau, 2021).

2.3.2 Types of Narrative Writing

Narrative writing appears in various forms influenced by social functions, cultural contexts, and communicative needs. This diversity provides opportunities for teachers to enrich writing with a variety of texts that match students' interests and abilities. One popular form is the fable, a story featuring animals that behave like humans and convey moral lessons. Fables are effective for beginners because of their simple plotlines and their ability to provide cultural as well as moral values (Knapp & Watkins, 2005). Another form is the legend, which refers to folktales believed to be based on historical events but interwoven with myths, such as Malin Kundang or Lake Toba. Writing legends helps students expand vocabulary while fostering cultural appreciation (Novitri & Riau, 2021).

A further type is the fairy tale, which is imaginative and fantastical, often featuring magical beings or heroes. Writing fairy tales encourages students to use figurative and descriptive language, which is essential in narrative writing (Rahimi et al., 2025). In addition, myths function to explain the origins of the world, natural phenomena, or spiritual beliefs. Writing myths encourages students to think critically about the relationship between culture, belief, and language (Almohawes, 2025). Modern forms are also expanding, such as the personal experience narrative, which highlights students' real-life experiences. This type is engaging because it allows for self-expression while cultivating reflective skills (Novitri & Riau, 2021).

Another important type is the historical narrative, which requires students to combine facts with storytelling techniques, thereby supporting the development of academic writing skills. Finally, technological advancement has given rise to science fiction, a futuristic genre involving technology, outer space, or virtual worlds. Writing science fiction not only broadens students' global vocabulary but also enhances their digital literacy (Grassini, 2023; Hidayatullah & Untari, 2023). Thus, the diversity of narrative writing types enables students to develop writing skills

across a range of contexts, while teachers can utilize this variety to foster 21st-century literacy.

2.3.3 Language Features of Narrative Writing

Language features of narrative writing are essential tools that differentiate this genre from others, such as exposition or argumentation, and play a crucial role in constructing meaning, atmosphere, and plot. According to Anderson and Anderson (1997), these features serve not only as markers of narrative text but also as mechanisms to help writers organize events coherently and communicate effectively. In the context of EFL instruction, mastery of language features is necessary for students to produce narratives that are both structurally sound and linguistically appropriate.

The most fundamental language feature in narrative writing is the use of past tense, as narratives typically recount events that have already occurred. Consistent use of past tense signals quality and coherence in the text, though it often presents challenges for EFL learners (Rahimi et al., 2025). In addition, action verbs are used extensively to convey dynamic events and enrich vocabulary, helping readers visualize actions and interactions vividly.

Cohesion and coherence are also central components of language features. Anderson and Anderson (1997) emphasize that the appropriate use of connectors such as then, after that, or suddenly, along with cohesive devices like reference, substitution, and ellipsis, ensures that the events in the orientation, complication, and resolution stages are logically linked. Without these cohesive mechanisms, narratives risk appearing fragmented and confusing (Fan, 2023; Hwang et al., 2025).

Moreover, narrative writing commonly incorporates descriptive language to convey the setting, atmosphere, and characters, which enhances the story's mood and immerses the reader in the narrative world. Dialogue is also frequently employed, offering opportunities for students to practice punctuation, conversational vocabulary, and intonation. The use of evaluative language, such as fortunately, sadly, or bravely, further strengthens the emotional connection between the writer and the reader, highlighting the significance of character actions and outcomes (Almohawes, 2025).

In sum, language features in narrative writing—including past tense, action verbs, cohesive devices, descriptive language, dialogue, and evaluative language—enable students to write narratives that are coherent, engaging, and meaningful. Explicit instruction in these features not only helps students follow narrative conventions but also enhances their overall communicative competence, creativity, and logical thinking skills in EFL contexts (A. Anderson, 1997; Khotimah et al., 2025; Novitri & Riau, 2021).

2.4 Assessing Narrative Writing

The assessment of narrative writing plays a strategic role in language learning, particularly in EFL classrooms. According to Weigle (2002), writing assessment in EFL contexts should cover both *linguistic accuracy* and *communicative effectiveness*, which are

essential in evaluating students' narrative competence. Assessment not only serves to determine students' achievement levels but also functions as a diagnostic tool that helps teachers understand their strengths and weaknesses. Since narrative writing involves linguistic skills, idea organization, and creativity, its assessment must be designed comprehensively. Research emphasizes that writing assessment should be both formative and summative, enabling students to use evaluation results to continuously improve the quality of their writing (Fan, 2023).

Content is the primary aspect of assessment, covering theme relevance, coherence of ideas, and clarity of the message. A good narrative is not determined by the length of the text but by the logic of the plot and the cohesion of ideas. Characters and setting also deserve attention, since consistent characters and a clear setting can enhance reader engagement (Polakova & Ivenz, 2024). The plot is evaluated based on the logical sequence of events, the development of conflict, and an appropriate resolution. In addition, language aspects include grammar, vocabulary, cohesion, and stylistic features. Rahimi et al. (2025) shows that students who receive explicit guidance in grammar and cohesion produce better narratives. Writing mechanics such as spelling, punctuation, and capitalization also affect readability (Fan, 2023). Creativity is another crucial dimension, reflected in originality of ideas, willingness to experiment, and fresh imagination (Almohawes, 2025).

However, the practice of assessing narrative writing faces several challenges. Writing assessment is often subjective, meaning the same text can receive different scores from different teachers. Moreover, time constraints and large class sizes often lead teachers to provide brief comments, while students expect more detailed and explicit evaluations (Abdel Latif et al., 2024; Almohawes, 2025). These mismatched expectations may leave students uncertain about how to make use of the feedback. Therefore, narrative writing assessment should be approached holistically, encompassing content, plot, language, mechanics, and creativity. The feedback accompanying assessment should also be directed toward motivating students to revise, rather than merely labeling their work as right or wrong. With this approach, narrative writing assessment can serve a dual function: as a tool for evaluating achievement and as a means for developing reflective, creative, and meaningful writing skills.

2.5 Synthesis of previous research in Writing

A number of previous studies have explored the use of ChatGPT in teaching English as a foreign language (EFL) writing. In general, these studies focus on non-narrative genres, such as academic essays, descriptive texts, and argumentative texts, with an emphasis on improving linguistic accuracy, text organization, and the efficiency of the revision process. However, studies highlighting the use of ChatGPT specifically in narrative writing are still very limited, making it a promising area of research.

Long (2024) examined the use of ChatGPT in photo caption writing tasks in EFL classes and found that ChatGPT helped students improve their grammar and vocabulary. Nevertheless, students still needed teacher guidance to understand the meaning of feedback and apply it effectively, indicating that the role of teachers remains essential as learning mediators. Similarly, Tseng and Lin (2024) reported that ChatGPT supported students in generating ideas and organizing content but needed to be integrated with

teacher feedback to achieve optimal results. These studies show that ChatGPT can enhance writing efficiency, improve text organization, and serve as an alternative to peer review when human feedback is unavailable.

Mahapatra (2024) conducted an intervention study using ChatGPT as a formative feedback tool in comparative and cause-and-effect essay writing. The findings indicated significant improvement in idea organization and language accuracy, especially in large classes, where teachers often find it difficult to provide individual feedback. Likewise, Steiss et al. (2024) investigated the use of ChatGPT in historical argumentative writing and found that although AI-generated feedback was less precise than teachers' comments regarding argument structure, it remained useful in supporting early drafts that could later be refined through human guidance.

Polakova and Ivenz (2024) added that ChatGPT facilitates students' metacognitive awareness in writing short essays through quick feedback, although the role of teachers remains important in directing the application of such feedback. In Indonesia, Afkarin and Asmara (2024) highlighted that ChatGPT not only contributes to the technical aspects of writing but also increases students' motivation to learn and their independence. Cross-Asian research also supports these findings: Hwang et al. (2025) report that students utilize ChatGPT for academic purposes such as translation, grammar checking, and idea development, demonstrating the integration of ChatGPT into daily learning practices.

Benali, (2021) also noted that automated writing evaluation (AWE), including ChatGPT, can improve writing quality, especially in linguistic aspects, although the best results are achieved when combined with teacher feedback. Similarly, Bok and Cho (2023) demonstrated that ChatGPT can be effectively used as a second-language learning tool to enhance writing competence.

In contrast, Seo (2024) investigated ChatGPT-assisted narrative writing at the university level in Korea and found that while ChatGPT enhanced writing fluency and overall narrative quality, syntactic complexity tended to decrease. This finding suggests that while ChatGPT supports content development, it may oversimplify sentence structures if used without critical revision.

In addition, a number of limitations in the use of ChatGPT also need to be considered. This AI is sometimes insensitive to local cultural contexts, producing overly formal language, and risks causing dependence or plagiarism if students use AI text without creative revision (Abduljawad, 2024; Alnemrat et al., 2025; Kasneci et al., 2023; Teng, 2024). ChatGPT is also still limited in assessing the quality of ideas, creativity, and originality of narrative texts, so AI feedback should ideally be combined with teacher guidance to maximize learning and maintain academic integrity (Huang & Teng, 2025; Polakova & Ivenz, 2024; Seo, 2024).

In addition to technical aspects, several studies emphasize students' perceptions of ChatGPT usage. Artiana and Fakhurririana (2024) found that although students appreciate the speed and ease of feedback, they still need guidance from teachers to understand the suggestions correctly. Mun (2024) reported doubts about the accuracy of AI feedback, so teacher validation is considered important. Nguyen et al. (2024) showed that ChatGPT is used not only to improve grammar but also as a brainstorming tool, although some students are concerned about over-reliance. Salwa & Tyas (2024) added that students' positive

perceptions of ChatGPT increase motivation and engagement, while negative perceptions can hinder the use of this technology. These findings confirm that student perceptions influence the extent to which ChatGPT can be utilized as digital scaffolding in writing.

In summary, previous research indicates that ChatGPT can improve grammar, vocabulary, text organization, and writing efficiency. However, studies examining students' perceptions of using ChatGPT for narrative writing are still limited, especially in Indonesian vocational schools. Since narrative writing involves creativity, character and plot development, and linguistic accuracy, understanding students' experiences and perceptions is essential. This study aims to address this gap by exploring how vocational high school students perceive ChatGPT feedback in narrative writing, including its benefits, challenges, and factors affecting its effective use.

