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ANALYSIS OF CHATGPT FEEDBACK IN SUPPORTING NARRATIVE WRITING DEVELOPMENT IN VOCATIONAL HIGH SCHOOLS IN GRESIK: STUDENTS' PERCEPTIONS

Nur Lailatul Fitri[1]*, Yudhi Arifani[2], Candra Hadi Asmara[3]
Prodi Pendidikan Bahasa Inggris,Universitas Muhammadiyah Gresik
fitrinurlailatulfitri@gmail.com

ABSTRACT

This study investigates vocational high school (SMK) students' perceptions in Gresik regarding ChatGPT feedback in supporting the development of narrative writing skills in the context of English as a Foreign Language (EFL) learning. The research employed a quantitative approach using the Extended Technology Acceptance Model (TAM), which includes Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention (BI). The sample consisted of 408 students from various vocational high schools in Gresik who met the research criteria. Data were collected using a five-point Likert scale questionnaire and analyzed both descriptively and inferentially (Pearson Correlation) using SPSS.

The results indicate that students' overall perceptions were highly positive, with a mean score of 4.12 (high category). Among the dimensions, Behavioral Intention (BI) (4.16) obtained the highest mean score, followed by Perceived Usefulness (PU) (4.13), Intrinsic Motivation (IM) (4.08), and Perceived Ease of Use (PEOU) (4.03). The relatively low standard deviations indicate consistent responses. Pearson correlation analysis revealed significant relationships among all dimensions ($p < 0.01$), with the strongest correlation found between PU and BI ($r = 0.478$, moderate), confirming that perceived usefulness most strongly influences students' intention to continue using ChatGPT.

The integration of ChatGPT as a feedback tool creates an interactive, motivating, and effective learning experience for narrative writing, addressing challenges related to creativity, coherence, and language accuracy among vocational high school students. This study concludes that ChatGPT is highly accepted by EFL vocational high school students and is recommended as an innovative pedagogical support tool for teachers, curriculum developers, and future researchers.

Keywords :ChatGPT, AI feedback, narrative writing, students' perception

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INTRODUCTION

Writing is considered one of the most complex skills in learning English as a Foreign Language (EFL) because it requires higher-level productive abilities such as idea planning, vocabulary selection, sentence construction, and coherent text organization (Kurt & Kurt, 2024).

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Many EFL students struggle with writing due to limited linguistic competence and insufficient exposure to effective writing models. These challenges are particularly evident in narrative writing, which requires creativity in developing plots, characters, and conflicts while maintaining linguistic accuracy and coherence (Afkarin & Asmara, 2024; Bok & Cho, 2023; Mun, 2024; Novitri & Riau, 2021; Seo, 2024).

Feedback plays a crucial role in addressing these difficulties by providing information about students' writing performance and guiding them to improve weaknesses while maintaining strengths (Banihashem et al., 2024; Huang & Teng, 2025; Mahapatra, 2024; Polakova & Ivenz, 2024). In EFL writing, feedback commonly focuses on grammar, vocabulary, coherence, organization, and clarity of ideas (Zhu Yutong et al., 2024). However, traditional feedback practices often face challenges such as teachers' limited time to provide individualized comments and students' reluctance to ask for clarification, which may result in insufficient and inconsistent feedback (Sitompul & Anditasari, 2022; Winarti & Cahyono, 2020; Bok & Cho, 2023; Gozali et al., 2024; Long, 2024).

Recent developments in artificial intelligence (AI) offer potential solutions to these challenges through automated feedback tools that provide instant responses and personalized learning support (Elkatmış, 2024; Grassini, 2023). One prominent example is ChatGPT, a generative AI tool capable of producing natural language responses and assisting writing activities such as grammar correction, text organization, and idea generation (Abduljawad, 2024; Athanassopoulos et al., 2023; Hwang et al., 2025; Y. Wang, 2025). Studies have shown that ChatGPT can enhance students' motivation and academic performance in writing by providing interactive and adaptive learning experiences (Afkarin & Asmara, 2024; Banihashem et al., 2024; Khzouz et al., 2024; Hidayatullah & Untari, 2023).

Furthermore, several studies report generally positive student perceptions of ChatGPT as a feedback tool. Students appreciate its speed and assistance in generating ideas and revising texts, although they still emphasize the importance of teacher guidance to ensure the accuracy and originality of their writing (Artiana & Fakhrurriana, 2024; Bok & Cho, 2023; Mun, 2024; Nguyen et al., 2024; Gozali et al., 2024). Despite these findings, most previous research has focused on university students and non-narrative genres, leaving a research gap regarding vocational high school students' perception

RESEARCH METHOD AND DESIGN

1. Research Design

This study used a quantitative descriptive survey design to analyze vocational high school students' perceptions of ChatGPT feedback in narrative writing. The survey method allows researchers to collect standardized data from many respondents and analyze it statistically. The study is based on the Extended Technology Acceptance Model (TAM) proposed by Afzaal et al., which includes four dimensions: Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention (BI). This framework helps explain how students' motivation and perceptions influence their intention to use ChatGPT as a learning support tool in narrative writing.

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2. Population and Sample

The population consisted of vocational high school students in Gresik who had studied narrative texts in English classes. The sample was selected using purposive sampling, focusing on students who had experience using ChatGPT in narrative writing. Criteria included schools that had implemented AI tools in English learning, students who had used ChatGPT for writing tasks, access to digital devices and internet, familiarity with ChatGPT, and voluntary participation. Using Cochran's formula with finite population correction and a 5% non-response buffer, the final sample size was 395 students from 17 participating schools.

To determine the minimum sample size, Cochran's formula for estimating a population proportion with finite population correction was applied, using a 95% confidence level (Z = 1.96), a conservative proportion estimate (p = 0.5), and a 5% margin of error (e = 0.05). The formula is as follows:

$$n_0 = \frac{Z^2 \times p\,(1-p)}{e^2}$$

Substituting the values:

$$n_0 = \frac{1.96^2 \times 0.5\,(1-0.5)}{0.05^2} = \frac{3.8416 \times 0.25}{0.0025} = 384.16$$

Because the total population (N = 15,639) is finite, the finite population correction (FPC) was applied:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Substituting the values:

$$n = \frac{384.16}{1 + \frac{384.16 - 1}{15,639}}$$

$$n = \frac{384.16}{1 + \frac{383.16}{15,639}} = \frac{384.16}{1 + 0.02449} = \frac{384.16}{1.02449} = 375.12$$

Hence, the minimum sample size required is 375 respondents.

To account for potential non-response and to ensure proportional distribution among participating schools, a 5% buffer was added:

n_{final} = 375.12 × 1.05 = 393.88

3. Research Instrument

a. Questionnaire Design

The main instrument was a questionnaire adapted from previous studies and developed based on the Extended TAM framework. It consisted of 25 close-ended items measured on a five-point Likert scale. The items measured four dimensions: Intrinsic Motivation, Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention related to students' use of ChatGPT feedback in narrative writing.

b. Validity and Reliability of the InstrumentValidity

Content validity was established through expert judgment involving a vocational high school English teacher and a university lecturer. They evaluated the clarity, relevance, and

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alignment of questionnaire items with the Extended TAM dimensions.

c. Reliability

Reliability was tested through a pilot study with 20 students at SMKN 1 Duduksampeyan Gresik. The reliability test using Cronbach's Alpha produced a coefficient of 0.846, indicating high internal consistency and confirming that the questionnaire was reliable.

Table Reliability Statistics of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.846	25

Source: SPSS Output, October 2025.

4. Data Collection

Data were collected through questionnaires distributed to vocational high school students in Gresik who had experience using ChatGPT for narrative writing. The researcher first obtained school permission, explained the research purpose, and ensured informed consent. Respondents completed the questionnaire independently, and the collected data were checked, coded, and prepared for statistical analysis.

5. Data Analysis

a. Descriptive Statistical Analysis

Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to analyze students' perceptions across the four TAM dimensions. Mean scores were interpreted based on a five-point Likert scale classification to determine overall perception levels.

Table Mean Score Interpretation of Five-Point Likert Scale

Mean Score Range	Interpretation Category
1.00 – 1.80	Strongly Diagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral/Uncertain
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

Source: (Pimentel, 2010)

b. Inferential Statistical Analysis

Pearson Product-Moment Correlation was used to examine the relationships among Intrinsic Motivation, Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention. This analysis helped determine the strength and direction of relationships among the variables influencing students' intention to use ChatGPT in narrative writing.

Table Interpretation of Pearson Correlation Coefficient Values

Correlation Coefficient (r)	**Interpretation**
0.00 – 0.19	Very weak
0.20 – 0.39	Weak
0.40 – 0.59	Moderate

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0.60 – 0.79	Strong
0.80 – 1.00	Very strong

Source: Pallant, (2020)

RESEARCH FINDING AND DISCUSSION

RESEARCH FINDING

1. Demographic Description of Participants

The participants of this study consisted of 408 vocational high school students from 17 schools in Gresik that allowed the use of smartphones and permitted students to access ChatGPT during narrative writing activities. Initially, more schools were contacted; however, several institutions could not participate due to different institutional restrictions. Some schools prohibited the use of artificial intelligence tools in the classroom, while others relied on internal digital learning platforms that did not allow external applications. In addition, several vocational schools were affiliated with Islamic boarding school systems where students were not allowed to bring smartphones, preventing them from accessing ChatGPT and participating in the study.

Although the number of respondents varied across schools, all responses were merged into a single dataset because the research did not aim to compare perceptions among schools. The largest number of respondents came from SMKN 1 Cerme Gresik (73 students), followed by SMKS NU Gresik (60 students) and SMKS PGRI 1 Gresik (40 students). Some schools contributed only a small number of respondents due to limited student availability. Nevertheless, the total number of participants exceeded the minimum required sample size, ensuring adequate representation of students who had experience using AI-supported writing tools.

2. **Description of Main Variables**

The research instrument was developed based on the Technology Acceptance Model, which explains how users' perceptions influence their acceptance of technology. In this study, the model was extended by incorporating Intrinsic Motivation as an additional factor, following recent developments in technology adoption research. The framework includes four key variables that explain students' perceptions and intentions toward the use of ChatGPT in narrative writing.

a. Intrinsic Motivation (IM) represents students' internal interest, curiosity, and enjoyment when using ChatGPT as a feedback tool in writing. Students who feel motivated internally tend to engage more actively in learning activities involving technology.

b. Perceived Ease of Use (PEOU) refers to the extent to which students perceive ChatGPT as easy to access, operate, and understand. When students believe that a technology is simple to use, they are more likely to adopt it during learning tasks.

c. Perceived Usefulness (PU) reflects students' beliefs that ChatGPT contributes to improving their narrative writing performance. In this study, usefulness is associated with improvements in idea development, organization of story structure, grammar accuracy, vocabulary enrichment, and overall writing quality.

d. Behavioral Intention (BI) represents students' willingness or intention to continue using ChatGPT in the future. In technology acceptance theory, behavioral intention is considered the most direct predictor of actual technology usage.

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3. **Descriptive Statistics of Each Dimension**

This section presents descriptive analyses for each dimension of the research instrument, namely Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention (BI). This analysis supports the overall interpretation of the research findings and provides an overview of students' perceptual tendencies regarding the use of ChatGPT in developing narrative writing skills.Before presenting the descriptive analysis of each dimension individually, Table provides a summary of the descriptive statistics for all main variables examined in this study.

Table Descriptive Statistics of Main Variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
IM_Total	408	2.00	5.00	4.0768	.51997
PEOU_Total	408	2.00	5.00	4.0286	.54098
PU_Total	408	1.13	5.00	4.1301	.35288
BI_Total	408	2.00	5.00	4.1634	.54599
Valid N (listwise)	408				

Source: SPSS Output, December 2025.

a. Intrinsic Motivation (IM)

The descriptive analysis shows that the mean score for Intrinsic Motivation is **4.08**, indicating a **high level of internal motivation** among students. This suggests that most students feel interested and comfortable using ChatGPT to support their narrative writing process. The relatively low standard deviation (0.52) indicates that students' responses were consistent, meaning that most participants shared similar perceptions. These findings imply that ChatGPT is not only viewed as a functional tool but also as an engaging learning resource that stimulates students' curiosity and interest in writing.

Table Descriptive Statistics of Intrinsic Motivation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
IM_Total	408	2.00	5.00	4.0768	.51997

Source: SPSS Output, December 2025.

b. Perceived Ease of Use (PEOU)

The mean score for Perceived Ease of Use is **4.03**, which also falls within the **high perception category**. This indicates that students generally consider ChatGPT easy to use and accessible when receiving writing feedback. The relatively low standard deviation suggests consistent responses among participants. These results demonstrate that the interface and interaction system of ChatGPT are perceived as simple and user-friendly, reducing technical barriers during writing activities.

Table Descriptive Statistics of Perceived Ease of Use

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PEOU_Total	408	2.00	5.00	4.0286	.54098

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Source: SPSS Output, December 2025

c. Perceived Usefulness (PU)

Perceived Usefulness recorded a mean score of **4.13**, showing that students strongly believe that ChatGPT contributes positively to the improvement of their narrative writing skills. Students reported that the tool helps them generate ideas, organize story structures, improve grammar accuracy, expand vocabulary, and produce more coherent texts. The very low standard deviation indicates that students' perceptions regarding the usefulness of ChatGPT were highly consistent. These findings highlight that the perceived benefits of ChatGPT play a significant role in supporting students' writing development.

Table Descriptive Statistics of Perceived Usefulness

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PU_Total	408	1.13	5.00	4.1301	.35288

Source: SPSS Output, December 2025.

d. Behavioral Intention (BI)

Behavioral Intention obtained the **highest mean score of 4.16**, indicating that students have a strong intention to continue using ChatGPT in future writing activities. The low standard deviation shows that most students share similar intentions regarding the continued use of this technology. These results suggest that students' positive experiences with ChatGPT encourage them to adopt the tool as a regular support system in their learning process.

Table Descriptive Statistics of Behavioral Intention

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
BI_Total	408	2.00	5.00	4.1634	.54599

Source: SPSS Output, December 2025.

4. Students' Perception Toward ChatGPT

The overall analysis of students' perceptions produced a mean score of **4.12**, which falls into the **high or highly positive category**. This result indicates that, in general, vocational high school students perceive ChatGPT as a beneficial tool for supporting narrative writing development. The relatively low standard deviation (0.33) suggests that students' responses were concentrated around the mean value, indicating consistent perceptions among participants.These findings demonstrate that students view ChatGPT as a helpful learning companion that provides feedback, assists in organizing ideas, and improves the quality of their writing. The results also suggest that integrating AI-based tools into writing instruction can enhance students' engagement and support their learning process.

Table Descriptive Statistics of Overall Perception (N = 408)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Overall_Total	408	1.56	5.00	4.1155	.32644
Valid N (listwise)	408				

Source: SPSS Output, December 2025

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5. Correlation Among Dimensions and Identification of the Strongest Dimension

Table Pearson Correlation Among the Four Dimensions

Correlations					
		IM_Total	PEOU_Total	PU_Total	BI_Total
IM_Total	Pearson Correlation	1	.181**	.394**	.293**
	Sig. (2-tailed)		.000	.000	.000
	N	408	408	408	408
PEOU_Total	Pearson Correlation	.181**	1	.385**	.326**
	Sig. (2-tailed)	.000		.000	.000
	N	408	408	408	408
PU_Total	Pearson Correlation	.394**	.385**	1	.478**
	Sig. (2-tailed)	.000	.000		.000
	N	408	408	408	408
BI_Total	Pearson Correlation	.293**	.326**	.478**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	408	408	408	408
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: SPSS Output, December 2025.

The Pearson correlation analysis revealed that all four variables—Intrinsic Motivation, Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention—are significantly correlated at the $p < .01$ level. This indicates that the dimensions interact with each other and collectively shape students' perceptions toward the use of ChatGPT in narrative writing.

The relationship between Intrinsic Motivation and Perceived Ease of Use shows a weak positive correlation ($r = .181$), suggesting that students who find ChatGPT easy to use tend to have slightly higher internal motivation. Meanwhile, Intrinsic Motivation shows a moderate correlation with Perceived Usefulness ($r = .394$), indicating that students who perceive greater benefits from ChatGPT also experience stronger internal motivation to use it.Perceived Ease of Use also demonstrates moderate correlations with Perceived Usefulness ($r = .385$) and Behavioral Intention ($r = .326$).

These findings support the assumption of the Technology Acceptance Model that technologies perceived as easy to use are more likely to be considered useful and adopted by users.The strongest relationship in the analysis occurs between Perceived Usefulness and Behavioral Intention ($r = .478$). This finding indicates that students' intention to continue using ChatGPT is primarily influenced by the extent to which they perceive the technology as beneficial for improving their writing. In other words, the more students experience tangible improvements in their narrative writing, the stronger their intention to continue using ChatGPT in future learning activities.

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DISCUSSION

This section interprets the findings using the Extended Technology Acceptance Model, which includes Intrinsic Motivation (IM), Perceived Ease of Use (PEOU), Perceived Usefulness (PU), and Behavioral Intention (BI). The study involved 408 vocational high school students from 17 schools out of a total population of 15,639 new students. The descriptive statistics show that all variables obtained high mean scores (IM = 4.08, PEOU = 4.03, PU = 4.13, BI = 4.16), indicating that students generally have very positive perceptions toward using ChatGPT to support narrative writing activities. The correlation analysis also reveals significant and positive relationships among all variables, confirming the theoretical structure of the Technology Acceptance Model.

The results show that Intrinsic Motivation (IM) is relatively high, indicating that students feel interested and motivated when using ChatGPT. The interactive nature of the tool, along with its ability to provide immediate responses and feedback, makes writing activities more engaging for students. In addition, vocational high school students tend to prefer practical and technology-based learning tools, which may explain their strong internal motivation to explore ChatGPT during writing tasks.

The Perceived Ease of Use (PEOU) results suggest that students generally find ChatGPT easy to understand and operate. The conversational interface allows students to interact with the system in a way similar to chatting with another person, reducing the complexity of using the technology. Students' familiarity with smartphones and digital applications also contributes to their perception that the platform is user-friendly. However, differences in school policies regarding smartphone and AI usage may slightly influence how frequently students can use the tool.

The Perceived Usefulness (PU) dimension shows that students believe ChatGPT provides clear benefits for improving their narrative writing. The tool helps students generate ideas, organize story structures, improve grammar, and expand vocabulary. These features allow students to focus more on developing their narratives while receiving instant support during the writing process. The findings suggest that students' motivation to use ChatGPT increases when they perceive that the tool contributes directly to better writing outcomes.

The Behavioral Intention (BI) variable obtained the highest mean score, indicating that students intend to continue using ChatGPT for future writing tasks. The strongest relationship in the model was found between Perceived Usefulness and Behavioral Intention, which means that students are more likely to adopt and continue using the technology when they perceive it as beneficial for their academic performance.

Overall, the findings indicate that students hold positive perceptions toward the integration of ChatGPT in narrative writing instruction. The results also demonstrate that the four TAM dimensions work together to influence technology acceptance. Intrinsic motivation encourages students to explore the tool, ease of use facilitates interaction, perceived usefulness highlights its academic benefits, and behavioral intention reflects students' willingness to continue using the technology in the future. These findings suggest that AI-based writing tools have strong potential to support language learning, particularly in vocational education contexts where students value practical and technology-assisted learning approaches.

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CONCLUSION

The conclusion of this study is drawn based on the analysis of quantitative a This study was conducted to explore vocational high school students' perceptions toward the use of ChatGPT in supporting narrative writing development (RQ1) and to examine the correlation among four dimensions of the Technology Acceptance Model—Intrinsic Motivation, Perceived Ease of Use, Perceived Usefulness, and Behavioral Intention (RQ2). The findings were drawn from 408 students across 17 vocational high schools in Gresik.

Regarding Research Question 1, the results indicate that vocational high school students hold highly positive perceptions toward the use of ChatGPT in narrative writing activities. This is reflected in the overall mean score of 4.12, which demonstrates strong agreement across all dimensions. Intrinsic Motivation (M = 4.08) shows that students feel genuinely curious, engaged, and internally driven to use ChatGPT during writing tasks. Perceived Ease of Use (M = 4.03) confirms that students find the platform intuitive, simple to operate, and easily accessible through mobile devices. Perceived Usefulness (M = 4.13) emerges as the highest dimension, indicating that students strongly believe ChatGPT assists them in generating ideas, developing narrative structure, improving grammar and vocabulary, and refining overall writing quality. Behavioral Intention (M = 4.16) further reinforces this positive perception, demonstrating students' strong willingness to continue using ChatGPT in future writing activities.

The findings related to Research Question 2 indicate that all four dimensions are significantly correlated at the 0.01 level. This pattern suggests that students' perceptions of ChatGPT form an interconnected system rather than independent attitudes. The strongest correlation is found between Perceived Usefulness and Behavioral Intention (r = .478), indicating that usefulness is the most influential predictor of students' intention to continue using ChatGPT. This finding is consistent with the Technology Acceptance Model, which positions perceived usefulness as the direct determinant of behavioral intention. Additionally, the correlations between Perceived Ease of Use and Perceived Usefulness (r = .385) and between Intrinsic Motivation and Perceived Usefulness (r = .394) demonstrate that both ease of operation and internal motivation meaningfully support how students perceive the effectiveness of ChatGPT in their writing development.

Taken together, the findings of this study confirm that ChatGPT is perceived as a valuable, motivating, and efficient tool for supporting narrative writing among vocational high school students. The positive student responses align with earlier research such as Afzaal et al. (2025), Lam & Le (2024), and Mahapatra (2024), all of whom highlight the role of AI-assisted writing tools in enhancing idea generation, improving linguistic accuracy, and increasing student engagement. By situating the investigation within the vocational school context, this study contributes new insights, showing that ChatGPT is highly suitable for students who learn through practical, skill-oriented tasks and who benefit from tools that provide immediate feedback and structured writing support.

The overall conclusion highlights that ChatGPT supports both the cognitive and motivational aspects of narrative writing development. Students not only find the tool helpful in improving the quality of their writing but also experience increased confidence and engagement during the writing process. The results imply that integrating ChatGPT into writing instruction

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can significantly enhance the learning environment for vocational students.
These findings further confirm the relevance of the Extended TAM model in the context of AI-assisted learning and align with previous empirical studies showing that generative AI tools significantly support students' writing performance.

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