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Exploring ChatGPT as Corrective Feedback in Arabic Writing: A Phenomenological Study of Indonesian University Students' Experiences

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ABSTRACT

Background: Artificial Intelligence (AI), particularly ChatGPT, has created new opportunities in language learning by providing automated written corrective feedback. However, studies examining students' experiences in using ChatGPT as corrective feedback in Arabic writing skills instruction remain limited, particularly within the context of higher education in Indonesia.

Aims: This study explores students' experiences using ChatGPT as corrective feedback in Arabic writing instruction, identifying perceived benefits, challenges, and educational significance.

Methods: This study employed a qualitative approach using a descriptive phenomenological research design. The participants were students of the Arabic Language Education Program, FITK UNSIQ Wonosobo, selected through purposive sampling. Data were collected through in-depth interviews and documentation, including students' written assignments and screenshots of their interactions with ChatGPT. Data were analyzed using Colaizzi's phenomenological analysis method. To ensure the trustworthiness of the findings, source triangulation, member checking, and peer debriefing were employed.

Results: The findings revealed five major themes: (1) ChatGPT provides corrective feedback that is easy to understand through clear explanations; (2) it enhances students' revision skills and learner autonomy; (3) it supports idea development and improves the quality of students' writing; (4) it encourages students to verify the feedback due to concerns regarding its accuracy; and (5) it improves task completion efficiency by providing rapid feedback. Overall, the participants perceived ChatGPT as an effective learning companion; however, they emphasized that it cannot replace the role of lecturers in the teaching and learning process.

Implications: The findings suggest ChatGPT has considerable potential as a corrective feedback tool to support *Mahārah al-Kitābah* instruction, particularly in developing revision skills and learner autonomy.

Keywords: *Arabic language learning; Artificial Intelligence; ChatGPT; corrective feedback; Mahārah al-Kitābah; phenomenology study*

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1. INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has significantly transformed the field of education, including language learning (Law, 2024; Zheng & Yang, 2024). Among the emerging AI technologies, ChatGPT has received considerable attention as a large language model capable of generating text, answering questions, and providing feedback on users' written work. In educational contexts, ChatGPT offers opportunities to create more interactive, adaptive, and student-centered learning environments by supporting personalized learning experiences and continuous academic assistance (Albadarin et al., 2024; Montenegro-Rueda et al., 2023). Previous studies have further demonstrated that ChatGPT can enhance learning quality (Baig & Yadegaridehkordi, 2024), promote learner autonomy, and assist students in completing academic tasks more effectively (Grassini, 2023). These developments indicate that generative AI has become an increasingly relevant technology for supporting language learning, particularly in learning activities that require continuous interaction and individualized feedback.

Within Arabic language education, *Mahārah al-Kitābah* (writing skill) represents one of the fundamental language competencies through which students are expected to communicate ideas effectively in written Arabic. Successful writing requires the integration of appropriate vocabulary (*mufradāt*) (Zaki, 2021), grammatical accuracy (*qawā'id*) (Mun, 2020), and coherent organization of ideas within meaningful texts (Muhammad et al., 2022). Despite its importance, many students continue to experience difficulties in producing accurate and well-organized Arabic writing. These challenges commonly involve grammatical errors, inappropriate vocabulary selection, and limited ability to develop ideas coherently, which often hinder the overall quality of students' written expression. Consequently, effective writing instruction requires continuous corrective feedback that enables students to identify, understand, and revise their errors throughout the writing process (Alharbi, 2023).

Corrective feedback has therefore become an essential component of writing instruction because it supports students in recognizing linguistic inaccuracies and improving the quality of their written production through revision. However, the provision of direct corrective feedback by lecturers is often constrained by practical challenges, including large class sizes, limited instructional time, and demanding academic workloads (Hasan, et. al. 2025). Under these circumstances, students may not consistently receive timely, individualized, and continuous feedback during the writing process, potentially limiting opportunities for meaningful revision and improvement (Brown et al., 2026; Hamano-Bunce, 2025). This pedagogical limitation highlights the need for alternative feedback mechanisms that can complement lecturers' instructional roles while providing students with more immediate support during writing activities.

One promising alternative is the use of ChatGPT as a source of automated written corrective feedback in *Mahārah al-Kitābah* instruction. ChatGPT has demonstrated the capacity to provide immediate feedback on grammatical errors, vocabulary choice, sentence structure, and content development, allowing students to engage in a more systematic revision process (Barrot, 2023; Su et al., 2023). Furthermore, Guo and Wang (2024) reported that integrating ChatGPT into *Mahārah al-Kitābah* instruction contributed to improvements in students' writing quality through structured revision activities. Similarly, Escalante et al. (2023) argued that ChatGPT-generated feedback can enhance students' engagement in revising their written work by encouraging more active interaction with feedback. Nevertheless, the pedagogical value of ChatGPT-generated corrective feedback cannot be understood solely in terms of its effectiveness, as its usefulness ultimately depends on how students interpret, evaluate, and utilize the feedback within their actual learning experiences. This consideration underscores the

importance of examining students' perspectives toward AI-generated corrective feedback as an essential dimension of Arabic writing pedagogy.

1.1 Research Gap and Novelty

Although research on the use of ChatGPT in language learning has grown rapidly, previous studies have predominantly examined ChatGPT as a learning tool, writing assistant, or technology-enhanced resource, focusing mainly on its effectiveness, writing performance, and instructional potential (AlAfnan et al., 2023; Guo et al., 2022; Imran & Almusharraf, 2023). While these studies have demonstrated the potential of ChatGPT to support language learning and writing development, relatively limited attention has been paid to the learner's perspective, particularly to how students experience and make sense of the corrective feedback generated by ChatGPT. This limitation is particularly evident in *Mahārah al-Kitābah*, where research specifically examining ChatGPT as a source of corrective feedback remains scarce, especially among students in Arabic Language Education programs in Indonesia. Existing research has therefore provided insufficient insight into how learners receive, interpret, evaluate, respond to, and utilize AI-generated feedback as part of their actual Arabic writing learning experiences.

Addressing this gap is important because the pedagogical value of AI-generated feedback cannot be fully understood solely through measures of effectiveness or writing performance; it also depends on how learners perceive and engage with the feedback provided. Accordingly, the novelty of the present study lies in its phenomenological exploration of students' lived experiences in engaging with ChatGPT-generated corrective feedback throughout the *Mahārah al-Kitābah* learning process. Rather than merely assessing whether ChatGPT is effective in improving writing, this study seeks to understand how students make sense of the feedback, negotiate its suggestions, determine its relevance and accuracy, and incorporate or reject it in their writing practices. By foregrounding these lived experiences, the study contributes a learner-centered perspective to the emerging literature on generative AI in Arabic language pedagogy and offers deeper insight into the ways in which AI-generated corrective feedback can be critically evaluated and transformed into meaningful pedagogical support for Arabic writing instruction.

1.2 Research Questions

Based on the background presented above, this study addresses the following research questions:

1. How do students describe their experiences of receiving, interpreting, and utilizing ChatGPT-generated corrective feedback in Arabic writing?
2. What meanings and significance do students attribute to the use of ChatGPT for their Arabic writing development?

Based on these considerations, this study aims to explore the experiences of students in the Arabic Language Education Program in utilizing ChatGPT as corrective feedback in *Mahārah al-Kitābah* instruction. The findings are expected to contribute to the development of AI-assisted instructional strategies while enriching the growing body of research on the integration of artificial intelligence in Arabic language education.

2. METHODS

2.1 Research Design

This study employed a qualitative approach using a descriptive phenomenological research design (Køster & Fernandez, 2023; Tomaszewski et al., 2020). A phenomenological approach was selected because the study sought to understand the

lived experiences of students in utilizing ChatGPT as a source of corrective feedback in *Mahārah al-Kitābah* instruction (Stolz, 2020). This approach enabled the researchers to explore the meanings participants attributed to their experiences in depth, thereby providing a comprehensive understanding of the benefits, challenges, and educational significance of using ChatGPT in Arabic language learning. Phenomenology focuses on understanding individuals' subjective experiences of a phenomenon as they are directly lived and perceived by those who experience it (Bonyadi, 2023; Farrell, 2020).

2.2 Research Subjects

The participants were drawn from 75 undergraduate students enrolled in the sixth and eighth semesters of the Arabic Language Education Program who had previously used ChatGPT as a source of corrective feedback in *Mahārah al-Kitābah* instruction. From this population, 20 students were purposively selected to participate in the study based on criteria aligned with the research objectives. The inclusion criteria required participants to be actively enrolled in the sixth or eighth semester, have prior experience using ChatGPT during Arabic writing activities, and voluntarily agree to participate in the research.

The sample size of 20 participants was determined following the principle of data saturation, whereby data collection continued until no new themes or meaningful insights emerged from subsequent interviews. Purposive sampling is widely employed in phenomenological research because it enables researchers to recruit participants who have directly experienced the phenomenon under investigation, thereby providing rich and in-depth descriptions of their lived experiences.

2.3 Research Procedures

This study was conducted in four stages. The first stage involved selecting participants who met the predetermined inclusion criteria. The second stage consisted of data collection through in-depth interviews conducted in the classroom to explore students' experiences of using ChatGPT as a source of corrective feedback in *Mahārah al-Kitābah* instruction. The third stage involved transcribing the interview recordings, collecting supporting documents including students' written assignments and screenshots of their interactions with ChatGPT, and organizing the data for analysis. The final stage comprised data analysis, interpretation of the findings, and formulation of the research conclusions. This procedure was consistent with the principles of phenomenological research, which emphasize an in-depth exploration of participants' lived experiences.

2.4 Research Instruments

The primary instrument in this phenomenological study was the researchers, who functioned as the human instrument responsible for designing the study, collecting and analyzing the data, and interpreting the meanings underlying participants' lived experiences. The research team consisted of a lecturer and a student who had previous experience in conducting qualitative research and experience with Arabic language teaching and learning as well as the use of ChatGPT in language learning. The researchers also had different relationships with the participants, including roles as lecturers, fellow students, and peers. These relationships were taken into consideration throughout the data collection and interpretation processes to maintain an open and reflective approach to participants' experiences and minimize potential researcher influence.

A semi-structured interview guide was used as the main supporting instrument to explore participants' lived experiences of receiving and engaging with ChatGPT-generated corrective feedback in *Mahārah al-Kitābah*. The interview guide was

developed based on the research objectives and relevant literature concerning written corrective feedback, learner engagement with feedback, and the use of generative artificial intelligence in language learning. It consisted of 20 main open-ended questions designed to encourage participants to describe their experiences, perceptions, interpretations, evaluations, and responses to ChatGPT-generated corrective feedback. The interview guide was reviewed by an expert prior to data collection to ensure the clarity, relevance, and alignment of the questions with the research objectives. The interviews were conducted in Indonesian to allow participants to express their experiences naturally and comprehensively.

Supporting documentation was also collected to enrich and contextualize the interview data. The documentation consisted of five final Arabic writing assignments from each participant and screenshots of their interactions with ChatGPT. The screenshots captured the sequence of students' engagement with the AI-generated corrective feedback, including the prompts submitted to ChatGPT, the corrective feedback generated by ChatGPT, students' responses to the feedback, and the subsequent revisions made to their writing. These documents provided contextual evidence of how participants engaged with and utilized ChatGPT-generated feedback in their actual writing practices. The documents were therefore used to complement the interview accounts and support a deeper understanding of participants' lived experiences.

Overall, the combination of the researchers as the human instrument, the semi-structured interview guide, and the supporting documentation enabled the study to examine participants' experiences from both experiential and contextual perspectives. The interviews provided access to participants' subjective meanings and interpretations, while the writing assignments and ChatGPT interaction screenshots provided evidence of how corrective feedback was encountered and utilized in the actual *Mahārah al-Kitābah* learning process.

2.5 Data Analysis

Data were analyzed using Colaizzi's phenomenological analysis method (Colaizzi, 1978), which consists of seven sequential stages: (1) reading all interview transcripts repeatedly to obtain a comprehensive understanding of the participants' accounts; (2) identifying significant statements that were directly related to the phenomenon under investigation; (3) formulating meanings from each significant statement while remaining closely grounded in the participants' accounts; (4) organizing the formulated meanings into thematic clusters and comparing them across participants; (5) developing an exhaustive description of the phenomenon based on the resulting themes; (6) identifying the fundamental structure underlying the participants' lived experiences; and (7) conducting member checking to determine whether the researchers' interpretations adequately represented the participants' experiences.

Throughout the analytical process, the researchers applied bracketing (*epoché*) by consciously acknowledging and setting aside their prior assumptions, expectations, and personal interpretations concerning the use of ChatGPT in Arabic writing instruction, thereby maintaining a reflexive stance toward the participants' accounts. An audit trail was also maintained throughout the analysis by documenting the progression from significant statements to formulated meanings, thematic clusters, and final themes, with an illustrative example of this analytical process provided in the supplementary analysis table. To enhance the trustworthiness of the findings, credibility was established through source triangulation, member checking, and peer debriefing. These procedures enabled the researchers to systematically trace the development of interpretations and strengthen the transparency, consistency, and credibility of the phenomenological analysis. Colaizzi's method was considered appropriate for this study because it provides a systematic and rigorous framework for capturing and describing the essential structure of participants' lived experiences.

3. FINDINGS AND DISCUSSION

3.1 Findings

This study aimed to explore the experiences of students in the Arabic Language Education Program in utilizing ChatGPT as a source of corrective feedback in *Mahārah al-Kitābah* instruction. Data were analyzed using Colaizzi’s phenomenological method through a systematic process of reading the interview transcripts in their entirety, identifying significant statements, formulating meanings, organizing these meanings into thematic clusters, and developing an essential description of the participants’ lived experiences. Based on the analysis of the in-depth interviews, five major themes emerged, representing students’ experiences of using ChatGPT as a provider of corrective feedback during the *Mahārah al-Kitābah* learning process.

Table 1 Themes Identified from the Phenomenological Analysis

Theme	Description of Findings	Participants
Theme 1	ChatGPT provides corrective feedback that is easy to understand.	P1, P2, P4, P6, P8, P10, P12, P15, P17, P19
Theme 2	ChatGPT enhances the revision process and promotes learner autonomy.	P1, P3, P5, P7, P9, P11, P14, P16, P18, P20
Theme 3	ChatGPT supports idea development and improves the quality of students' writing.	P2, P4, P6, P8, P10, P13, P15, P17
Theme 4	Students recognize the limitations of ChatGPT's accuracy and therefore verify the feedback provided.	P3, P5, P7, P9, P11, P14, P18, P20
Theme 5	The rapid delivery of feedback improves the efficiency of task completion.	P1, P2, P6, P8, P10, P12, P16, P19

The findings indicate that all participants reported positive experiences in using ChatGPT as a source of corrective feedback. Nevertheless, they also demonstrated a critical attitude toward the quality of the feedback by verifying ChatGPT’s suggestions through other sources, such as lecturers, dictionaries, and Arabic grammar references.

ChatGPT Delivers Easily Understood Corrective Feedback to Users

The first theme reveals that students perceived ChatGPT not merely as a tool for correcting language errors but also as a learning resource that explains why a particular linguistic form is considered correct or incorrect. These explanations helped students develop a deeper understanding of *nahw* (Arabic syntax), *ṣarf* (Arabic morphology), vocabulary selection, and sentence structure. Most participants emphasized that explanatory feedback was the most valuable feature, exceeding the value of simply receiving corrected text. They believed that understanding the rationale behind each correction enabled them to learn the underlying linguistic principles rather than merely copying revised answers. As P1 explained “What I find most valuable is the brief explanation because it helps me understand why my writing was incorrect.” This statement suggests that providing reasons for each correction enabled students not only to identify the correct form but also to understand the linguistic principles underlying the revision. A similar experience was reported by P2, who consistently used specific prompts to request both corrections and explanations. “I usually use the prompt: ‘Revise this Arabic paragraph, identify the errors, and explain them.’” Likewise, P6 noted that learning became more meaningful when ChatGPT was asked to provide more detailed explanations. “I asked for more detailed explanations, and that helped me internalize

the grammatical rules.” (P6). These findings indicate that students require not only corrected output but also conceptual explanations that facilitate a deeper understanding of linguistic rules. In this regard, ChatGPT functions as an educational feedback tool rather than merely an automated editing system.

ChatGPT Enhances the Revision Process and Learner Autonomy

The second theme demonstrates that the use of ChatGPT encouraged students to revise their writing independently. Rather than accepting all suggestions automatically, participants evaluated the feedback, compared it with their original drafts, and determined which revisions should be adopted. P1 described this reflective revision process: “I read the suggestions and compare them with my original writing. If they make sense, I accept them. If something is unclear, I ask follow-up questions or consult a dictionary.” (P1). Similarly, P3 reported that ChatGPT increased confidence in revising written work independently while maintaining awareness of the risks of overreliance. “I have become more confident in revising my own writing. At the same time, I realize that I should not become completely dependent on it.” (P3). P7 also explained that regular use of ChatGPT improved carefulness in examining sentence structure. “I have become more careful in checking sentence structure.” (P7). These findings suggest that ChatGPT contributes to the development of self-regulated learning by encouraging students to actively evaluate and refine their writing instead of relying solely on lecturer feedback.

ChatGPT Supports Idea Development and Improves Writing Quality

Beyond correcting linguistic errors, ChatGPT was also used as a source of inspiration for developing ideas. Participants reported that the system could generate suggestions for expanding sentences, improving paragraph transitions, and providing alternative vocabulary that enriched the content of their writing. P3 explained “With ChatGPT, I can ask it to ‘add an explanatory sentence,’ and that often stimulates new ideas.” Likewise, P7 stated that ChatGPT contributed to expanding Arabic vocabulary while emphasizing the importance of maintaining consistency with instructional expectations. “ChatGPT has expanded my Arabic vocabulary, but I still make sure that my writing remains consistent with my lecturer’s expectations.” (P7)

These findings indicate that ChatGPT extends its role beyond error correction by functioning as a learning companion that supports idea generation, strengthens arguments, and improves coherence across written texts.

Students Recognize the Limitations of ChatGPT’s Accuracy and therefore Verify Its Feedback

Although all participants acknowledged the benefits of ChatGPT, they also recognized that its feedback was not always accurate. Consequently, they developed verification strategies before accepting the suggestions provided. P2 explained that some vocabulary alternatives generated by ChatGPT were not always appropriate for the local or instructional context. “Sometimes ChatGPT suggests synonyms that sound too formal or do not fit the local context, so I still need to evaluate them carefully.” (P2). Similarly, P4 regarded ChatGPT as a learning aid rather than an unquestionable authority. “I see ChatGPT as an assistant, not an authority. Whenever I have doubts, I consult reference books or ask my lecturer.” (P4). Several participants reported verifying ChatGPT’s feedback by consulting Arabic dictionaries, *nahw* and *ṣarf* textbooks, or seeking clarification from their lecturers. This practice demonstrates a relatively high level of digital literacy, as students critically evaluated AI-generated information rather than accepting it uncritically.

Rapid Feedback Improves Task Completion Efficiency

The final theme concerns time efficiency. Nearly all participants reported that ChatGPT provided immediate feedback, enabling them to complete assignments more efficiently,

particularly when lecturers were unable to provide prompt corrections. As P5 stated "Its speed really saved me when I had to submit an assignment the next morning." P6 further explained that the revision process became more efficient because students could immediately request additional explanations whenever they encountered difficulties. The findings indicate that the rapid delivery of feedback enabled students to complete multiple revision cycles within a relatively short period, allowing them to improve the quality of their writing before submitting it to their lecturers.

Overall, the participants perceived ChatGPT as an effective source of corrective feedback that contributed positively to *Mahārah al-Kitābah* instruction. Its perceived benefits included providing clear explanations of language errors, enhancing independent revision skills, supporting idea development, expanding vocabulary, and improving the efficiency of task completion. However, all participants emphasized that ChatGPT cannot replace the role of lecturers, as inaccuracies in vocabulary choice and grammatical structures occasionally occurred. Consequently, students viewed ChatGPT as an effective learning companion, provided that its feedback was critically evaluated and verified using credible academic sources.

3.2 Discussion

The findings indicate that students in the Arabic Language Education Program perceived ChatGPT as an effective source of corrective feedback in supporting *Mahārah al-Kitābah* instruction. Based on the interview data, five major themes emerged: (1) ChatGPT provides corrective feedback that is easy to understand; (2) it enhances the revision process and learner autonomy; (3) it supports idea development and improves writing quality; (4) it encourages students to verify the feedback it generates; and (5) it improves the efficiency of task completion through the rapid delivery of feedback. Collectively, these findings demonstrate that the integration of artificial intelligence contributes not only to students' linguistic development but also to broader aspects of the learning process.

The first theme indicates that students valued ChatGPT's explanations more than the corrections themselves. Participants consistently reported that explanations of why particular linguistic forms were considered correct or incorrect helped them develop a deeper understanding of *nahw* (Arabic syntax), *ṣarf* (Arabic morphology), and vocabulary selection. Consequently, the learning process extended beyond merely correcting written errors to include reflection on the linguistic principles underlying those errors. These findings are consistent with studies examining students' perceptions of Automated Written Corrective Feedback (AWCF) provided by Grammarly (Guo et al., 2022; Koltovskaia, 2020; Ranalli & Yamashita, 2022). Those studies demonstrated that automated feedback accompanied by explanatory comments significantly improved students' writing by enabling them to identify both the location of errors and the rationale for revision. In other words, the quality of corrective feedback depends not only on the accuracy of the corrections but also on the system's ability to explain the reasoning behind them. This finding reinforces the present study's conclusion that ChatGPT functions as an educational tool that promotes conceptual understanding of language structures rather than serving merely as an automated text-editing system.

Beyond improving students' understanding of Arabic grammatical rules, the findings also reveal that ChatGPT encourages independent revision. Rather than accepting every suggestion automatically, students compared ChatGPT's revisions with their original drafts, requested further explanations when necessary, and verified the feedback by consulting dictionaries and Arabic grammar references. This pattern reflects the development of self-regulated learning, characterized by planning, monitoring, evaluating, and reflecting on one's own learning process. These findings are consistent with the theory of self-regulated learning (Chen, 2022; Yu, 2023). According to this framework, learners with strong self-regulation actively manage their learning through

self-evaluation, strategic learning decisions, and reflection on learning outcomes. Within the context of this study, ChatGPT served as a facilitator that enabled students to revise their work repeatedly without waiting for lecturer feedback. Consequently, the use of ChatGPT contributed to the development of learner autonomy, particularly in Arabic writing instruction.

The findings further indicate that ChatGPT supported students in developing the content of their writing, improving paragraph coherence, and expanding their Arabic vocabulary. Several participants explained that they used ChatGPT to generate alternative sentence constructions, improve paragraph transitions, and obtain additional ideas whenever they experienced difficulty developing their compositions. These findings suggest that ChatGPT's role has evolved beyond providing linguistic corrections to functioning as a learning companion that supports the development of writing quality. This finding supports prior research reporting that students use ChatGPT not only to correct grammatical errors but also to generate ideas for academic writing (Levine et. al. 2024; Wang, 2024; Shen & Chen, 2025). Such studies concluded that ChatGPT enhanced students' confidence by providing suggestions for idea development, more effective sentence construction, and a wider range of vocabulary choices. Accordingly, ChatGPT demonstrates a broader pedagogical function than that of a conventional automated correction tool.

From the perspective of Arabic language pedagogy, these findings also support the argument that proficiency in *Mahārah al-Kitābah* depends not only on grammatical accuracy but also on the ability to develop ideas, organize written texts effectively, select appropriate vocabulary, and establish coherence across paragraphs. Therefore, integrating ChatGPT into Arabic language instruction may help students develop multiple dimensions of writing competence simultaneously.

Despite these benefits, the study also revealed that all participants recognized the limitations of ChatGPT. Several students reported that ChatGPT occasionally produced vocabulary choices that were overly formal, insufficiently aligned with local contexts, or suggested sentence structures that did not fully reflect the writer's intended meaning. Consequently, participants did not accept every correction uncritically but instead verified ChatGPT's suggestions by consulting Arabic dictionaries, *nahw* and *ṣarf* reference books, or seeking clarification from their lecturers. This finding reflects the development of students' digital literacy in the use of artificial intelligence. It is consistent with research emphasizing that the educational use of AI should be accompanied by critical thinking skills (Gonsalves, 2024; Wang, 2024; Brazão & Tinoca, 2025) to enable learners to evaluate AI-generated information before incorporating it into their learning process. In this perspective, AI should be regarded as a learning support tool rather than as a substitute for teachers or an unquestionable source of knowledge.

The importance of verification further supports the argument that integrating AI into education requires a balance between technological capabilities and learners' critical thinking. Students who critically evaluated ChatGPT's outputs demonstrated stronger digital literacy than those who accepted every suggestion without further consideration. Therefore, AI should be positioned as a means of enhancing learning quality rather than replacing students' cognitive engagement.

The final theme highlights the speed of feedback as one of ChatGPT's greatest advantages. Nearly all participants reported receiving corrective feedback within seconds, allowing them more time to revise their assignments before submission deadlines. Compared with conventional feedback, which often requires several days because of lecturers' heavy workloads, ChatGPT provides a more efficient alternative while still enabling students to learn from their mistakes. This finding is consistent with research reporting that AI-assisted, project-based language learning enhanced language learning effectiveness, strengthened digital literacy, and promoted twenty-first-century competencies. Rapid access to information and immediate feedback enabled learners to

engage in more intensive cycles of reflection and revision, ultimately leading to improved learning outcomes (Garib, 2023; Peraza & Furumura, 2022; Shadieff & Wang, 2022).

Overall, this study demonstrates that ChatGPT has considerable potential as a corrective feedback tool in *Mahārah al-Kitābah* instruction. Its use contributes to improving writing revision, strengthening students' understanding of Arabic linguistic rules, fostering reflective thinking, and promoting learner autonomy. Nevertheless, the findings also indicate that the effectiveness of ChatGPT depends largely on students' ability to critically evaluate the feedback it provides. Therefore, the integration of ChatGPT into Arabic language instruction should be implemented collaboratively, with lecturers serving as the primary facilitators. In this way, artificial intelligence functions as a pedagogical support that enhances, rather than replaces, the teaching and learning process.

Furthermore, the findings as a whole indicate that students' experiences of using ChatGPT as a source of corrective feedback are not merely related to their acceptance of the technology, but also reflect a shift in how they perceive, manage, and respond to the Arabic writing learning process. ChatGPT was perceived not simply as a tool for providing answers or correcting errors, but as a feedback partner that stimulated a dialogic process between students, their written texts, and their existing linguistic knowledge. The experience of receiving explanations, revising their writing, questioning the accuracy of suggestions, and verifying AI-generated feedback indicates that the use of ChatGPT can foster a more reflective and autonomous learning process. However, these experiences also demonstrate that the pedagogical value of AI does not automatically derive from the technology itself, but is shaped by how critically students interact with the feedback it provides. Thus, the findings suggest that the meaningful use of ChatGPT in *Mahārah al-Kitābah* instruction lies in its ability to facilitate continuous feedback–reflection–verification–revision cycle, while the quality of this process remains dependent on students' digital literacy, linguistic knowledge, and cognitive engagement. This perspective positions ChatGPT not as a replacement for lecturers or a linguistic authority, but as a pedagogical mediator that can expand students' opportunities to receive feedback, reflect on their errors, and develop their Arabic writing skills more independently.

4. CONCLUSION

This study explored the experiences of students in the Arabic Language Education Program using ChatGPT as a source of corrective feedback in *Mahārah al-Kitābah*. The findings show that ChatGPT positively supports the writing process by providing timely and clear feedback that improves students' understanding of *nahw*, *ṣarf*, vocabulary use, and sentence structure. It also promotes self-regulated learning, as students actively revise and verify the feedback using dictionaries, grammar references, and lecturer guidance.

The findings further indicate that ChatGPT serves as a learning companion by supporting idea development, vocabulary enrichment, and writing coherence. However, limitations in contextual accuracy confirm that it cannot replace lecturers' pedagogical roles. This study contributes to research on AI in Arabic language education by providing phenomenological insights into students' experiences with AI-generated corrective feedback.

Despite these contributions, this study has several limitations that should be acknowledged. First, the study involved a relatively limited number of students from a single Arabic Language Education Program, which may restrict the transferability of the findings to other educational contexts. Second, as a phenomenological study, the research primarily relied on participants' subjective accounts and experiences rather than quantitative measures of changes in writing performance. Third, the study focused

specifically on *Mahārah al-Kitābah* and therefore does not represent students' experiences with ChatGPT in other Arabic language skills. In addition, the accuracy and relevance of ChatGPT-generated feedback may vary depending on the prompts, writing topics, and linguistic contexts provided by students. These limitations suggest that the findings should be interpreted within the specific context of the study.

Future research should address these limitations by involving larger and more diverse samples across different institutions, educational levels, and Arabic language learning contexts. Mixed-methods or experimental designs could also be employed to complement the phenomenological findings by examining measurable changes in students' writing performance, revision quality, and learner autonomy following the use of ChatGPT-generated corrective feedback. Further studies could compare ChatGPT with lecturer-provided feedback and other automated written corrective feedback tools to identify differences in accuracy, usefulness, and learner engagement. Research could also investigate the use of generative AI in other Arabic language skills, such as *Mahārah al-Istimā'*, *Mahārah al-Kalām*, and *Mahārah al-Qirā'ah*. Such investigations would provide a broader understanding of how AI-generated feedback can be effectively and critically integrated into Arabic language pedagogy.

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Authors' Contribution

The authors made substantial contributions to different stages of the research process. Ahmad Tarikul Majid was responsible for conceptualizing the study, formulating the research objectives, developing the research design, collecting and analyzing the data, interpreting the findings, and preparing the initial manuscript. Asep Sunarko contributed to strengthening the theoretical foundation, refining the research framework, supervising the research process, and critically reviewing the manuscript to ensure its academic coherence and quality. Lulu Alyaida contributed to the development and validation of the research instruments, methodological evaluation, and critical assessment of the data analysis and interpretation. All authors participated in reviewing and revising the manuscript and approved the final version for publication.

AI Generative Statement

During the preparation of this manuscript, the authors used ChatGPT as a supplementary tool to assist with English-language editing, grammar checking, and improving the clarity and coherence of the manuscript. The use of AI was limited to language-related assistance and did not involve generating or determining the research data, analysis, interpretation, or conclusions. All AI-assisted content was carefully reviewed, verified, and revised by the authors. The authors retain full responsibility for the accuracy, integrity, originality, and final content of the manuscript.

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