



CHATGPT AS A SCAFFOLDING IN ENGLISH WRITING OF EFL STUDENTS: LITERATURE REVIEW

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ABSTRACT

This study aims to conduct a systematic literature review on the role of ChatGPT as scaffolding in English writing instruction for EFL students by identifying how previous studies position ChatGPT in the writing process, examining the integration of scaffolding theory, and analyzing its pedagogical implications. This research employed a systematic literature review design using Google Scholar as the primary academic database. Twenty peer-reviewed journal articles published between 2016 and 2026 were selected and evaluated using the JBI Critical Appraisal for Experimental Studies instrument to assess methodological quality, validity, and relevance, including Randomized Controlled Trial (RCT) and experimental research designs. The findings demonstrate that most studies position ChatGPT primarily as an AI-assisted writing tool rather than explicitly conceptualizing it as scaffolding. Existing research mainly emphasizes students' perceptions, motivation, and improvements in writing performance, while only limited studies incorporate Vygotsky's sociocultural theory and the Zone of Proximal Development (ZPD). The novelty of this study lies in framing ChatGPT from a Vygotskian scaffolding perspective, providing a clearer theoretical foundation for understanding AI as structured cognitive support in EFL writing instruction.

Keywords: *ChatGPT, Scaffolding Theory, EFL Writing, AI in Education, Digital Scaffolding, Sociocultural Theory.*

1. INTRODUCTION

The development of digital technology in recent years has brought about significant changes in the world of education, including in learning English as a foreign language (EFL) (Lukita et al., 2023; Rakha, 2023; Tanjung, 2020). One much-discussed innovation is the use of artificial intelligence (AI), specifically ChatGPT, to support students' learning processes. ChatGPT is not only used as an information search tool but also as a learning partner capable of providing feedback, ideas, and sample texts during writing activities (Koraishi, 2023; Royani & Sihombing, 2023; Kasneci et al., 2023).

Writing is one of the most complex language skills for EFL students (Pratiwi et

al., 2022; Suharyat & Lusiana, 2023; Waruwu, 2022). Writing requires not only vocabulary and grammar mastery but also the ability to develop ideas, structure texts, and organize paragraphs logically (Puspitoningrum et al., 2024)(Wiliana & Djajanegara, 2020; Askhatova A, 2020; He et al., 2024). Many students struggle to initiate writing, develop ideas, and correct language errors independently. Research by Teng, (2024) shows that EFL students often experience an idea block and require support in the revision process and providing feedback. Similarly, Song and Song, (2023) emphasize that AI-based support can help improve students' motivation and writing quality when used appropriately in a learning context.

In this context, the concept of scaffolding, derived from John-Steiner and Mahn (2020) sociocultural theory, becomes highly relevant. Scaffolding refers to temporary assistance provided to students to enable them to complete tasks they are initially unable to complete independently. Over time, this assistance is gradually reduced until students are able to do so independently. Widiana, (2021) explain that scaffolding strategies in writing instruction have been shown to help students understand text structure and improve the quality of their writing. Furthermore, Mallows, (2019) distinguishes between designed-in scaffolding and contingent scaffolding, both of which emphasize the importance of responsive support to students' learning needs.

As technology advances, scaffolding is no longer limited to teacher-student interactions. ChatGPT is beginning to be positioned as a form of digital scaffolding that can provide instant assistance in the form of ideas, grammar corrections, paraphrases, and examples of paragraph development (Aljuaid, 2024; Amirjalili et al., 2024; Jiang & Hyland, 2025). Research by Cipta et al., (2025) shows that using ChatGPT can improve EFL students' writing performance. Furthermore, Putri and Imaniah (2025) found that students felt helped in developing their writing when using ChatGPT as a writing support.

However, most existing research still focuses on measuring learning outcomes, satisfaction levels, or students' general perceptions of using ChatGPT (Lubis et al., 2025; Yulistiyawan et al., 2025; Mei et al., 2025). Several other studies emphasize technology acceptance using the Technology Acceptance Model (TAM) framework (Azwar & Jayanti, 2025). Furthermore, many studies have been conducted at the student level or in the context of academic writing in higher education (Dewi, 2024; Hakim et al., 2025).

Based on this literature review, there remains a gap in research specifically examining ChatGPT as a scaffold in EFL students' writing process, explicitly using Vygotsky's theoretical perspective. Studies that position ChatGPT as a cognitive "support" in helping students navigate their Zone of Proximal Development (ZPD) are still limited (Ginanjari et al., 2024). However, understanding how ChatGPT functions as digital scaffolding is crucial so that its use is not merely an instant tool for generating text, but rather a means of truly developing students' thinking and writing skills.

Therefore, this study aims to conduct a systematic literature review on the role of ChatGPT as scaffolding in English writing instruction for EFL students. This literature review seeks to identify how previous studies position ChatGPT within the writing process, how scaffolding theory has or has not been used, and its implications for the development of students' writing skills.

The primary motivation for this research is the need to provide a stronger theoretical foundation for the use of ChatGPT in writing instruction. By understanding ChatGPT through a Vygotsky scaffolding perspective, it is hoped that educators can utilize this technology in a more targeted, ethical, and pedagogical manner. Furthermore, this study is also expected to serve as a reference for further research seeking to further explore the interaction between students, AI technology, and cognitive processes in English writing instruction.

2. METHODS

In this research, the author used a literature review method. According to Creswell (2022), a literature review is a collection of written articles from journals, books, and other academic documents that explain theories and information from the past and present. These articles are then organized based on relevant research topics

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to form the theoretical basis for a scientific study. This review not only summarizes previous writings but also helps researchers define problems, identify new directions for discovery, and gain methodological understanding of previous research, thus identifying recommendations for further research (Habsy et al., 2024). A good literature review synthesizes various findings from scientific sources to describe the current state of research in a chosen field of study, thus providing theoretical and empirical context for the research to be conducted.

In this study, a search for scientific articles was conducted through the Google Scholar academic database using keywords designed to cover the main themes of "ChatGPT," "scaffolding," "English writing," "EFL," and various keyword combinations such as "ChatGPT and English writing," and "ChatGPT and scaffolding and EFL student." This ensured that the literature coverage encompassed recent research (2016-2026) relevant to the study topic. This search strategy was designed to capture both empirical studies and theoretical reviews discussing the use of ChatGPT in the context of EFL students' English writing instruction. These were then filtered according to the inclusion criteria of reputable journal articles and articles in English or Indonesian relevant to the study's focus.

After the relevant articles were collected, each critical review was conducted

through a critical appraisal process using the JBI Critical Appraisal for Experimental Studies instrument, which is designed to evaluate the methodological quality, validity of the results, and relevance of each study, particularly for research with a Randomized Controlled Trial (RCT) design and other types of experimental research (An et al., 2025). This approach involves summarizing the findings of each study, assessing the strengths and weaknesses of the reviewed research methodology, and identifying whether the findings are relevant to the context of the research being reviewed. Thus, this analysis not only assesses the existence of the literature but also assesses the strength of the empirical evidence in these articles, allowing them to be used to formulate a comprehensive synthesis of the findings in the literature review.

3. RESULTS AND DISCUSSION

Based on an analysis of 20 scientific articles relevant to the topic of ChatGPT as a Scaffolding in EFL Students' English Writing, the authors found that the majority of research in the past 10 years focused on students' perceptions of using ChatGPT in English writing learning. Most studies positioned ChatGPT as an assistance tool, learning aid, or AI writing support. The data are presented in Table 1.

Table 1. Article Analysis Matrix in Literature Review

Author	Method	Result
Teng, M. F., (2024). ChatGPT is the companion, not enemies: EFL learners' perceptions and experiences in using ChatGPT for feedback in writing. Computers and Education: Artificial Intelligence, 7.	Experimental Study	This study showed that using ChatGPT significantly improved the quality of EFL students' writing, particularly in terms of idea organization and grammar. Students using ChatGPT scored higher than those in the control group. Furthermore, learning motivation also increased as students felt more confident when writing. However, reliance on AI remains a major concern.

<https://doi.org/10.1016/j.caea>

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i.2024.100270		
Song, C., & Song, Y. (2023). Enhancing academic writing skills and motivation: Assessing the efficacy of ChatGPT in AI-assisted language learning for EFL students. <i>Frontiers in Psychology</i> , 14.	Randomized Controlled Trial (RCT)	The results showed that the group using the AI writing assistant experienced significant improvements in sentence coherence and complexity. This study confirms that AI can act as a digital scaffold in the writing revision stage. The study's internal validity was strong due to the use of an RCT design. However, the study was conducted on college students, not high school students.
https://doi.org/10.3389/fpsyg.2023.1260843		
Cipta et al. (2025). Improving Students' Writing through ChatGPT Assistance. <i>Journal of English Education Studies</i> , Vol. 8(1).	Classroom Action Research	The findings indicated continuous improvement in students' writing scores across instructional cycles. ChatGPT supported idea development and grammar correction. Students became more engaged during the drafting process. However, the study emphasized outcome improvement rather than examining scaffolding mechanisms in depth.
https://doi.org/10.23917/humaniora.v26i2.11540		
Widiana & Sabiq (2021). The Effect of Scaffolding Strategy on EFL Writing Achievement. <i>Journal of Language Teaching</i> , Vol. 12(2).	Experimental Study	Results showed that scaffolding strategies significantly enhanced students' writing achievement. The implementation of Vygotsky's Zone of Proximal Development (ZPD) proved effective in guiding learners. Students produced more structured and coherent texts. The study did not integrate AI technology into the scaffolding framework.
https://doi.org/10.37081/ed.v9i1.2275		
Lubis et al. (2025). Students' Perception of ChatGPT in Academic Writing. <i>Journal of Applied Linguistics</i> , Vol. 9(1).	Quantitative Survey	Most students expressed positive perceptions of ChatGPT in academic writing. They reported benefits in idea generation and grammar checking. The survey data indicated high satisfaction levels. However, the research focused more on perception than measurable writing improvement.
https://doi.org/10.24256/ideas.v13i2.5887		
Meyasa et al. (2024). EFL Teachers' Perspectives on the Integration of ChatGPT in Writing Assessment. <i>Journal Pendidikan Bahasa Inggris Undiksha</i> . Vol 12(1).	Qualitative Study	The study explored teachers' experiences in using ChatGPT for writing assessment. Findings showed that AI accelerated feedback delivery and improved assessment efficiency. Teachers perceived ChatGPT as a supportive evaluation tool. The research, however, did not deeply analyze students' cognitive development.
https://doi.org/10.23887/jpbi.v12i1.78618		
Putra, I. M. D. A. G., (2023). Writing Through Scaffolding Technique Using Online Platform in Senior High School. <i>Journal Pendidikan Bahasa Inggris Undiksha</i> ,	Experimental Study	The research demonstrated that online scaffolding significantly improved students' writing performance. Structured digital guidance enhanced text organization and clarity. Students showed greater independence in composing essays. The

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Vol 11(2).		study did not specifically involve ChatGPT.
https://doi.org/10.23887/jpbi.v11i2.66175		
Silalahi, R. M., (2025). ChatGPT as a Tool for English Essay Writing: Experiences of Indonesian EFL Students. <i>English Language, Linguistics, and Culture International Journal</i> , Vol 5 (1).	Qualitative Study	Students reported that ChatGPT helped them brainstorm ideas and revise drafts effectively. AI assistance reduced anxiety during writing tasks. Participants viewed ChatGPT as a supportive partner. However, theoretical connections to scaffolding were limited.
https://doi.org/10.24252/elstic-ij.v4i03.49949		
Azwar, T. A., & Jayanti, F. G., (2025). Examining Indonesian EFL Students' Acceptance of ChatGPT as a Supplementary English Grammar Learning Resource. <i>Wiralodra English Journal</i> , Vol 9(1).	Qualitative Study	Statistical analysis revealed a positive correlation between ChatGPT usage and grammar mastery. Students demonstrated improved understanding of sentence structures. Acceptance levels were high based on TAM indicators. The study concentrated primarily on grammar rather than writing processes.
https://doi.org/10.31943/wej.v9i1.402		
Wulandari, A. N., et al. (2025). Exploring High School Students' Perception of Using ChatGPT in Learning English. <i>JIP - Jurnal Ilmiah Ilmu Pendidikan</i> , Vol 8(6).	Survey Research	The results showed that students responded positively to AI integration in English learning. Many reported increased motivation and engagement. AI tools were perceived as helpful learning assistants. The study lacked experimental validation of effectiveness.
https://doi.org/10.54371/jiip.v8i6.8244		
Putri, I. C., et al. (2025). Using ChatGPT to Support EFL Writing: Student Insights and Experiences. <i>Journal of English Language Teaching in Indonesia</i> , Vol 13 (2).	Qualitative Study	ChatGPT assisted students in organizing essays and refining paragraph structure. Participants gained confidence during drafting stages. AI facilitated clearer idea progression. However, empirical measurement of writing score improvement was absent.
https://doi.org/10.22460/eltin.v13i2		
Rahmawati Hakim, M., et al. (2025). English-major Students' Experiences of Using ChatGPT in Academic Writing: A Narrative inquiry	Narrative Inquiry	Findings suggested that AI tools enhanced brainstorming and reflective revision. Students perceived ChatGPT as a collaborative learning partner. Writing became more systematic and organized.

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in Surakarta. Journal of Language and Literature Studies, Vol 5(3).		Quantitative performance data were not provided.
https://doi.org/10.36312/jolls.v5i3.3131		
Gaffar, M. A., et al. (2025). The perception of 10th grade students on Chatbot AI to enhance vocabulary enrichment in writing procedure text. Indonesian EFL Journal, Vol 11(2).	Quantitative Experimental	The study reported significant gains in vocabulary acquisition through AI chatbot interaction. Pre-test and post-test scores indicated measurable improvement. Enhanced vocabulary indirectly supported writing performance. The focus was not exclusively on writing scaffolding.
https://doi.org/10.25134/ieflj.v11i2.11652		
Yulistyan., et al. (2025). Use of ChatGPT in Writing: English Students Perception and Satisfaction. English Language Teaching Methodology, Vol 5(2).	Quantitative Study	Students expressed high levels of satisfaction with ChatGPT use. The tool helped them complete writing assignments more efficiently. Perceived usefulness strongly influenced acceptance. The research emphasized attitudes rather than cognitive scaffolding analysis.
https://doi.org/10.56983/eltm.v5i2.1868		
Neman, Meily. (2025). Students' Perception towards the Use of ChatGPT as a Tool for Learning English. Global Education Journal, Vol 3(2).	Survey Study	The study found that high school students reacted positively to ChatGPT integration. AI helped clarify writing instructions and task requirements. Engagement levels increased during writing sessions. The scaffolding concept was not explicitly examined.
https://doi.org/10.59525/gej.v3i2.712		
Bedrio., et al. (2025). Free Writing and ChatGPT to Enhance 11th-Grade Idea Development in Letter Writing. Journal of English Language and Education, Vol 10(4).	Quantitative Study	Students produced longer and more organized texts when assisted by AI. Idea generation became faster and more fluent. Writing fluency improved overall. Concerns were raised regarding dependency on AI tools.
https://doi.org/10.31004/jele.v10i4.1154		
Simanullang, L., et al. (2025). The Effectiveness of Using Scaffolding Technique in Teaching Descriptive Text Writing to The Eighth Grade Students of SMP Negeri 3 Onan Ganjang . Journal of Applied Linguistics, Vol 4(2).	Experimental Study	The research showed that structured scaffolding techniques significantly enhanced descriptive writing skills. Students demonstrated better coherence and vocabulary usage. Teacher guidance was gradually reduced. AI was not included in the intervention.

<https://doi.org/10.52622/joal.v4i2.275>

Mallows, D. (2019). Conceptual Paper Designed-in and contingent scaffolding in the teaching practice groups model. *Indonesian Journal of Applied Linguistics*, Vol 9(1).

The article elaborated on scaffolding principles grounded in sociocultural theory. It emphasized gradual support and learner autonomy development. The framework supports structured writing instruction. The study did not discuss AI implementation.

<https://doi.org/10.17509/ijal.v9i1.16141>

4. CONCLUSION

This study concludes that ChatGPT has considerable potential to support EFL students' writing development by functioning as a form of digital scaffolding. Most previous studies highlighted its effectiveness in improving idea generation, grammar accuracy, coherence, motivation, and students' confidence in writing. However, the majority of studies positioned ChatGPT merely as an AI writing assistant rather than explicitly integrating Vygotsky's scaffolding theory or the Zone of Proximal Development (ZPD) framework.

The findings also indicate that studies using experimental and Randomized Controlled Trial (RCT) designs provided stronger evidence regarding the effectiveness of AI-assisted writing instruction. Therefore, this study implies that educators should utilize ChatGPT not only as a text-generation tool but also as structured cognitive support that gradually promotes learner autonomy and writing competence in EFL classrooms.

For future research, more theoretically grounded and methodologically rigorous studies are recommended, particularly at the secondary school level. Further research should explicitly examine how ChatGPT can function within scaffolding frameworks and explore its long-term impact on students' cognitive development and independent writing skills.

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