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TESL Pre-Service Teachers' Perceptions on the Use of ChatGPT in Final Year Project Writing

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Abstract

The utilization of Artificial Intelligence in an educational context has been a recent phenomenon, especially in higher education organizations or among university students. This study explores TESL Pre-Service teachers' perceptions of using ChatGPT in Final Year Project writing, considering their dual perspectives as university students and future English teachers. Given the limited research on students' views of Artificial Intelligence in academic writing, this study aims to examine ChatGPT's perceived usefulness and ease of use, its actual application in writing Final Year Project papers, and the ethical concerns associated with its use. A mixed method was used in this research. Data collection involved a questionnaire distributed to 54 TESL Pre-Service teachers and semi-structured interviews with five selected participants. Findings indicate a generally positive perception of ChatGPT's usefulness and ease of use, as reflected in the. However, qualitative data from interviews reveal that students primarily use ChatGPT during for idea generation and information gathering. These concerns, highlighted in interviews, suggest a cautious approach among students regarding artificial intelligence-assisted academic writing. The provide valuable insights for educators, policymakers, and researchers, emphasizing the need to balance technological integration with academic integrity. It is recommended that future research could explore ways to enhance Artificial Intelligence's role in education while maintaining ethical standards, ensuring that technology supports rather than compromises the learning process in higher education.

Keywords: ChatGPT, ethical concerns, perceived ease of use, perceived usefulness, TESL Pre-Service teachers

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Introduction

The rise of generative AI usage, such as ChatGPT among undergraduate students' especially in academic writing tasks, has been one of the hot topics discussed by scholars (ALAfnan et al., 2023; Imran & Almusharraf, 2023). The rise of AI usage among university students is because it offers a lot of benefits and can reduce the workload for these students, as academic writing such as Final Year Project (FYP) requires a lot of work starting from researching references, understanding it, conducting the study and lastly writing a full report on it. While generative AI offers convenience and efficiency, its impact on students' development of critical academic writing skills has raised concerns among educators. There is a growing need to understand how students perceive the use of tools like ChatGPT and how it influences the quality, originality, and learning outcomes of their academic work. In particular, FYP is a crucial component of undergraduate education, as it assesses students' ability to apply theoretical knowledge, conduct independent research, and produce a well-structured academic report.

ChatGPT is recognized as the transformative force or the game changer in education because it supports approaches such as project-based learning by the students themselves, by swiftly accessing and structuring relevant knowledge. Using keywords or questions, ChatGPT searches for relevant literature and materials, synthesizing content and supplying learners with references and foundational learning resources. Additionally, ChatGPT functions as a learning aid tool, engaging in interactive exchanges to furnish learners with answers and problem-solving assistance, thereby elevating the efficiency and quality of the learning experience in recent years and, perhaps, in the future, too (Zhai, 2023). Amid the ability of ChatGPT as a tool for various applications, it is widely used by society, especially students at the tertiary level or higher education, when completing their tasks, especially tasks that involve academic writing, such as FYP. Students want to write something bombastic and high quality to get higher marks in their tasks or assignments, which is why they choose to use AI, as it offers a versatile set of tools and features that assist the student in all writing phases, starting from, ideation to information synthesis, and feedback provision (Quvanch & Kew, 2022). ChatGPT can guide students in their writing process as a brainstorming and ideation assistant, functioning as an intelligent conversational agent, providing a dynamic platform for students to share and reflect on their ideas, and helping students to explore various angles for their writing projects where students can unlock a wider and bigger range of suggestions that make the writing better.

The growth of attention given to ChatGPT, especially in becoming a writing aid or tool, was phenomenal. Yet, fewer studies focus on it, especially how students use it in their writing process. To fully understand and incorporate Generative AI such as ChatGPT into teaching and learning practice, research that synthesises the perspectives from students' and tutors needs to be done (Ogunleye et al., 2024). The time constraints faced by university students in completing their FYP have led them to get help from AI, such as ChatGPT. Thus, this study focuses on the TESL Pre-Service teachers who are also undergraduate students working on their FYP to help the stakeholders get an insight into whether the use of ChatGPT and other AI would benefit the students. Hence, this study aims to discover the TESL Pre-Service teachers' perceptions of using ChatGPT in FYP writing. This is because writing skills are crucial among TESL Pre-Service teachers, as they will be involved in creative writing. Thus, this study will focus on Pre-Service

why the TESL Pre-Service teachers opted to use the help of AI, such as ChatGPT, and their perception of the use of ChatGPT in FYP writing.

The structure includes the following sections: Research Objectives, Literature Review (covering topics such as Academic Writing Skills, Generative AI, Students' Perspectives on Using ChatGPT, and the Impacts of Generative AI on English Academic Writing Skills), Methods (including Research Design, Sampling Method and Participants, Instruments, and Data Analysis), followed by the Results, Discussion, Conclusion, Limitations, and Implications of the study.

Research Objectives

The objectives of the research are:

i. To identify the perceptions of ChatGPT in terms of its perceived usefulness and ease of use in writing Final Year Project Papers by TESL Pre-Service teachers.
ii. To explore the actual use of ChatGPT in the process of writing Final Year Project papers by TESL Pre-Service teachers.
iii. To determine the ethical concerns perceived by TESL Pre-Service teachers when using ChatGPT in writing final-year project papers.

Literature Review

Academic Writing Skills

Academic writing is a formal and structured style of writing that is used in educational and research settings as it includes a variety and big range of writing abilities that allow individuals or writers to communicate and present complex ideas, arguments, and information in a clear, concise, and organized manner (Gao et al., 2024). These skills are essential to writing good academic materials or texts for coursework, research projects, and scholarly publications. Hence, academic writing skills are crucial for TESL Pre-Service teachers or undergraduate students as they need to do a lot of coursework, research projects, and assessments. English is important (Wang & Kew, 2025) and writing in a good academic writing context is believed to be one of the issues that EFL and English as Second language learners face, as mentioned by Meza et al. (2021) and Sharom and Na (2022). The prominent challenges are the linguistic characteristics as the linguistic characteristics or traits of English are different from their first language, also known as (L1), which affects their ability to communicate the information or context. Bailey (2016) and Elander et al. (2006) agreed that grammar, including punctuation, spelling, and structure of their text, should be the core ability when writing an academic paper, as well as the accuracy of the writing Ivanic (2004). According to Aljuaid (2024), effective academic writing should hold the balance between linguistic accuracy and higher-order writing skills, which include the critical thinking and idea development skills of the writer.

Generative AI

Generative AI is the new assistant or helper that is now widely used by society when doing tasks or gaining information, as it possesses a lot of key features that are easy to use and effective. As mentioned by AlAfnan et al. (2023), Generative AI refers to a class of artificial intelligence systems that can generate new content, such as images, text, or other forms of data. These systems are designed to understand patterns in existing data and use that understanding to create new, similar content. One notable example of generative AI is OpenAI's GPT (Generative Pre-trained Transformer) series, which includes models like GPT-3, Ray (2023). ChatGPT is a specific implementation of the GPT architecture developed by OpenAI. Key features of ChatGPT include it is capacity to understand context, generate human-like responses, and provide information on a wide range of topics, as shared by AlAfnan et al. (2023). Speaking is one of the most critical abilities to use language (Ismail et al., 2022; Na et al., 2020). Without mastering the skill, language may become extinct. The world would become more silent without speech, and nobody could converse or comprehend one another (Bengheddab, 2019). Gaining proficiency in speaking is essential for

successful two-way communication as it allows people to effectively convey the ideas, opinions, and information they wish to share with others

Student's Perspective on Using ChatGPT

ChatGPT users are varied and diverse, as a lot of people can benefit from it. Although there is no specific disclosure on the percentage or background of the users, students are some of the most active users of ChatGPT. Thus, a lot of studies or research related to ChatGPT in education will most likely relate to or revolve around students, especially higher education students who are currently enrolled in university or college. Students' perspectives on using ChatGPT, however, are interesting because, based on the findings of Yeh et al. (2023), the perspective or perception was different according to the major of their learning, where, for example, a business student believes that using AI is righteous while most of the engineering majors were concerned about the possibility that human lives are observed and controlled by AI. This difference is highly related to the student's disciplinary background, knowledge, and objective. When talking about knowledge, the research done by Jefferey (2023) shows that college students' perception indeed shows differences. The students do believe that ChatGPT or Generative AI is beneficial, but they are also concerned about the advanced features, which may impact human roles or jobs negatively. Jeffrey (2023) concludes that those with greater knowledge and understanding of ChatGPT or AI, in general, will doubt the outcomes of the usage of ChatGPT in an educational context. The perceptions or perspectives of the students are highly influenced by their background of knowledge based on their major and also their understanding of Artificial Intelligence or ChatGPT itself. Similar to the exploration made by Lin et al., (2025) that found university students in China believe that Generative AI can perform multiple roles, especially when helping with their writing, where Generative AI can become their assistant, tutor and even peers. However, the students still express their concerns about its accuracy and become overly reliant on i

Generative AI Impacts on English Academic Writing Skills

The rise of the utilization of Generative AI in academic writing has attracted a lot of scholars to study and observe the impact on academic writing skills. Rowland (2023) mentioned and believed that the utilization of Generative AI or ChatGPT in academic writing is a "double sword" action. This is because the utilization will challenge the academic integrity of students when they are doing their research, coursework, or assignments, which will affect the morals or values of higher education if they break their work or study integrity. Noy and Zhang (2023) added that the utilization of ChatGPT can reduce the time taken to complete a task as well as the writing quality of a student, and they will tend to do any task with minimal effort and depend more on the prompt given by the AI. On the other hand, some agree that it helps improve students' proficiency in technology skills, and it helps improve their writing skills as it provides a new approach to learning and not just the typical classroom learning experiences (Rowland, 2023). Interestingly, Rassaei (2024) highlighted that the integration of AI in English academic writing can reduce the language barriers for the non-native English speaker and help them to focus on he content of their paper rather than the grammar of their writing, and with the immediate and detailed feedback from the Generative AI, students can learn from corrections made and can improve their grammatical knowledge overtime which can foster a greater linguistic competence.

Methods

Research Design

The research design used for this study is a mixed-method research method or approach. The mixed-method method or approach is usually used to provide a clearer understanding of a topic or variable that is being discussed in research (Taherdoost, 2022). This research study used both survey questions through the distribution of a questionnaire and semi-structured interviews with the participants to collect more detailed data. The respondents answered the survey questions on the perceived usefulness and perceived ease of use of ChatGPT in writing their FYP, and then a few respondents were interviewed to

answer the second and third objectives of this research, which are the actual use of ChatGPT in the process of writing FYP and the ethical concerns that they perceived when using ChatGPT. The data collected from the survey were analyzed using the mean score, while the data from the interview session were analyzed using thematic analysis.

Sampling Method & Participants of The Study

The sampling method used for this study is Purposive Sampling. According to Andrade (2021), purposive sampling is a sampling method in which the participants are chosen when they possess the characteristics needed for the focus of the study. For example, in this research, TESL Pre-Service teachers were chosen because they are currently working on their FYP and have a relevant viewpoint on English writing skills as Pre-Service English teachers and undergraduate students who are using ChatGPT. As for the sample size for this study, 54 respondents is a total number of TESL Pre-Service teachers, and a total of five (5) participants were interviewed for this study as Creswell (1998) believes that for a phenomenological study where the research will only look at the experiences and phenomena described by the participants, five (5) to twenty-five (25) participants or interviews should be enough for the study.

Instrument of the Study

Surveys are done in the first part of collecting data, where a questionnaire is used to collect data from the respondents. Survey questions, which were in the form of questionnaires, are an act of "collecting data" from a group of people or a community. According to Taherdoost (2022), one can study and look into individuals' attitudes and beliefs, and the data gathered can be concluded or generalized as the common belief of that specific community. This instrument helped to compile and summarise the views and perceptions of the research population, which was the TESL Pre-Service teachers. The questionnaire will cover three aspects, starting from the respondents' demographic information. Then, the respondents will be given the Likert scale questions in terms of their perceived usefulness and ease of use when using ChatGPT in writing their Final Year Project.

Semi-structured Interviews were used to collect the data for the second and third objectives of this study. Semi-structured Interviews can be classified as "Focused Interviews" where there is little structure to the interview sessions, including a few main questions that are constructed based on the topic of the research and areas that need to be covered by the researcher (Musab and Bach., 2014). The researcher can broaden and deepen the questions structured by the researcher during the interviews, whereas the researcher can use the responses from the interviewee or the participant to ask questions that may be related to the topic further. This method allowed the researcher or the interviewer to have a detailed discussion with the participants or their interviewees while still being aware of the topic and objectives of the study. The interview session is divided into three parts. Where the interviewer or the researcher first asks for some information about participants and their usage of ChatGPT, and then the interviewer tries to elicit answers on how the participants use ChatGPT in their Final Year Project writing process. Lastly, the interviewee or the participants were asked about the ethical concerns that they perceived when using ChatGPT in writing the FYP.

Data Analysis

Quantitative Data

The quantitative data was collected through the distribution of the questionnaire to the respondents where the five Likert-Scale were used in this study as "Strongly Disagree", "Disagree", "Neutral", "Agree" and "Strongly Agree" which were then analyzed using descriptive analysis and was interpreted using the mean score interpretation table by (Jamil, 2002). The result is then presented in the form of a table.

Qualitative Data

The qualitative data was collected through a semi-structured interview with the participant, and the data collected from the interview session was analyzed using a type of analysis called Thematic Analysis. According to Castleberry and Nolen (2018), Thematic Analysis is a method where the process of identifying, analyzing, and reporting themes from data will take place and it offers flexibility in the data obtained and interpretation. The data will be coded or grouped and classified according to their respective themes, patterns, and concepts. While looking at the second objective, which is the use of ChatGPT among undergraduate students when writing their Final Year Project Papers, the concept or pattern can be e divided into a few groups or processes of writing such as the pre-writing phase, the writing Act phase, and post-writing phase.

Results

Perceptions of ChatGPT in terms of its perceived usefulness and perceived ease of use in writing the Final Year Project Paper by TESL Pre-Service teachers.

Table 1. *Mean Score Interpretation*

Item	Questions	Mean Score	Interpretation
Perceived Usefulness (PU)			
1.	ChatGPT can improve your writing competence in completing your final year project (FYP) paper.	3.72	High (Positive)
2.	ChatGPT can save your time when writing your final year project (FYP) paper.	4.00	High (Positive)
3.	ChatGPT can provide you with alternative perspectives when writing your final year project (FYP) paper.	4.04	High (Positive)
4.	ChatGPT can provide you with personalized feedback when writing your final year project (FYP) paper.	3.63	Moderate(Neutral)
5.	ChatGPT can provide you with an immediate feedback when writing your final year project (FYP) paper.	3.76	High (Positive)
6.	ChatGPT can provide you with a good suggestions when writing your final year project (FYP) paper.	4.04	High (Positive)
Perceived Ease of Use (PEU)			
7.	ChatGPT is easy to use.	4.30	High (Positive)
8.	ChatGPT is available 24/7.	4.33	High (Positive)
9.	ChatGPT can answer all my questions.	3.63	Moderate(Neutral)
10.	I can use ChatGPT even without much instruction.	4.02	High (Positive)

The findings of this part of the study were obtained from the questionnaire where respondents responded to the questions on the perceived usefulness and perceived ease of use of ChatGPT in final-year project writing. Based on Table one, most of the item has a high mean score,

but the highest score falls under the Perceived Ease of Use of ChatGPT section, which is item 8, with the highest mean score of 4.33 means that most of the respondents are positive that "ChatGPT is available 24/7" and followed by item 7 "ChatGPT is easy to use" with the mean score of 4.30 where most of the respondent do agree with the statement or has positive perception towards the statement. This finding suggests that most respondents strongly agree that ChatGPT is easy to use, even for first-time users. While the other items were highly agreed by the respondents or the respondents had a very positive attitude and perception towards it, two items were moderately agreed by the respondent or in other words, the respondents were neutral to these items, such as item four in the perceived of usefulness section, "ChatGPT can provide you with a personalized feedback when writing your final year project (FYP) paper" and item nine in the perceived ease of use section, "ChatGPT can answer all my questions" with the mean score of 3.63 that suggest ChatGPT still lacking something in both its usefulness and its ease of use to the users.

The actual use of ChatGPT in the process of writing Final Year Project papers by TESL Pre-Service teachers.

The findings of this part of the study were obtained from the semi-structured interview where participants responded to the questions on the actual use of ChatGPT in the process of writing Final Year Project papers by TESL Pre-Service teachers. Based on the interviews conducted with the participants who volunteered for this study, there are several themes found in the utilization of ChatGPT in writing Final Year Project paper, starting from the pre-writing phase, writing act phase, until the post-writing phase. The information given was describing how the participants actually use the AI or ChatGPT in their FYP writing.

Pre-writing phase

In the pre-writing phase, five main themes can be highlighted from the interviews with all five participants namely, to search for information related to the topic or variable of the research study conducted, to search for information related to the writing format, to summarize or to simplify the information from the articles, to get suggestions from ChatGPT, and lastly to double check or to confirm the idea and answers. From the interview alone, the majority, which is five out of five participants agree that they use ChatGPT during the Pre-writing phase mainly to "search for information related to topic or variable of the research study." On the other hand, out of all the themes or the actual use of ChatGPT among the participants, which is "to summarize or to simplify the information from the articles" are the least agreed with only three out of five participants agreeing they use ChatGPT for that specific reason or function. The pattern shows that most of the participants or the TESL Pre-Service teachers use ChatGPT to provide them with new insight that may not provide to them through their literature reviews on the articles they gathered, and they preferred to comprehend and try to summarise the articles themselves when working with their literature review or their reading when writing their Final Year Project.

Writing-act phase

In the writing act phase, there are only two themes found which are, the participants "never used ChatGPT in their writing act phase," and next one is the participants' "used ChatGPT to add some words but rephrase the text into their own words." It can be seen that most of the participants which is three out of five participants, "do use ChatGPT to add some words, but they will rephrase the text given by ChatGPT into their own words" while the other two participants actually "never

used ChatGPT in the writing act phase". The pattern of the themes suggests that the participants of the TESL Pre-Service teachers were divided into two groups, the one that did not use ChatGPT at all during the writing act phase and the other group that used ChatGPT by asking ChatGPT to add words or phrases here and there to make the text better with more bombastic and advance writing approach to make it more advance and more readable for the readers, but they take an extra step which is to rephrase or change the text into their own words rather than just copy and paste or using the text given by ChatGPT as it is when they were writing their Final Year Project Paper.

Post-writing phase

In the Post-Writing phase, there are three themes found through analysing the interview with all five participants, which are the participants were "hesitant and reluctant to use ChatGPT for the post-writing", the participants are "unaware about the feature but they were open to trying using it" and the participant are "using it in post writing phase". Most of the participants which are three out of five of them agree that they are "hesitant and reluctant to use ChatGPT for the post-writing phase" while only one of the participants is actually "using it in the post-writing phase" and interestingly one of the participants that are "unaware about the feature" is actually open to try and use the feature during her post-writing phase for her Final Year Project. The pattern illustrates that most of the participants of the TESL Pre-Service teachers did not favour using ChatGPT during the Post-writing phase to check their grammar or their writing in general, because other more reliable grammar and language structure checkers can help them with their writing.

The ethical concerns perceived by TESL Pre-Service teachers when using ChatGPT in writing Final Year Project paper.

The findings of this part of the study were obtained from the semi-structured interview where participants responded to the questions on the ethical concern perceived by TESL Pre-Service teachers in the process of writing Final Year Project papers. In the analysis of the interview session with all five participants, different themes found under the classification of ethical concerns related to the use of ChatGPT in writing such as the accuracy and reliability, privacy and security, and effects it has on the learning development and education values.

Accuracy and Reliability

It can be seen that the participants were divided into two groups, whether they "doubted the accuracy and reliability of ChatGPT" or "trusted the accuracy and reliability of ChatGPT". However, the majority of the participants, who are four out of five participants, agree that they did not really put their trust in ChatGPT when it comes to the accuracy and reliability of information given by ChatGPT. One of the participants, who is participant 5, has a different view and she admitted that she actually trusted the accuracy and reliability of the information given by ChatGPT. The gap suggests that most of the participants or the TESL Pre-Service teachers doubted the accuracy and reliability of information provided by ChatGPT, due to their own experience when using ChatGPT, and their own thoughts or perceptions on artificial intelligence itself.

Privacy and Security

When working with technology, which in this case an Artificial intelligence, usually privacy and security would be one of the main aspects discussed by the users, and it is no different for ChatGPT because, in this aspect, there are three themes found through the analysis of the

interview sessions with all five participants. The themes include, "doubt that ChatGPT can provide privacy and security to the users", "believe that ChatGPT can provide privacy and security to the users" and lastly, "believe that the privacy and security become better according to the version the users use". The majority of the participants which are three out of five participants said that they do doubt the privacy and security provided by ChatGPT to its users, one of the participants however said that she "believes that ChatGPT can provide privacy and security to the users". Interestingly, one of the participants "believe that the privacy and security become better according to the version the users use" The pattern suggests that the participants or the TESL Pre-Service teachers do agree that they still have doubts about the privacy and security provided by ChatGPT because of the lack of safety and secure action such as two-way verification and that they believed ChatGPT stored the information given by the users in their databases.

Effects on learning development and education values

There are four effects that were focused such as the effects of students becoming over-reliant on the help or the use of ChatGPT when doing their tasks, the effects on the value of university education, the effects on the students' writing skills and lastly, the effects on the originality and authenticity of students writing. Regarding the effect of students becoming over-reliant on ChatGPT, the majority of the participants which are three out of five of them agree that it does make students over-reliant to the help of ChatGPT but at the same time, three of the participants also believe that whether the students or the users become over-reliant or not is depends on the students themselves. However, one of the participant disagree with the statement meaning that they do not believe that by using ChatGPT, the students or users will become over-reliant on it.

Next, the ethical concern or the effect of the value of the university education itself or the value of the students who is in universities. The participants were divided into three opinions or perceptions of it, where two of the participants think that it does not undermine the value of education or university principles, while another two of the participant were neutral about it, and said that it is again depends on the way the students uses ChatGPT in doing their work, and lastly one participant on the other hand believe that it is undermining the university education value. From the analysis, the participants or the TESL Pre-Service teachers each has a different opinion on the value of university education itself which then led to the different opinions and perspectives on whether the use of ChatGPT in students' academic writing tasks such as Final Year Project, can undermine the value of the higher education or university education or not.

Moving on to the third aspect that was analysed which was the effects towards students' writing skills, whether it was detrimental or beneficial to the development of writing skills among the students. Similar to the effect of the value of university education, this effect was also split into three main themes namely, "it was detrimental to the development of students' writing skills", "it was beneficial to the development of students' writing skills", and lastly, "it was dependent on the way the students use ChatGPT". Two of the participants believe that it will be detrimental to the students writing skills, and only one of them believe that it was actually beneficial to students writing skills. However, two of the participants do believe that it is actually depends on how the students uses ChatGPT to help them. The analysis above portrays that the participants or the TESL Pre-Service teachers do believe that it was risky and there's a thin line between it being detrimental and beneficial because if the students were not using it correctly or appropriately then, their writing

skills development would most probably be negatively affected by the use of ChatGPT while they were doing their writing tasks.

Lastly, the idea of getting help from an AI while writing an academic task or paper such as a Final Year Project intrigues the question of whether or not the originality and authenticity of the writing are affected in any way. The participants were divided into two groups or two different perception which are the use of AI such as ChatGPT "will affect the originality and the authenticity of the writing", and "it is depending on how the students uses ChatGPT". The majority of the participants where four out five of them agree that it will affect the originality and the authenticity of the writing and only one of the participants believes that it will depend on how the students actually use ChatGPT and that the originality and authenticity will not entirely be affected. This finding shows that the participants which are the TESL Pre-Service teachers do believe and agree that the use of ChatGPT in writing FYP will affect both the originality and the authenticity of the writing.

Discussions

In terms of the perceived of ease of use and perceived usefulness, from the data alone, we can see that although there are some differences in the mean score and its interpretation, the gap was not that wide, and it could be said that all respondents agreed that ChatGPT could provide both usefulness and ease of use to the users as the finding or the response from the users are only positive and neutral and none of the items was viewed negatively by the users or by the respondents where we can conclude that respondents viewed ChatGPT as an Artificial Intelligence that is easy to use and is a useful tool when writing their Final Year Project paper, which is aligned with the research done by (Imran & Almusharraf, 2023; Noy & Zhang, 2023) that highlighted generative AI tools can help to save the users time and provides quick feedback and alternative perspective which helps in the writing stages.

As for the second focus of this study, which is the actual use of ChatGPT in writing FYP, in two of the stages, which are the pre-writing phase and the writing act phase, the participants collectively stated that they used it mainly as a writing assistant that helps them to generate more ideas or even a new one that is different from their perspective or knowledge before, to outline the paper and to rephrase certain parts to improve the quality of language used in their paper. However, almost all participants did not use the help from ChatGPT during the post-writing phase, as some of them are unaware of its function, and some of them mentioned their fear of using it in the final writing stage which is the post writing phase where they need to upload or type the whole document into the website, which brings us to the next discovery on why to the users use it the way they use it, the ethical concerns that they have on generative AI such as ChatGPT.

Participants expressed several ethical concerns that they had while using generative AI, such as ChatGPT, such as the reliability and the privacy that it gives to the users were still practically doubtful, as there is no guarantee where and how the data is stored by the websites and who can access that data, which is why the users contemplated to upload or put up their whole document into the website which can affect risk of being plagiarized or being accused of plagiarism. Apart from that, the reason to why most of the participants use generative AI solely as a writing assistant rather than a tool that helps them to write a full paper is that they believe if they were to use it to write most of the parts in their FYP, they will become over-reliant to it which can surely give a negative impact to their development in terms of writing and losing the authenticity of their work which can also led to opposing the values or the qualities of higher educational such

as universities that aims to help the students improve the students holistic skills similar to the research done by (Rowland, 2023; Huallpa et al., 2023)

Conclusion

To conclude all, this study successfully explore the perception and utilisation of ChatGPT among TESL Pre-Service teachers in Final Year Project writing, and as the findings reveal that the respondents generally perceive ChatGPT as useful and is easy to use AI or technological tool, if it were to use in the pre-writing phase, however, the participants of this study later reveal that the ethical concern that they perceived during when using ChatGPT in writing their FYP, has influenced the way they uses ChatGPT in the other two writing phase since they still reluctant of the ethics used or provided by ChatGPT. Although the findings suggest that students generally perceive ChatGPT as a useful and easy-to-use tool, particularly for idea generation and information gathering in academic writing, the cautious attitude observed in interviews indicates that students remain mindful of the ethical and academic implications of relying too heavily on AI-assisted writing.

This study can highlight the need for a balanced approach or balanced utilization of AI or any other technological tool in academic writing since it does bring goodness to the students and even the teachers. Taking the highlighted issue or findings, hopefully, the educators, policymakers, and other stakeholders related to come up with a plan for whether to support or whether to stop the utilization of AI in the education context and if these stakeholders decide to support the utilization of ChatGPT, then thorough rules and guidelines should be provided to both the educators and the students so that the core value of the education system would still be preserved while trying to make advancement to it.

Limitations

The study was able to give new insight into the TESL Pre-Service teachers' perceptions on the use of ChatGPT in writing FYP, where they have a combination of positive and negative perceptions that answer the questions in this research. However, throughout the study, some limitations may affect the findings of this study directly or indirectly. The first limitation is related to the population involved in this study. This study was conducted to look only at the TESL Pre-Service teachers, and the data collected cannot represent the perception of the in-service teachers or educators here in Malaysia, especially the higher education educators who may have a different view and different perceptions of the use of ChatGPT following their own experience and principles. Lastly, another limitation faced when completing or doing this study is that the study only uses a few instruments to collect the data, which are questionnaires and interviews. Although these two instruments might be sufficient to answer the objectives of this study, they cannot give a detailed explanation of why the respondents believe what they believe or why the participants use ChatGPT the way they use it when writing their FYP.

Implication

As a result of the findings in this study, it can be concluded that ChatGPT could be a good alternative tool or aid in completing tasks such as academic writing tasks for students as it was able to provide students with insights and guidance almost instantly and easily. Although there is still the majority of educators or academia, as well as other stakeholders, believe that the use of it is against educational values and that the students should not use it, this is because some of the

students were using it wrongly and unethically, unlike some of the students who are using it to help them and only act as tool or aid and not more than that. It is, in fact, true that ChatGPT can affect students' writing skills but not in just a bad or negative way.

It also has positive and good effects on students' writing skills that the stakeholders need to see as well, as it may be beneficial not just to the students but also to help our educational organizations and education ministry to create a pathway for the new educational era which employs the use of AI where we guide the students to use it and set rules to it which is better than just asking the students to stop using it and then do nothing about it because the students may do things that they should not be doing due to the lack of exposure and rules that is telling them how to use it ethical and professionally. However, with the rise of AI technology implementation in an education context, it is also crucial to emphasize AI Ethics whenever possible because the findings show that the participants are concerned that the students might become over-reliant on the use of it and they might wrongly or unethically use it or which can surely be detrimental to them.

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