



Understanding English Writing Motivation among TVET Learners: The Role of ChatGPT in Scriptwriting Task

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Abstract. In recent years, students have increasingly used ChatGPT for various purposes, particularly for academic learning and tasks. The main objective of the study is to find out the potential role of ChatGPT in supporting motivation and engagement in English scriptwriting tasks. Observations have shown that most students relied on AI apps to perform several academic tasks, such as drafting ideas, constructing sentences, and establishing logical connections, until a complete script was produced. A number of 30 TVET students in Temerloh Community College have involved in this quantitative- based study and answered the questionnaire given. The findings generally showed that ChatGPT has affected the students' engagement and motivation level in scriptwriting task, for example in terms of the ease of use, productivity, and problem solving. However, concerns regarding the overuse and dependency of ChatGPT need to be considered, in which the usage needs to be carefully administered and guided so that the learning process and development of students' autonomous scriptwriting skills will be wisely supported rather than replaced by AI assistance. This study contributed to providing beneficial information and useful data concerning the integration of AI tools in language learning, particularly to enhance the writing performance among students in Temerloh Community College.

Keywords: ChatGPT, TVET, scriptwriting, AI, motivation

1 Introduction

Motivation is recognized as a fundamental factor influencing students' engagement and learning outcomes, and it plays a significant role in shaping writing performance. Broadly, motivation can be categorized into intrinsic and extrinsic forms. Intrinsic motivation refers to internal drives that encourage individuals to perform effectively

in a task, whereas extrinsic motivation involves external factors such as grades, rewards, or positive feedback that may enhance performance ([1],[2]).

This study is based on Self Determination Theory (SDT) by Ryan and Deci (2020) that mentioned about the subcomponents of intrinsic motivation, which are interest, enjoyment, and satisfaction. Gunawan and Susanto (2025) mentioned that the inclusion of AI tool, such as ChatGPT could accelerate learning motivation by reshaping learners' English learning practices, promoting autonomous learning, and enhancing their motivation for self-directed learning. To relate with SDT, ChatGPT functions as a "scaffolding tool" ([5]) that drives the learners' interest to involve in the task, having the element of enjoyment after getting the instant feedback, and satisfies the learners with the responses given.

Concerning intrinsic motivation, previous studies have demonstrated that the integration of ChatGPT is believed to enhance learners' motivation while simultaneously reducing anxiety levels, especially in English language classrooms ([6],[7]). This is particularly relevant given ongoing concerns that a substantial number of tertiary-level students continue to experience difficulties in mastering English and achieving sufficient language proficiency despite prolonged exposure to the language ([8]).

Focusing on learners within the Technical and Vocational Education and Training (TVET) context, Meyers, Smith, and Cekiso (2023) examined students' academic writing performance and emphasized the pivotal role of motivation in fostering the development of essential academic writing skills. This study demonstrated that the use of AI tools in learning was able to encourage students' motivation, thus boosting their creativity, performance, and critical thinking skills in academic activities.

Based on the researcher's preliminary investigation involving students at Temerloh Community College, approximately 82% of respondents were found to depend heavily on Google Translate or various AI-based applications to generate sentences for assignments and research-related tasks. This substantial reliance on machine translation and AI tools is largely attributed to students' perceived enjoyment in using such technologies as well as their limited writing proficiency ([10]), which indirectly lead to increasing the students' writing motivation. These findings can be understood in relation to the entry requirements and academic background of community college students in Temerloh. Data from the same survey reveal that the majority of students possess intermediate to low levels of English proficiency, with fewer than 15% obtaining Grade A or B in English in the Sijil Pelajaran Malaysia (SPM), while approximately 86% achieved lower grades. Overall, the results suggest that most students at Temerloh Community College fall within the intermediate and lower proficiency bands in English.

Classroom observations indicated that students frequently utilize ChatGPT in English lessons, particularly during the preparation of scripts for writing assignments. Some students also rely on ChatGPT to translate sentences from their first language into the target language. Consequently, the scripts produced often appear well-organized and grammatically accurate.

Numerous studies on AI tools have been conducted, such as the study by Tica and Krsmanovic (2024), which reported positive attitudes towards the influence of ChatGPT on writing. Similarly, Guo, Wang, and Chu (2022) examined the role of ChatGPT in improving students’ writing skills, while Dayo, Memon, and Dharejo (2023) investigated the integration of AI in scriptwriting. Despite the growing body of research on ChatGPT and AI-assisted writing in language learning, limited studies have specifically examined the relationship between the use of ChatGPT and writing motivation among TVET learners, especially in scriptwriting tasks. Hence, this study intends to address these gaps by looking at the potential role of ChatGPT in supporting motivation and engagement in English scriptwriting tasks among TVET learners. The objectives of the study are:

- a. to explore how the use of ChatGPT may support students’ motivation and engagement in scriptwriting activities.
- b. to investigate the role of ChatGPT in English scriptwriting tasks.

2 Methodology

2.1 Research instrument and data collection

This study adopts a closed-ended questionnaire with a five-point Likert scale in collecting the quantitative data. Five-point Likert scale is used to strengthen the reliability and enable better comparison of the collected data ([14]). The questionnaire items consisted of 32 closed-ended questions with three divided section, namely demographic section (Section 1), learners’ writing motivation (Section 2), and the role of ChatGPT in scriptwriting (Section 3). These separate sections of questionnaires addressed the individual objectives of the study. The questionnaire items from Section 2 (16 items) and Section 3 (16 items) are adapted from Lai, Cheung, and Chen (2023). The researcher obtained the questionnaire items and adapted it to address the data gaps and to ensure the alignment with the objectives of the study, thus ensuring broader and thorough coverage of the components in the paper ([16]). The reliability of the questions is tested using Cronbach's Alpha, and the researcher will use SPSS version 27 to run the test.

The Cronbach’s Alpha values for each section are stated in Figure 1 and 2:

Reliability Statistics	
Cronbach's Alpha	N of Items
.984	16

Fig. 1. Cronbach’s Alpha value for section B

Reliability Statistics	
Cronbach's Alpha	N of Items
.979	16

Fig. 2. Cronbach’s Alpha value for section C

For Section B and Section C, the Cronbach’s Alpha values are 0.984 and 0.979, respectively. These values indicate that the questions have excellent internal consistency, as it is above 0.7 and nearly 1.0. The result indicates that the questions are highly consistent across individual items and the whole questionnaire, making them suitable for data collection in this study.

Table 1. Mean interpretation value

Mean score	Interpretation
4.30 to 5.00	Very high
3.50 to 4.29	High
2.70 to 3.49	Moderate
1.90 to 2.69	Low
1.00 to 1.89	Very low

(Source: Zaki & Ahmad, 2017)

Table 2. Standard deviation interpretation value

Range	Interval	Category
5	3.21-4.00	Very high dispersion
4	2.41-3.20	High dispersion
3	1.61-2.40	Moderate dispersion
2	0.81-1.60	Low dispersion
1	0-0.80	Very low dispersion

(Source: Alvarez et al., 2024)

Table 1 and 2 show the mean and standard deviation interpretation values that will be used in interpreting the results of the questionnaire.

2.2 Research population

The research population involved in this study is 91 students from Temerloh Community College. They were from various programs, which were from Certificate of Information Technology (STM), Certificate of Building Maintenance (SPB), Certificate of Fashion and Clothing (SFP), as well as Certificate of Furniture Making (SRP). Their age ranged from 18 to 24 years old. They were from various family backgrounds and different English proficiencies.

2.3 Research sample

Out of the total number of students in Temerloh Community College, 30 students were selected for this study. The small sample size was considered suitable for purposive sampling, as suggested by Greener & Martelli (2018), because the study focused on a classroom-based context in which the participants shared similar

learning experiences and course requirements. The number of participants was also considered appropriate to provide specific information ([20]) and preliminary insights into students' writing motivation and the role of ChatGPT in scriptwriting tasks. Therefore, purposive sampling was deemed suitable for this study.

Based on the survey conducted by the researcher, less than 15% of the students scored A and B grade in Sijil Pelajaran Malaysia (SPM), which means that majority of the students are from intermediate and low proficiency students. The students were from STM, SPB, and SRP. 30 students were the total number of students selected as they were currently enrolled in SUE 10031 (Communicative English). Communicative English is the initial compulsory English course for community college students at certificate level, which they must complete before progressing to the subsequent course, SUE 20041 (Workplace English). The reason for having this criterion was to get the students' view on their exposure of English subject at certificate level, as it was quite different from what they have learnt during SPM level. In addition, it was also a mandatory component for course completion in which scriptwriting was involved as a preparation for them before they proceed with writing their assignment. This course also emphasized the practical language use, particularly through interactive tasks such as scriptwriting, which formed the foundation of this study ([21]).

2.4 Data collection procedure

For data collection, a set of questionnaires has been given to 30 students during class time. The researcher distributed the link to the questionnaire, which was in the form of a Google form, in order to make it easily accessible by the students and to save costs. Throughout the process of filling the form, the researcher monitored the students to ensure that they were clear if there were any issues arise. The students' responses from the Google form were collected at the same time in order to increase the response rate.

2.5 Data analysis procedure

The researcher used SPSS version 27 to analyze the data in terms of mean, median and standard deviation to describe the overall distribution, central tendency, and variability of students' motivation and scriptwriting performance scores.

2.6 Results and discussion

The results of the data are discussed based on the data analysis below:

Table 3. Demographic sample

Demography	N=30	Percentage (%)
Program		
	18	60%
Certificate of Information Technology (STM)	6	20%
Certificate of Building Maintenance (SPB)	6	20%
Certificate of Furniture Design (SRP)		
Semester		
Semester 2	24	80%
Semester 3	6	20%
Gender		
Male	16	53.3%
Female	14	46.7%
Age		
18-20	23	76.7%
21-23	3	10%
>23	4	13.3%
Use of ChatGPT		
Yes	25	83.3%
No	5	16.7%

Table 3 indicates that 18 students are from STM, while SPB and SRP have 6 students respectively. 24 students are from Semester 2, while the other 6 students are from Semester 3. The students are of mixed genders, with 16 male students, and 14 female students. The students ranged from 18 to more than 23 years old. Regarding ChatGPT use, 25 students responded positively, while 5 responded negatively.

Table 4. Mean, median and standard deviation for Section B (Learners' writing motivation)

No	Item	Mean	Median	Std Deviation
1	I find using ChatGPT in my writing class is enjoyable.	3.53	3.00	1.042
2	The actual process of using ChatGPT in my writing class was pleasant.	3.47	3.00	1.074
3	I had fun using ChatGPT in my writing class.	3.37	3.00	1.159

4	Using ChatGPT to address my writing inquiries is interesting.	3.50	3.00	1.106
5	Learning how to use ChatGPT in writing class is easy for me.	3.53	3.50	1.042
6	I find ChatGPT easy to address my writing problems.	3.63	4.00	0.928
7	I find it easy for me to become skillful at asking ChatGPT to address my writing inquiries.	3.60	4.00	1.037
8	My interaction with ChatGPT is clear and understandable when it addresses my writing inquiries.	3.50	4.00	1.106
9	I find ChatGPT useful for answering my writing inquiries.	3.53	4.00	1.137
10	Using ChatGPT addresses my writing inquiries more quickly.	3.47	4.00	1.008
11	Using ChatGPT to address my writing inquiries would increase my English performance.	3.63	4.00	0.928
12	Using ChatGPT to address my writing inquiries would enhance my effectiveness of learning English.	3.67	4.00	1.028
13	In the next weeks, I intend to use ChatGPT to address my writing inquiries	3.23	3.00	0.971

14	In the next weeks, I plan to use ChatGPT to address my writing inquiries.	3.23	3.00	0.898
15	In the next weeks, I predict I will use ChatGPT to address my writing inquiries.	3.30	3.00	0.915
16	I plan to continue to use ChatGPT to address my writing inquiries frequently.	3.20	3.00	0.961

The mean range value for the data in Section B shows approximately 3.20 to 3.67. Referring to mean interpretation value, the values between 3.00–3.67 in a typical 5-point Likert scale demonstrate a moderate to high level of agreement. This suggests that respondents generally hold positive perceptions towards using ChatGPT for writing, particularly in addressing writing inquiries, improving writing performance, and enhancing learning effectiveness.

On the other hand, the median value is 3.00, indicating that the respondents gave more neutral responses in the questionnaire. The standard deviation value ranges from 0.898 to 1.159. Based on the standard deviation interpretation value, it shows that the data has low dispersion level and the responses are closely clustered around the mean, indicating high consistency among respondents. The respondents also show agreement stability, consensus in perception, and the items are interpreted similarly by most of the students.

The findings suggest that ChatGPT has an impact towards learners’ writing motivation. As in Yuan et al. (2024), ChatGPT is believed to enhance learners’ writing productivity as they are able to respond to the writing enquiries in a short time. It is in line with the findings in this study where the respondents’ feedback shows that they agree with ChatGPT that it is easy to address their writing problems. Other research by Ngu et al. (2025) also proved that students are more motivated to use ChatGPT due to the instantaneous feedback during the learning process.

Table 5. Mean, median and standard deviation for Section C (The role of ChatGPT in scriptwriting).

No	Item	Mean	Median	Std Deviation
1	Using ChatGPT helps develop my scriptwriting skills.	3.53	4.00	1.008
2	Using ChatGPT helps me develop my English grammar and increase my vocabulary.	3.63	4.00	0.964

3	Using ChatGPT to get new ideas to help me in scriptwriting	3.70	4.00	0.952
4	Using ChatGPT gave me confidence in my scriptwriting skills.	3.60	4.00	0.894
5	Using ChatGPT in writing improves text cohesion and coherence.	3.63	4.00	0.890
6	Using ChatGPT helped me write the text effectively.	3.47	3.50	1.074
7	Using ChatGPT in writing increases my creativity.	3.60	4.00	1.133
8	Using ChatGPT in writing helped raise my writing achievement.	3.57	4.00	0.971
9	Using ChatGPT in scriptwriting helped me write an effective introduction related to the topic.	3.57	3.50	0.898
10	Using ChatGPT in writing helped me understand the correct use of punctuation.	3.50	3.00	0.938
11	I would recommend that other students use ChatGPT in writing	3.53	3.50	1.042
12	ChatGPT makes learning writing skills easy.	3.53	3.50	0.973
13	ChatGPT makes learning more fun	3.43	3.00	0.935
14	Using ChatGPT saves time	3.87	4.00	1.008

15	I intend to use ChatGPT academic writing in the future	3.27	3.00	0.868
16	I prefer to use ChatGPT in writing	3.27	3.00	0.890

The mean range value for Section C is between 3.27 to 3.70. Based on the mean interpretation value, the value shows a moderate to high level of agreement towards the items asked in the questionnaire. This signifies that the respondents have positive views on the role of ChatGPT in scriptwriting, including assisting them in developing the new ideas and scriptwriting skills, improve their vocabulary and grammar, enhancing their writing achievement, as well as making learning English more fun.

In addition, the median value is 4, indicating that the respondents gave more agree responses when answering the questionnaire. The standard deviation value is between 0.868 to 1.133, representing that the items have low dispersion, as shown in the standard deviation interpretation value. It shows that the respondents' answers are relatively close to the mean, indicating that most students share similar perceptions and responses towards the items in this section. This suggests that there is a consistent pattern in the respondents' views, and the data distribution is fairly stable with only slight variation among students' responses.

The findings imply that students perceive ChatGPT as helpful in supporting their scriptwriting process. The findings are aligned with the previous study by Bibi and Atta (2024) who found out that the students prefer using ChatGPT for writing because it assists in generating content and offers flexible options in terms of writing styles and choices. The result is also parallel with the findings from Al-Obaydi et.al. (2025) in which the respondents acknowledged that ChatGPT helped them very much in writing.

However, while students reported positive perceptions of ChatGPT, these findings reflect their personal perceptions rather than actual improvement in writing performance. This aligns with prior studies highlighting that learners' engagement with ChatGPT may enhance confidence and motivation.

3.0 Conclusion, Implications and Direction for Future Research

In conclusion, the learning paradigm nowadays has shifted towards the integration of AI tools to support students' learning processes. The use of AI tools, such as ChatGPT, could provide learning convenience and enhance students' motivation, particularly in scriptwriting tasks. Features such as the element of enjoyment in learning, instantaneous feedback, time efficiency, and the ability to improve students' writing performance while addressing their writing difficulties are among the benefits offered by ChatGPT. These advantages may help increase students' motivation, especially among those with intermediate and lower levels of English proficiency.

However, the use of ChatGPT should be carefully monitored, as its impact may vary across individuals. While some users may find ChatGPT helpful in addressing various learning challenges, excessive reliance on the tool should be controlled. This concern is mainly related to issues such as plagiarism and the possibility of inaccurate or unreliable information generated by ChatGPT when responding to users' queries. Therefore, future research could explore the challenges and limitations of ChatGPT among low proficiency students and identify strategies to address these issues in order to ensure its responsible and effective use in learning. Additionally, future studies may also focus on instructors' strategies in integrating technology and AI tools when teaching low-proficiency students in TVET settings. It is hoped that these future research directions will provide deeper insights into effective pedagogical approaches for integrating AI in language learning and contribute to the development of more supportive learning environments that enhance students' motivation and writing performance.

4.0 Summary

In sum, the responses from the learners indicate that ChatGPT has influenced the learners' writing motivation and impacted their scriptwriting process. This is due to several advantages that it offers, such as making the learning process more enjoyable, providing quick responses to learners' inquiries, supporting the development of scriptwriting skills, and enhancing learners' creativity. These benefits suggest that ChatGPT can serve as a supportive learning tool that facilitates students' engagement in writing activities and encourages them to participate more actively in scriptwriting tasks.

Furthermore, the findings imply that the integration of AI-based tools, especially ChatGPT in language learning environments may contribute to improving students' motivation and confidence in completing scriptwriting tasks. The immediate feedback and flexible language support provided by ChatGPT enable learners to experiment with ideas, refine their scripts, and overcome common scriptwriting difficulties. Overall, the results of this study highlight the potential of ChatGPT as a complementary tool in supporting writing instruction, particularly for scriptwriting activities among TVET learners. With appropriate guidance from instructors, the integration of AI tools such as ChatGPT may enhance students' learning experiences and contribute to more motivating and interactive writing practices in the classroom.

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