

Chat GPT and Creative Writing: Experiences of Master's Students in Enhancing

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Abstract

Improving writing skills at all levels of education is a fundamental goal of education. ChatGPT as an artificial intelligence-based language model is recognized as a significant tool in the development of this skill. The primary objective of this research is to examine the impact of ChatGPT on the creative writing processes as perceived by master's students. In line with this goal, the research utilizes the semi-structured interview technique as part of qualitative data collection methods. The study group comprises master's students enrolled in a teacher training program at a state university in the Central Anatolia Region during the 2022-2023 academic year. The study group is formed through purposive sampling. The data obtained has been analyzed using the content analysis method. Accordingly, the research findings indicate that ChatGPT is an effective tool in enhancing creative writing skills. It accelerates the writing process for students, provides them with new ideas, and boosts their writing motivation.

Keywords: Artificial intelligence, Chat GPT, Creative writing, Master's level

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Introduction

The phrase attributed to Sait Faik Abasıyanık, "If I hadn't written, I would have gone mad" (Taşdelen, 2004), or R.M. Rilke's statement, "If I hadn't written, I couldn't have coped" (Şevki, 2009), is striking in terms of showing the relationship of a person with writing. Writing emerges as an existential reality that goes beyond being a tool for communication and culture; it is where an individual externalizes their inner world, concretizing their feelings, thoughts, and dreams. In this context, writing is a strategic tool for humans, an intellectual construct, a mental effort, a practical endeavor, and a practice of connecting with the past, present, and future. Moreover, it is an apparatus for thinking, learning, and communicating.

The text you have provided discusses the multifaceted nature of writing, as seen through the lens of various scholars. According to Sever (1988), writing is not only a means of expressing our thoughts, perceptions, designs, and experiences but also a way of communicating with others and narrating our own life stories. Coşkun (2007) and Karasevda (2010) define writing as the written expression of emotions, thoughts, events, observations, desires, and dreams. Demirel (2006) considers writing a skill of expression akin to speaking, while Özdemir (2007) describes it as the memory of humanity. Britton (1970) points out that writing is a process of organizing thoughts and presenting them within a meaningful structure, and Elbow (1998) argues that it is a creative process that aids individuals in exploring their inner worlds. In summary, these definitions highlight writing's roles in individual expression, cognitive organization, and social communication, emphasizing its dynamic nature as both a constructor of thoughts and a developer of individuals' creative and critical thinking abilities.

School is recognized as a transformative force in an individual's life, not only as a center for the transmission of academic knowledge but also as an environment where fundamental skills such as writing, critical thinking, and communication are developed. As Kellogg (2008) notes, writing skill holds critical importance in students' academic and personal development. Graham and Perin (2007) argue that writing enhances students' abilities to organize thoughts, express themselves, and communicate effectively with others. Research by Fisher and Frey (2010) demonstrates that writing skills have a significant impact on students' academic success. Graham and Perin (2007) also reveal that writing improves reading comprehension skills. Furthermore, a meta-analysis by Bangert-Drowns and colleagues (2004) indicates that writing activities positively affect student success, enhancing conceptual understanding and critical thinking skills. Similarly, Applebee and Langer (2013) suggest that writing allows students to retain what they learn and internalize knowledge effectively. Another study by Kim et al. (2021) confirms that writing fosters high-level learning and thinking skills in students. In conclusion, writing skills can be argued to be a fundamental educational tool that not only enhances students' academic achievements but also develops critical thinking, communication, and deep learning abilities. Therefore, emphasizing writing skills within the education system should be considered a significant strategy that supports multifaceted student development.

The skill of writing and its personal and pedagogical benefits have always been considered significant in human life, often referred to as "the most beautiful invention of the human mind" (Efendi, 1960). However, it is frequently noted that in Turkey, from primary school to university, students' written expression skills are not sufficiently developed (Arıcı, 2008; Akbayır, 2010; Babacan, 2003; Bağcı, 2007; Elkatmış & Toptaş, 2013; Öksüz, 2009; Temizkan, 2008). The challenges in this area manifest themselves not only in grammar and writing rules but also in the ability to express ideas in an organized, logical, and effective manner, as well as in formal aspects. For instance, Özdemir and Binyazar (1969) state that there are many individuals who, despite completing high school and university, cannot clearly articulate their thoughts, feelings, and plans to others. Demirtaş (1989) found in his research titled "University students' scanning of written sources and report writing skills" that students' written expression skills were at a moderate level, and one of the most noticeable deficiencies in the reports prepared was the inadequacy in form. Karakuş and Baki (2017) identified significant problems among teacher candidates in planning writing, connecting sentences, writing rules, and punctuation. In a similar vein, Calp (2019) has revealed that prospective teachers of Turkish language education face significant challenges in the use of language. Research indicates that deficiencies in students' writing skills are not only a serious educational issue in Turkey but also globally. The report published by the National Commission on Writing in the United States in 2003 documents that students' writing proficiency is not at the expected level and that this situation has not sufficiently improved over the years. In summary, it can be said that significant problems are encountered in writing at every type and level of education and that traditional educational processes have been inadequate in developing students' academic writing skills. This situation highlights the need to develop innovative strategies to enhance students' writing abilities. Strengthening educational programs, increasing writing practice, and making correct and

effective use of digital tools and platforms are steps that can improve students' writing skills. In particular, creative writing can be the key to advancements in this area by offering students the opportunity to develop their language skills and discover their creative thinking abilities.

The phenomenon of creative writing, which has a history extending back to ancient times, continues to be widely practiced today. The term "creative writing" is derived from the combination of the words "create" and "write." The addition of "creativity" before the act of writing not only lends the term an aesthetic and artistic dimension but also emphasizes that it is more than just an ordinary form of expression. Moreover, it characterizes the writing process as a magical one. In general, creative writing is a method of writing that aims to reveal an individual's creative abilities in writing and production (Gündüz & Şimşek, 2012). Şahin (2016) defines this process as the effort to create a new and original text by blending an individual's observations, sensations, readings, and impressions with their imagination and personal experiences, while Calp (2010) describes it as the process of transferring creative thoughts from the mind to paper. Harper (2006) states that creative writing is the process of expressing ideas and experiences in a unique and innovative way through literary techniques such as metaphor, imagery, and symbolism (cited in Seçkin Polat, 2023). To succinctly state, creative writing is the dance of imagination with words; it is an artistic process where an individual expresses their thoughts and emotions in an original and aesthetic manner. This method not only enhances an individual's writing skills but also enriches their world of thoughts and feelings and strengthens their expression abilities. Indeed, Karadağ et al. (2019) explain the benefits of creative writing as follows: Creative writing helps students to freely use their imagination, to care about how the writing is done, and to develop their vocabulary. Additionally, it contributes to an individual's self-discovery, reduces writing anxiety, boosts self-confidence, and positively influences their thoughts about writing. Creative writing, which enhances creativity and written expression skills, also improves thinking abilities. When combined with today's technologies, creative writing becomes even more effective, particularly as artificial intelligence applications offer innovative tools that support the writing process, helping students to unleash their creative potential and develop their writing skills.

Artificial intelligence (AI) has become a frequently heard term in recent years, aligning with the rapid advancements in technology. Broadly, this emerging technological field aims to design machines that can think, learn, and solve problems akin to humans. Russell and Norvig (2010) define artificial intelligence as "systems designed to perform tasks that would require human-like intelligence when performed by a human," while Copeland (2023) describes it as the ability of a computer or computer-controlled machine to perform tasks typically associated with intelligent beings. AI endeavors to emulate cognitive functions specific to humans, such as perception, learning, reasoning, problem-solving, decision-making, and communication (Poole, Mackworth, & Goebel, 1998). Alpaydin (2010) characterizes AI as a new technology that allows computers to mimic human thought, enabling them to make accurate decisions required for specific tasks.

In essence, artificial intelligence is the collective term for computer technologies and applications that emulate human cognition, encompassing thinking, learning, perception, problem-solving, and language processing (Alpaydin, 2010). Each new technology comes with its own unique function, and AI, spanning from healthcare to education, law to economics, security to entertainment, holds the potential to address numerous facets of life. The broad spectrum of applications relies on the ability of AI to interact with humans, analyze data, and learn. This is facilitated by a process known as natural language processing (NLP), a discipline enabling computers to process human language. NLP allows machines to understand, interpret, and reproduce human language, employing computer algorithms in the process (Bird, Klein, and Loper, 2009; Deng and Lin, 2022; Jurafsky and Martin, 2020). In other words, AI serves as an application domain enabling mutual communication and interaction between humans and machines, often considered the intersection of computer science and linguistics. In recent years, one of the most notable and widely used artificial intelligence applications is the ChatGPT language processing model developed by OpenAI.

ChatGPT 4, was commercially released on March 14, 2023, as the most advanced iteration of the ChatGPT 4 family. Promoted as more reliable and creative than its predecessor, the model was trained based on user feedback to deliver responses resembling human-like qualities. A notable feature of the fourth generation is its ability to interpret and process visual inputs. Additionally, it possesses skills such as composing songs, writing scripts, and learning a user's writing style (OpenAI, 2023). Trained with a vast amount of internet text data, thousands of books, and user feedback, ChatGPT can closely mimic the natural language patterns of humans (Zhang and Li, 2021). In general, ChatGPT can converse, write, and generate text in different languages, on various topics, and for different purposes. Its capabilities include answering questions, translating in almost any language, composing music, writing code, and processing visuals. However, despite these capabilities, GPT-4, like its predecessors, is not yet considered entirely reliable (OpenAI, 2023), emphasizing the need for accuracy and appropriateness checks in generated texts.

In recent years, artificial intelligence, particularly in the form of ChatGPT, has emerged as a groundbreaking development in various fields, including education (Allam et al., 2023; Atlas, 2023; Halaweh, 2023; Leitea, 2023; Mhlanga, 2023). Since its introduction, educators and researchers have explored its applications in education such as publication ethics (Graf and Bernardi, 2023; Rahimi and Abadi, 2023), higher education and plagiarism (Ivakhnenko, and Nikolskiy, 2023; King and ChatGPT, 2023; Sullivan, Kelly, and McLaughlan, 2023; Teel, Wang, and Lund, 2023), academic writing and authorship (Mahyoob, Al-Garaady, and Alblwi, 2023; Mondal, Mondal, and Podder, 2023; Yan, 2023), education and its relationship with ChatGPT (Al Ahmed and Sharo, 2023; Halaweh, 2023), language education (Kohnke, Moorhouse, and Zou, 2023), engineering education (Qadir, 2023), science education (Cooper, 2023), chemistry education (Leitea, 2023), and journalism and media education (Pavlik, 2023). It is evident that researchers in the fields of education have shown a heightened interest in ChatGPT.

As Lo (2023) notes, ChatGPT serves as an assistant for teachers and a virtual teacher for students, although caution is warranted due to its potential for generating imaginary or inaccurate information. The ability of ChatGPT to swiftly generate text, especially concerns related to students outsourcing their work to it, has become a prominent issue (Mhlanga, 2023). While there is a positive inclination towards the use of ChatGPT in education, there exists skepticism and concern regarding the risks it harbors (Kohnke, Moorhouse, & Zou, 2023; Yan, 2023). The capability of ChatGPT to generate text on any given topic is expected to bring it to the forefront, raising questions about its impact on the writing process, particularly the production of original and high-quality texts. However, the influence of ChatGPT on writing skills has not been comprehensively examined. This study will determine the opinions of university students regarding their creative writing experiences with ChatGPT. Accordingly, the sub-problems to be addressed in the study are as follows:

The research questions addressed in this study are as follows:

1. What are the experiences of master's students with ChatGPT?
2. What are the general opinions of master's students regarding ChatGPT's ability to enhance creative writing skills?
3. What are the views of master's students on the role of ChatGPT in the creative writing process?
4. What are the opinions of master's students regarding ChatGPT's ability to provide suggestions, corrections, and alternative expressions?
5. How do master's students perceive the impact of ChatGPT on enhancing creative writing skills?
6. What are the views of master's students on the role of ChatGPT in expediting creative writing skills?

Method

Research Design

This study has been conducted using the case study design, which is among the qualitative research approaches. Qualitative research is defined as a process that observes a realistic and holistic portrayal of perceptions and events in their natural setting, and is considered a fundamental approach to understanding life (Merriam, 2013; Yıldırım & Şimşek, 1999). The case study design, on the other hand, is a research method that allows for an in-depth examination of one or more events, environments, social groups, or interconnected systems (Büyüköztürk et al., 2016). The purpose of a case study is to conduct thorough research on a specified subject to uncover results related to a particular situation (Yıldırım & Şimşek, 1999). The case in this research involves the experiences of graduate students with creative writing using ChatGPT. This situation focuses on how ChatGPT affects the creative writing skills of the students and the role it plays in this process.

Study Group

In this research, a delimited universe, also referred to as the study universe in the literature (Arseven, 1993; Karasar, 1999), was utilized. The study universe represents the accessible population, and research is typically conducted within this limited universe, with findings being generalized only to this specific population (Karasar, 1999). For the current study, the study universe comprises master's students enrolled in a social sciences institute at a university in Turkey during the academic year 2022-2023. The participants in the study group were determined through purposive sampling, specifically utilizing the "convenient situation sampling" method. Purposive sampling is chosen for in-depth exploration of the research topic and gathering more data about the subject (Büyüköztürk et al., 2016). Convenient situation sampling, on the other hand, is preferred for its expediency and

ease of access (Yıldırım and Şimşek, 2008). Consequently, the study group consisted of 16 participants, including 14 female and 2 male master's students.

Data Collection Instrument

To collect research data, a semi-structured interview form developed by the researcher was utilized. The interview form was tailored for master's students following an extensive review of the literature. Based on the literature review, a question pool was created first, and then a semi-structured interview form was developed. To ensure the content validity of the form, feedback was sought from six academics, including four experts in writing skills in language education and two experts in artificial intelligence, natural language processing, and ChatGPT within the Computer and Instructional Technologies Education Department. Necessary adjustments were made based on the feedback received from the experts. Finally, to check the clarity of the questions, three trial interviews were conducted, refining the form accordingly. The developed interview form focused on the emotions, thoughts, and opinions of master's degree students regarding their creative writing experiences with ChatGPT, as well as the positive or negative impact of ChatGPT on writing skills.

Data Collection

This study was conducted as part of a master's course activity during the last five weeks of the spring semester of the 2022-2023 academic year. Prior to the activity, general opinions of students regarding their knowledge about ChatGPT were obtained. Upon the determination that the majority were not knowledgeable about ChatGPT, an introductory session about what ChatGPT is, its purposes, and how it can be used was provided in one class hour. Subsequently, practical exercises were conducted over two class hours. Students were then instructed to use ChatGPT to write three different creative texts over three weeks and bring them to class. The texts were collectively examined in class to ensure participants had sufficient knowledge and experience with ChatGPT. In the final stage, one-on-one interviews were conducted in the researcher's office. Measures were taken to ensure participants felt comfortable, safe, and free, addressing any potential issues related to participants or the environment. Before the interviews, participants were provided with instructions explaining the purpose of the study, the method to be followed, and how and where the research results would be used. Demographic information was obtained through brief questions during the approximately 15- to 20-minute interview process. Responses were recorded by the researcher both verbally and in writing. This method is considered the most ideal in interview-based research (Yıldırım and Şimşek, 1999). The researcher also took care not to be directive, to keep the conversation focused on the topic, and to provide equal speaking rights and time to participants during the interviews (Krueger and Casey, 2000; Yıldırım and Şimşek, 2005; cited in Yılmaz and Altınkurt, 2011). Additionally, the most suitable time frame for participants was determined, and efforts were made to create a comfortable and intimate atmosphere. The obtained recordings were analyzed by the researcher, resulting in 21 pages of data.

Data Analysis

The analysis of the data obtained in the research was conducted using the "content analysis" technique, considered a fundamental data analysis technique in qualitative research. Content analysis aims to reach concepts and relationships that can explain the obtained data (Sığı, 2021). Similar data were grouped together under specific concepts and themes to be organized in an understandable manner. In this regard, the data were analyzed in four stages: 1. Coding the data; 2. determining the themes of the coded data; 3. organizing codes and themes; 4. describing and interpreting the findings (Yıldırım and Şimşek, 1999). The main purpose of content analysis is to transform non-verbal documents into quantitative data (Balcı, 2009). In this study, participant opinions were coded and presented with frequency and percentage values. The data were analyzed by the researcher. One of the most important characteristics sought in scientific research is reliability. In this context, to ensure the reliability of the data, records and transcripts were examined by another expert, and the two transcripts obtained were compared using Miles and Huberman's (1994) formula $[\text{Agreement} / (\text{Disagreement} + \text{Agreement}) \times 100]$. The reliability between the two transcripts was calculated as 83%. Considering that the consistency rate between coders should not be below 80% (Miles and Huberman, 1994), the research findings were deemed reliable. Finally, the obtained data were tabulated, processed, and interpreted through direct quotation techniques while respecting the ethical principles by keeping the participants' identities confidential, using codes such as MP1 (male participant 1) and FP2 (female participant 2) in the records, and presenting direct quotations with these codes.

Ethical Approval

Ethical permission (Date: 20.11.2023-Number No 11) was obtained from Kırıkkale University Social and Human Sciences Research Ethics Committee for this research.

Results and Discussion

Below, the findings and comments reflecting master's degree students' opinions on their creative writing experiences with ChatGPT are examined in line with the predetermined sub-problems and presented sequentially. Firstly, the data regarding whether participants had information about ChatGPT, an artificial intelligence application, are summarized in Table 1.

Table 1: Master's Degree Students' ChatGPT Information and Experiences

Themes	Sub-Themes	n	%
Knowledge Status	Not knowledgeable	14	87.5
	I am knowledgeable and I use it	1	6.25
Usage Status	I have gained knowledge and experience for assignments	1	6.25
Toplam		16	100

When Table 1 is examined, the opinions of the graduate students participating in the study regarding their knowledge and experience with ChatGPT are considered within the themes of "Knowledge Status" and "Usage Status." Accordingly, the majority of the participants expressed that they do not have knowledge about ChatGPT (87.25%). In the theme of usage status, one participant (6.25%) mentioned knowing and using it, while another participant (6.25%) stated they gained knowledge and experience for homework purposes. Thus, it is understood that only two participants have knowledge and experience. Consequently, it is apparent that a significant portion of the graduate students does not possess adequate information about ChatGPT and has limited experience in using this artificial intelligence tool. This situation highlights the necessity of educational initiatives to increase students' awareness of technologies like ChatGPT. Some of the responses given by the participants within the scope of the research question are as follows:

FP 6: I have never heard of ChatGPT. Is this new technology?

FP 2: I used ChatGPT to gain knowledge and experience for my homework. It was very helpful!

MP 7: I am informed about ChatGPT but haven't used it extensively. However, I know it's a versatile tool, and I occasionally benefit from its features.

Within the scope of the research, the feelings, thoughts, and opinions of master's degree students regarding their creative writing experiences using ChatGPT were also examined. In this regard, the results obtained are presented in Table 2.

Table 2: General Views of Master's Degree Students on Creative Writing Experiences Using ChatGPT

Themes	Sub-Themes	f	%
Effects on Writing Skills	Enhances and is very beneficial to the development of writing skills	10	62.5
	Contributes to developing a different perspective	7	43.75
	Contributes to the expansion of vocabulary	5	31.25
	A good guide in correcting grammatical errors	1	6.25
	Develops the desire and enthusiasm to write	1	6.25
Usage and Auxiliary Functions	A friend that makes the writing process and assignments fun	5	31.25
	A knowledgeable assistant in every field	5	31.25
	Accelerates the text creation process	4	25
	Supports personal development, aiding self-discovery	4	25
	Gives the feeling of conversing with a human	1	6.25
Potential Negative Effects	Has the potential to make the human mind lazy	6	37.5
	The answers provided are not reliable	3	18.75
	Alarming as an alternative to humans in many areas	3	18.75
	Irregular and mechanical responses create additional workload	1	6.25
		1	6.25
Requirements and Recommendations	Awareness training should be provided for conscious use	2	12.5
Toplam		59	100

Upon examining Table 2, the general views of graduate students on their creative writing experiences using ChatGPT have been gathered under four main themes and fifteen sub-themes. Firstly, a significant portion of the participants (62.5%) have stated that ChatGPT has been helpful in developing their writing skills and found it very beneficial in this regard. Additionally, 43.75% of the participants have expressed that ChatGPT contributed to developing different perspectives. Positive effects have also been reported in terms of vocabulary enhancement (31.25%), correction of grammatical errors (6.25%), and fostering the desire and enthusiasm to write (6.25%). From the standpoint of "Usage and Auxiliary Functions," some students have described ChatGPT as a friend that makes the writing process and assignments enjoyable (31.25%), a knowledgeable assistant in every field (31.25%), a contributor to accelerating the text creation process (25%), and as support for personal development by helping individuals discover themselves (25%). Moreover, some participants have mentioned that ChatGPT gives the feeling of conversing with a human (6.25%). However, some students have also drawn attention to the potential negative effects of ChatGPT. 37.5% of the participants think that ChatGPT has the potential to make the human mind lazy, while 18.75% find the responses unreliable and 18.75% find it unsettling that it could be an alternative to humans in many areas. The irregular and mechanical nature of the responses could bring additional workload (6.25%) and may dull the writing desire by making an individual feel inadequate (6.25%). In the section on "Requirements and Recommendations," 12.5% of participants have argued that awareness training should be provided for the conscious use of ChatGPT. To summarize, it appears that participants have assessed the effects of ChatGPT on writing skills across a broad spectrum. The fact that the risks accompanying the advantages provided by technology have also been brought to the agenda suggests a critical approach to the subject. Some participant opinions include:

MP 8: ChatGPT can provide us with natural and satisfying answers to many of our questions, much like a teacher. It helped me make my text more effective and qualitative by creating different expressions, offering creative ideas, and providing different advice. It assisted me in correcting my mistakes and speeding up the text-writing process. I believe it will be very useful in many research tasks with time constraints, such as assignments and articles.

FP 13: It was an experience that far exceeded my expectations. The application is generally very nice but a bit intimidating. If technology continues to progress in this way, there will be no need for human experience and knowledge. People may become mechanized over time, becoming a generation that does not think and move. I think technology will continue to advance further, and we need to learn to use the right technology. Instead of being slaves to technology, we need to use it for the right purposes.

Another question addressed in the research is how ChatGPT assists master's degree students in the creative writing process. The results obtained in this regard are presented in Table 3.

Table 3: Master's Degree Students' Views on How ChatGPT Assists in the Creative Writing Experience

Themes	Sub-Themes	f	%
Contributions to the Writing Process	Helped develop new ideas	7	43.8
	Using suggestions and alternative expressions made the text more diverse and fluent	5	31.3
	Ensured the text became more qualitative	3	18.6
Negative Feedback	Deficiencies in correcting grammatical errors	1	6.3
Toplam		16	100

Upon examining Table 3, the perspectives of graduate students on how ChatGPT has assisted in the creative writing experience have been aggregated under two main themes. These are articulated as "contributions to the writing process" and "negative feedback." In terms of "Contributions to the Writing Process," 43.8% of participants indicated that ChatGPT helped develop new ideas during the writing process. Secondly, 31.3% of participants expressed that ChatGPT, through its suggestions and alternative expressions, made the text more diverse and fluid. In the final category of this theme, 18.6% of participants reported that ChatGPT enhanced the quality of the text. Regarding "negative feedback," 6.3% of participants pointed out deficiencies in ChatGPT's ability to correct grammatical errors. In summary, while ChatGPT offers significant advantages in supporting creative thinking, improving text flow, and enhancing text quality, it is emphasized that there are limitations in its grammar corrections. From this aspect, it can be argued that ChatGPT has the potential to improve creative writing skills, but further development is needed in terms of grammar. Some participant opinions exemplifying this aspect include:

FP 2: "ChatGPT, with its alternative word suggestions, elevated my text to a different level. It also helped in making my text more qualitative. However, I can say it lacks in correcting grammar errors. Perhaps correcting grammar errors with any additional plugin might be possible."

FP 5: "ChatGBT provided significant benefits in describing the setting and making descriptions when writing about any subject or story. Interaction with ChatGBT can offer us different perspectives, help us discover new ideas, and assist in developing different creative approaches. By working with ChatGBT, we can receive suggestions and inspirations, discover new expressions or word choices to make our texts more fluent."

As part of the research, features of GPT in creative writing, such as suggestions, corrections, and alternative expressions, were also examined. The results in this regard are presented in Table 4.

Table 4: Master's Degree Students' Views on Suggestions, Corrections, and Alternative Expressions While Engaging in Creative Writing with ChatGPT

Themes	Sub-Themes	f	%
Contributions of Suggestions and Corrections	ChatGPT's suggestions and corrections are very helpful	4	25.0
	ChatGPT's suggestions provide different perspectives on the subject	3	18.8
	ChatGPT's suggestions make the texts interesting and help in expression	3	18.8
	ChatGPT offering alternative expressions contributes to the originality of the text	2	12.5
Negative Feedback	The expressions in ChatGPT's suggestions are mechanical, artificial, and contrived	3	18.8
	ChatGPT's vocabulary usage is limited and insufficient	1	6.1
Toplam		16	100

Upon examining Table 4, the views of graduate students on the suggestions, corrections, and alternative expressions provided by ChatGPT during creative writing are gathered under two main themes. These are expressed as "contributions of suggestions and corrections" and "negative feedback." In the theme of "Contributions of Suggestions and Corrections," 25.0% of participants have indicated that ChatGPT's suggestions and corrections were very helpful. Additionally, 18.8% of participants have expressed that ChatGPT's suggestions allowed them to look at the subject from different perspectives. Similarly, 18.8% of participants have mentioned that ChatGPT's suggestions made the texts more engaging and helped them express themselves better. 12.5% of participants have stated that ChatGPT's offering of alternative expressions contributed to the originality of the text. In the theme of "negative feedback," however, 18.8% of participants have pointed out that the expressions in ChatGPT's suggestions were mechanical, artificial, and contrived. Furthermore, 6.1% of participants have expressed that ChatGPT's vocabulary was limited and insufficient. Overall, it is considered that ChatGPT's suggestion and correction capabilities could support the writing stages and enrich the creative writing experience by offering different perspectives. Nevertheless, it is understood that the texts are not yet at the desired level in areas such as naturalness, originality, and word choice. This situation indicates that the effects of ChatGPT in the writing process are generally positive, but there is a need for improvement in some areas. Some participant opinions regarding this are provided below as examples:

FP 14: I don't think it is insufficient in terms of word usage. However, the expressions in its suggestions appear mechanical and artificial. Some adjustments are needed afterward. When alternative expressions are used appropriately and in moderation, they make the text more original and engaging.

FP 1: For effective use in the context of creativity, one benefits maximally from this application by drawing inspiration from ChatGBT but also using their own creative thinking skills. I can say that the creative writing experience with ChatGPT has shown me how beautifully I can write, how I can look at things from different perspectives, and how much it contributes to enriching my writing. Even after finishing the work, reading the resulting texts made me realize that I didn't know I could write so well. I realized that with ChatGPT support, I can write long and engaging texts if I want to. Thanks to the creative writing experience with ChatGPT, I felt an improvement in my writing skills. There has also been an improvement in my vocabulary because ChatGPT can offer many suitable alternatives for existing words. This allows new words to take their place in your mind. I felt an opening, expansion, and clarification in my mind. Thanks to the creative writing experience with ChatGPT, I felt that my writing talent had developed.

The effectiveness of ChatGPT in improving the creative writing skills of master's degree students was also investigated in the study, and the findings are presented in Table 5.

Table 5: Master's Degree Students' Opinions on the Impact of ChatGPT on Writing Skills

Themes	Sub-Themes	f	%
Highly Effective	Very influential on writing skills	8	50.0
Somewhat Effective	Contributes to writing skills at a normal level	5	31.25
Partially Effective	Has some effect on writing skills	3	18.75
Toplam		16	100

Upon examining Table 5, the perspectives of graduate students on the impact of ChatGPT in enhancing writing skills have been aggregated into three main themes. These are articulated as "highly effective," "somewhat effective," and "partially effective." In the "Highly Effective" theme, half of the participants (50.0%) have indicated that ChatGPT has been greatly effective in improving writing skills. In the "Somewhat Effective" theme, 31.25% of participants have expressed that ChatGPT has contributed to writing skills at a normal level. Lastly, a group of participants accounting for 18.75% have stated that ChatGPT has had some effect on writing skills. In summary, while half of the participants believe that ChatGPT has been highly effective in enhancing writing skills, the remaining half has indicated that this effect is at a normal or slight level. This outcome can be interpreted as ChatGPT generally providing a positive contribution to writing skills; however, the degree of this contribution varies among students. Some participant opinions include:

FP 16: If you know how to use ChatGPT correctly and consciously, I can say that it greatly enhances writing or creative writing abilities.

FP 4: ChatGPT has been a good source of inspiration for me. I didn't allow it to guide me too much since I designed the course and direction of the text myself. I only used it to get ideas about topics I didn't know, to fill in gaps about historical places and subjects, and to create alternative sentences, which I found effective in this aspect.

The study also investigated the situation where ChatGPT accelerates the creative writing skills of master's degree students, and the findings are presented in Table 6.

Table 6: Master's Degree Students' Views on the Acceleration of the Writing Process by ChatGPT

Themes	Sub-Themes	n	%
Status of Accelerating Writing Skills	Yes	14	87,5
	No	2	12,5
Toplam		16	100

Upon examining Table 6, the perspectives of graduate students regarding the acceleration of creative writing skills by ChatGPT have been aggregated under two sub-themes. These have been categorized as "yes" and "no." Within the theme of "Acceleration of Writing Skills," a significant majority of participants (87.5%) have indicated that ChatGPT accelerates creative writing skills. On the other hand, 12.5% of participants have expressed that ChatGPT does not accelerate writing skills. In summary, the vast majority of participants believe that ChatGPT accelerates creative writing skills. This finding suggests that ChatGPT generally has a positive impact on the writing process. However, a small group of students think differently on this matter. Accordingly, some of the participant opinions are as follows:

FP 16: Crafting a sentence and starting it is easy, but expanding it with supporting statements is really challenging. ChatGPT makes these difficulties much easier. Additionally, providing an original idea for you allows you to progress without overthinking, generating alternatives to that idea.

MP 8: I think it is useful when I am not familiar with a topic or don't have enough information. For example, if I don't know about coffee places in Paris, it helped me quickly access that information, and thanks to its recommendations, I could find everything on one page with explanations.

Conclusion

Artificial intelligence, heralding a significant transformation in almost every aspect of life, plays a crucial role in shaping writing skills through tools like ChatGPT. This study, conducted to describe the opinions of graduate students on their creative writing experiences with this new technology, has gathered the views given by the participant students on the use of ChatGPT under 14 main themes and 34 sub-themes. The findings of the research have been discussed below, highlighting the prominent observations. Accordingly, it has been determined that the vast majority of the participant students lack knowledge and experience regarding ChatGPT. The majority of the participants were found to lack knowledge and experience with ChatGPT. Despite more than five months passing since ChatGPT became publicly accessible, the fact that it is not well-known among postgraduate students is a significant observation. The research implies a potential lack of awareness regarding developments in educational

technologies that combine essential components of academic life, such as writing and translation, through artificial intelligence tools.

Every innovation brings forth both positive and negative perspectives. In line with this judgment, the research findings indicate that master's degree students' views on ChatGPT's impact on their creative writing experiences exhibit a dual nature, encompassing both positive and negative judgments. More than half of the participating students expressed positive attitudes, stating that ChatGPT contributed to the improvement of their writing skills, provided different perspectives, enhanced vocabulary, and made the writing process enjoyable. This finding aligns with the results of Lin and Chang's (2020) research, aiming to enhance postgraduate writers' skills using a chatbot, where the group using the chatbot was found to be more successful than the non-user group.

According to Thorp (2023), ChatGPT is considered an entertaining tool, a perspective echoed by Aktay, Gök, and Uzunoğlu (2023), who found that students enjoyed and found interactive teaching processes designed and implemented with chatbots to be interesting. Therefore, the students' enjoyment of the writing process with ChatGPT aligns with the literature. This finding holds significance in two respects: first, it resonates with the general view that the use of technology in education makes the learning process easier, more enduring, and more enjoyable. Second, it corresponds to the understanding that affective factors positively influence the learning process (Bloom, 1979; Senemoğlu, 1987). Indeed, considering affective characteristics such as interest, attitude, value, motivation, and anxiety is recommended for students struggling with writing education (Karasakaloğlu and Saracaloğlu, 2009; Harris, Schmidt, and Graham, 1997). In this context, the use of chatbots in writing education is believed to contribute positively both cognitively and affectively.

However, a significant portion of the participants expressed negative judgments, suggesting that ChatGPT could make the human mind lazy, its information might be unreliable, and its versatility could pose a threat to humanity. These judgments echo the significant dilemmas discussed in the literature regarding the potential pitfalls of new technology. While technology facilitates tasks, it can also lead humans towards laziness (Avcı, 2022; Karagülle and Çaycı, 2014). These concerns align with the recognized risks in the relationship between technology and education confirmed by participants in previous studies (Kurtoğlu Erden and Uslupehlivan, 2020; Erten, 2019). However, taking an archaic approach to the issue, writing itself was initially viewed as a new technology, and there were concerns that it would dull human minds (Yalçın Çelik, 2015; Ong, 2018; Sanders, 2020). Contrary to expectations, writing has persisted as the founder, protector, and enhancer of thought and culture. Today, ChatGPT's ability to systematize thought, generate alternative views, assist in error correction, and provide instant feedback may indeed support and enhance the human mind. This perspective should be noted not as a futuristic claim but as a view entrusted to time.

As stated in the theoretical section, the responses generated by ChatGPT are not always accurate, and it has the potential to provide fictional and incorrect information. OpenAI, during the introduction of ChatGPT 4, emphasizes that the model is still not entirely reliable, advising caution in the use of the information it produces (OpenAI, 2023). Malik, Khan, and Hussain (2023) have also expressed concerns about the reliability and originality of information provided by ChatGPT, stating that not every piece of information can be relied upon, and issues may arise regarding its authenticity.

Forecasts about the potential capabilities of artificial intelligence and what it might achieve in the future evoke a skeptical and apprehensive approach. Considering that the majority of participants lack sufficient knowledge and experience with ChatGPT, this concern can be seen as a human reflex toward the "unknown new." However, this finding corresponds to an important issue discussed both in the written press (Küçükşabanoğlu, 2023; Üren, 2023; Demirtaş, 2023; Baycan, 2023) and academic literature (Yavuz Aksakal and Ülgen, 2021; Çark, 2020; Aktaş, 2022). According to these sources, the widespread use of artificial intelligence may lead to the disappearance of certain jobs and professions, resulting in unemployment for many individuals. Simultaneously, new and different job opportunities may emerge. On the other hand, members of some professional groups, especially healthcare workers, unanimously agree that they may lose their jobs with the proliferation of artificial intelligence (Civaner et al., 2022). In summary, the positive and negative judgments obtained in this study regarding ChatGPT parallel the literature. However, it is essential to note that both artificial intelligence and its application, ChatGPT, should neither be idealized for being new nor feared for being intelligent. Ultimately, it is a machine created with human will, and when you unplug it, it becomes nothing.

One of the significant findings obtained in the research is that master's degree students perceive ChatGPT as providing important advantages in their writing processes, particularly in encouraging creative thinking, improving

text flow, and enhancing text quality. While Bitzenbauer (2023) focused on the impact of ChatGPT on critical thinking skills in the context of physics education, Malik, Khan, and Hussain (2023) found that ChatGPT could enhance creativity and idea generation in their study with renowned academics. However, some studies suggest the opposite, claiming that ChatGPT poses a threat to critical thinking and creative writing skills (Livberber, 2023; Shidiq, 2023). Therefore, there is no consensus on the potential impact of ChatGPT on thinking skills.

Furthermore, writing is considered one of the most challenging language skills to acquire since it involves a complex process (Cheung, 2016). This process requires expressing emotions and thoughts accurately and effectively, applying language and narrative rules, possessing a rich vocabulary, fostering creative and critical thinking, and regular and continuous practice. Güneş (2007) argues that these complex processes used in the writing process are not only language skills but also elements that organize, develop, and make the mind effective. Additionally, language development experts such as J. Goody, Vygotsky, and J. Foucambert emphasize that writing is not just an action focused on language skills; it is also a significant tool for higher-level thinking (Güneş, 2007). Therefore, it can be hypothesized that there is a strong bidirectional relationship between writing and the mind, with each supporting and developing the other. From this perspective, considering ChatGPT's abilities to support and organize the writing process, such as systematizing and enhancing creativity (Livberber, 2023), it can be predicted that it may contribute to creativity by demonstrating both the systematic nature of writing and the possibility of different thinking.

The study investigates the contribution of suggestions, corrections, or alternative sentences and expressions provided by ChatGPT to the creative writing process. The majority of participants indicated that ChatGPT's suggestions and corrections positively influenced their creative writing experiences. In particular, it was emphasized that ChatGPT facilitates viewing the subject from different perspectives, makes texts interesting, and provides alternative expressions. Livberber (2023), in his study on designing academic articles with ChatGPT, confirms through practical applications that the new technology can consistently generate ideas about a text's purpose and focus, support it in terms of content, and provide reasonable correction and editing capabilities. These results are crucial, demonstrating that ChatGPT can be used as an effective support tool in the creative writing process. Considering ChatGPT's ability to organize information and generate alternative sentences and paragraphs, it can facilitate the challenging and complex writing process, making it both easier and enriching the text with integrity and richness.

This situation can also be explained by the process of collaborative learning. Collaborative learning is a significant learning approach that has been emphasized since the mid-twentieth century, suggesting that students contribute to each other's learning by working in small groups (Ün Açıkgöz, 2011). Additionally, recent brain research indicates that being in connection and solidarity with people and ideas positively affects the learning process by developing the mind (Boaler, 2022). Considering ChatGPT's possession of human-like thinking, learning, perception, problem-solving, and communication skills, it is possible to discuss a form of collaboration and cooperation between the user and the machine. This process, reaching a robust dimension with the ability of artificial intelligence to provide information like a teacher or writer on technical subjects, can play a significant role in the development of writing skills. However, for this collaboration to be effective, some factors need to be considered, including the limitations of artificial intelligence, users' adaptation processes to technology, and ethical issues. These factors are essential considerations for fully understanding the role of ChatGPT in education and specifically in writing education.

On the other hand, some students expressed that the expressions in ChatGPT's suggestions are mechanical, artificial, and artificial, and the use of words is limited and insufficient. Considering all these results, it can be said that ChatGPT has the potential to enrich the creative writing experience but needs improvement in areas such as the naturalness, originality, and word choice of the texts.

In the study, students were also asked to evaluate the contribution of ChatGPT to their writing skills. In this context, the vast majority of participants believe that ChatGPT has a positive impact on their writing skills. In the literature, it is predicted that ChatGPT will frequently be used in scientific writing, assignments, reports, and message writing (Koçyiğit and Darı, 2023). Although not directly addressing the impact of ChatGPT on writing skills, it is also suggested that it will support learning and teaching processes and increase productivity (Al Ahmed and Sharo, 2023; Sumakula, Hamiedb, and Sukyadi, 2022). Therefore, both this research finding and the literature suggest that ChatGPT can be effectively utilized for writing education and play a significant role in enhancing users' creative writing skills.

One of the significant results obtained in the research is that almost all participants believe that ChatGPT accelerates the writing process. This finding can be read as a reflection of the positive impact of this AI-based tool

on writing practice. Indeed, as mentioned earlier, ChatGPT can provide users with new ideas, alternative sentences, and words while also supporting tasks such as correcting and editing texts. Therefore, this feature opens the way for users to produce faster, more fluent, and more creative texts. Increased speed not only allows individuals to use their time more efficiently and effectively in activities such as research, examination, and assignment writing but can also lead to increased productivity. However, the innocent goal of speed that begins this process may later open the door to potential risks such as addiction or being limited to the information provided by the machine. The result of the former may lead to the disappearance of naturalness and originality, while the latter may result in writing shallow texts without sufficient thought. In summary, while the result that ChatGPT speeds up the writing process emphasizes the potential of this technology to support writing skills, it should be read with consideration for concerns about the naturalness, originality, and depth of thought. Therefore, it is crucial to establish and position the correct balance between humans, technology, and speed.

Recommendations

More comprehensive research can be conducted on the impact of ChatGPT on the creative writing process. These studies could delve into how ChatGPT influences students' creative thinking skills and its effects on the quality of texts.

It can be argued that the first application area of artificial intelligence technology in education will be writing and writing skills. Building on this, studies can be conducted on how artificial intelligence-based applications like ChatGPT can be used by teachers to teach writing skills and how they can support students' writing abilities.

Research can focus on ChatGPT's impact on students' written academic work, such as assignments, reports, and projects. These studies could evaluate ChatGPT's influence on academic writing processes and skills.

Ethical Approval

Ethical permission (Date: 20.11.2023-Number No: 11) was obtained from the Kırıkkale University Social and Human Sciences Research Ethics Committee for this research.

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