UNIVERSITY STUDENTS' PERCEPTIONS OF CHATGPT AS A TOOL FOR ASSISTING WRITING

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM

STATE ISLAMIC UNIVERSITY,

MALANG

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THESIS

Submitted to the Board of Examiners in Partial Fulfilment of the Requirement for the Degree of English Language Teaching (S.Pd.) in the English Education Department

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2024

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LEGITIMATION SHEET

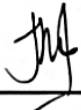## UNIVERSITY STUDENTS' PERCEPTIONS OF CHATGPT AS A TOOL FOR ASSISTING WRITING

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Assalamu'alaikum Wr. Wb

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DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for anyother academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any person, nor does it include, without due acknowledgment, the result of anyother person.

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Malang, June 15th 2024

The researcher,

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MOTTO

You cannot control what had happened to you or what might happen in the future, but you can control how you react to it. Healing is a process, forgiving is tough. It is perfectly okay to feel what you feel, work hard and do not make yourself a victim. At the end of the day, you're the one in control, not anyone else.

-Rizka Amaliyah-

DEDICATION

First and foremost, I would like to express my gratitude to Allah SWT. for His mercy, blessings, and compassion. I also extend my sholawat and salam to the Prophet Muhammad SAW. who has guided me to the light, enabling me to finish this thesis.

This thesis titled "University Students' Perceptions of ChatGPT as a Tool for Assisting Writing" is dedicated to my parents, Hatta Maliki and Luluk Idawati, for their unwavering love and support in my life and education. I also dedicated it to my sisters, my relatives, and my exceptional advisor whose guidance has led me to finish this thesis. Finally, I am also grateful to all my friends who have supported me throughout my studies.

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Alhamdulillahi rabbil alamin, praise is graced upon Allah SWT. for all the grace and affection given the researcher for completing her thesis entitled "University Students' Perceptions of Chatgpt as a Tool for Assisting Writing", which was then handed over as a final duty requirement to get a bachelo's degree (S.Pd). Sholawat and salam may always be given to our Prophet Muhammad SAW. that has guided us from the dark ages into the bright ages, that is Islam rahmatan lil alamin.

The researcher realized that the completed thesis had not escaped with support andhelp from the different sides. Accordingly, in gratitude, the researcher wishes to extend her infinite gratitude to:

1. Beloved parents (Hatta Maliki and Luluk Idawati) who constantly prayed, motivated, and kept their daughter mentally stable to stay positive during the thesis process.

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7. My closest friends, Dian Syafitri and Faradillah Rizqika Yusuf

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Regarding the contents of the thesis, the researcher was kneeled aware that there were many flaws and mistakes that needed to be corrected. Therefore, constructive criticism and advice are expected by the researcher to correct such flaws. With this thesis, the researcher hopes that she can offer a contribution that can benefit the readers, especially in the field of education.

Malang, June 15 2024
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LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	= a		ز	= z		ق	= q
ب	= b		س	= s		ك	= k
ت	= t		ش	= sy		ل	= l
ث	= ts		ص	= sh		م	= m
ج	= j		ض	= dl		ن	= n
ح	= h		ط	= th		و	= w
خ	= kh		ظ	= zh		ه	= h
د	= d		ع	= '		ء	= '
ذ	= z		غ	= g		ي	= y
ر	= r		ف	= f			

B. Long Voccal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Dipthong Vocal

Aw   = اؤ

ay   = اي

û   = او

î   = ائ

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LIST OF ABBREVIATIONS

Abbreviations	Meaning
AI	Artificial Intelligence
EFL	English as a Foreign Language
I	Interviewer
ST	Student (participant)

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ABSTRACT

Amaliyah, Rizka. 2023. University Students' Perceptions Of Using ChatGPT as A Tool For Assisting Writing. Thesis, Department of English Education, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Prof. Dr. H. Langgeng Budianto, M.Pd

Keywords: English Learning, AI in Education, Students' Perceptions

The integration of artificial intelligence (AI) in education has transformed traditional learning methods, presenting innovative avenues to enrich student engagement and comprehension. Among these technological advancements, ChatGPT, an AI language model developed by OpenAI, has emerged as a pivotal tool in language learning. This study delves into university students' perceptions regarding the utilization of ChatGPT in their English learning endeavors.

Through qualitative interviews with participants, this research explores various facets of students' experiences with ChatGPT, encompassing their overall encounters, its influence on learning processes, encountered challenges, and its impact on learning outcomes. Despite the challenges, the findings unveil predominantly positive perceptions among participants, accentuating ChatGPT's convenience, engagement, and effectiveness in augmenting language learning.

However, participants encountered hurdles such as occasional formality in responses and difficulties in informal language recognition. Nonetheless, they reported substantial enhancements in grammar, vocabulary, reading comprehension, motivation, and academic performance. These findings underscore the potential of ChatGPT as a valuable adjunct to traditional learning methods, offering personalized and interactive learning experiences that foster language proficiency and academic success.

ABSTRAK

Amaliyah, Rizka. 2023. Persepsi Mahasiswa Terhadap Penggunaan ChatGPT dalam Pembelajaran Bahasa Inggris. Skripsi, Jurusan Pendidikan Bahasa Inggris, FITK, UIN Maulana Malik Ibrahim Malang. Pembimbing: Prof. Dr. H. Langgeng Budianto, M.Pd

Kata Kunci: Pembelajaran Bahasa Inggris, AI dalam Pendidikan, Persepsi Mahasiswa

Integrasi kecerdasan buatan (AI) dalam pendidikan telah merevolusi metodologi pembelajaran tradisional, menawarkan pendekatan baru untuk meningkatkan keterlibatan dan pemahaman siswa. Di antara kemajuan teknologi tersebut, ChatGPT, model bahasa AI yang dikembangkan oleh OpenAI, telah muncul sebagai alat penting dalam pembelajaran bahasa. Penelitian ini bertujuan untuk memahami persepsi mahasiswa universitas dalam memanfaatkan ChatGPT dalam proses pembelajaran bahasa Inggris mereka.

Melalui wawancara kualitatif dengan partisipan, penelitian ini mengeksplorasi berbagai aspek pengalaman mahasiswa dengan ChatGPT, termasuk pengalaman keseluruhan mereka, pengaruhnya terhadap proses pembelajaran, tantangan yang dihadapi, dan dampaknya terhadap hasil pembelajaran. Meskipun menghadapi tantangan, temuan menunjukkan persepsi yang secara umum positif di antara partisipan, menyoroti kenyamanan, keterlibatan, dan efektivitas ChatGPT dalam meningkatkan pembelajaran bahasa.

Namun, partisipan mengalami kendala seperti keformalan sesekali dalam tanggapan dan kesulitan dalam mengenali bahasa informal. Meskipun demikian, mereka melaporkan peningkatan yang signifikan dalam tata bahasa, kosakata, pemahaman membaca, motivasi, dan kinerja akademik. Temuan ini menegaskan potensi ChatGPT sebagai alat berharga dalam metode pembelajaran tradisional, menawarkan pengalaman pembelajaran yang personal dan interaktif yang meningkatkan penguasaan bahasa dan kesuksesan akademik.

مستخلص البحث

أملية، رزكة. 2023. تصورات طلاب الجامعة حول استخدام ChatGPT كأداة لتعلم اللغة الإنجليزية. رسالة ماجستير، قسم تعليم اللغة الإنجليزية، كلية التربية والتدريب للمعلمين، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الأستاذ الدكتور الحاج لانغينغ بوديانتو، ماجستير في التربية.

الكلمات المفتاحية: تعلم اللغة الإنجليزية، الذكاء الاصطناعي في التعليم، تصورات الطلاب

تكنولوجيا الذكاء الصناعي في التعليم قد غيّرت من منهجيات التعلم التقليدية، مما أتاح أساليب جديدة لتعزيز مشاركة الطلاب وفهمهم. من بين هذه التطورات، ظهر ChatGPT، نموذج لغة ذكاء اصطناعي طوّرته OpenAI، كأداة هامة في مجال تعلم اللغة. يهدف هذا البحث إلى فهم تصورات طلاب الجامعات حول استخدام ChatGPT في عمليات تعلم اللغة الإنجليزية.

من خلال مقابلات جودوجية مع المشاركين، يقوم هذا البحث باستكشاف جوانب مختلفة من تجارب الطلاب مع ChatGPT، والتحديات التي واجهوها، وتأثيره على عمليات التعلم، بما في ذلك تجربتهم العامة، وتأثيره على نتائج التعلم. على الرغم من الصعوبات، تكشف النتائج عن تصورات إيجابية في الغالب بين المشاركين ChatGPT، في تعزيز تعلم اللغة والمشاركة، والفعالية، مؤكدة على ملاءمة.

ومع ذلك، واجه المشاركون عقبات مثل الردود المنتظمة الرسمية وصعوبات في التعرف على اللغة العامية. ومع ذلك، أبلغوا عن تحسينات كبيرة في القواعد اللغوية، والمفردات، وفهم القراءة، والدافع، والأداء الأكاديمي، وتقديم تجارب ChatGPT كإضافة قيمة لأساليب التعلم التقليدية. تؤكد هذه النتائج على إمكانات تعلم شخصية وتفاعلية تعزز إتقان اللغة والنجاح الأكاديمي.

CHAPTER I

INTRODUCTION

This chapter outlines the rationale behind the research. It includes an overview of the study's background, the formulation of research questions, the objectives the research aims to achieve, the significance of the study, any limitations encountered, and definitions of key terms used throughout the research.

1.1 Background of the Study

English has become a global lingua franca, serving as the primary means of communication in international business, diplomacy, science, and technology. The ability to speak and understand English is increasingly recognized as a critical skill that opens doors to opportunities in a myriad of fields. In many countries, proficiency in English is a prerequisite for higher education and professional advancement. Consequently, the demand for effective English language education has never been higher. Despite the importance, teachers often struggle facing students' unwillingness to study English. This also happened in many other places, such as in Bangladesh, one research stated that teachers struggle with inadequate resources, large class sizes, and lack of parental involvement, which contribute to students' reluctance to engage in English language learning (Hasan et al., 2019).

For English as a Foreign Language (EFL) learners, mastering English is often seen as a gateway to academic and professional success. Unlike native English speakers, EFL learners face unique challenges that necessitate specialized teaching strategies and resources. These learners must not only grasp the basic grammar and

vocabulary but also develop the ability to use the language in diverse contexts, ranging from casual conversations to formal presentations. Therefore, the quality of English education they receive is crucial in shaping their future prospects.

The importance of English education extends beyond individual benefits. In many non-English-speaking countries, English proficiency is linked to national economic growth and competitiveness. Countries that invest in English education can better participate in the global economy, attract international businesses, and foster cross-cultural understanding. Thus, enhancing English language learning among students is a priority for educational institutions and governments worldwide.

Given these stakes, educators and researchers are continually exploring innovative methods to improve English language instruction. The integration of technology in education, particularly through tools like ChatGPT, offers promising avenues to support and enhance the learning experience for EFL students. These technologies can provide personalized, interactive, and engaging learning environments that are tailored to the specific needs of learners, potentially overcoming some of the traditional barriers to language acquisition.

The integration of artificial intelligence (AI) in education has transformed traditional learning methodologies, offering innovative approaches to enhance student engagement, comprehension, and overall learning outcomes. For example, the M-Powering Teachers tool uses AI to provide automated teaching insights, which increased instructors' uptake of student contributions by 13%. This improvement was driven by instructors' use of more sophisticated strategies, such as follow-up questioning. Additionally, students whose teachers reviewed the AI-

generated feedback showed higher assignment completion rates and greater course satisfaction. The majority of instructors also found the feedback helpful, indicating that AI tools like M-Powering Teachers can significantly enhance teaching practices and student engagement (Demszky, D., et al, 2021).

Among the many AI-driven tools revolutionizing education, ChatGPT stands out as a significant innovation in the realm of language learning, due to its ability to generate large volume of text and content (Memarian & Doleck, 2023). Its natural language processing capabilities enable students to engage in simulated conversational interactions, practice language skills, and receive personalized feedback in real-time.

The importance of seeking knowledge is emphasized in the Qur'an, where believers are encouraged to read and acquire knowledge in the name of their God. Islam places a high value on the pursuit of knowledge, as emphasized in the Qur'an:

اِقْرَاْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ

Meaning: "Read in the name of your Lord who created" (Qur'an 96:1)

This verse underscores the importance of seeking knowledge and utilizing all available resources to enhance one's understanding. The approach of AI in education can be viewed as a modern means to fulfill this divine injunction, providing tools that facilitate the acquisition of knowledge in innovative ways. This directive resonates with the modern approach of AI in education, which provides tools and resources to facilitate the acquisition and dissemination of knowledge in innovative ways (Guan et al., 2020).

While the potential benefits of AI in education are widely acknowledged, it is essential to understand how students perceive and interact with AI-driven tools such as ChatGPT. Students' perceptions play a crucial role in shaping their attitudes, motivation, and engagement levels towards learning. By gaining insights into students' experiences, preferences, and challenges related to using ChatGPT, educators and policymakers can design more effective and student-centered learning experiences. Moreover, understanding students' perceptions can inform the development of tailored interventions and instructional strategies to maximize the educational impact of AI technologies.

Despite the growing interest in AI-driven educational tools, there remains a notable gap in our understanding of university students' perceptions specifically regarding ChatGPT. While previous studies have explored broader aspects of AI integration and language learning, there is a scarcity of research focusing specifically on the experiences and attitudes of university students towards ChatGPT. Therefore, this study aims to address this gap by conducting an in-depth investigation into university students' perceptions of utilizing ChatGPT in their English learning processes. The primary objective of this research is to uncover the advantages, challenges, and overall impact of using ChatGPT as a tool for English language education, particularly among students at State University of Maulana Malik Ibrahim Malang.

1.2 Research Question

Given the study's background, the research question can be formulated as follows:

1. How are university students' perceptions of the use of ChatGPT as a tool for assisting writing?

1.3 Research Objectives

Based on the research question that was presented earlier, the research objectives can be formulated as follows:

1. To identify students' perceptions towards the use of ChatGPT as a tool for assisting writing.

1.4 Significance of the Study

The integration of AI tools like ChatGPT in education is transforming traditional teaching and learning methods. This study aims to explore these changes and understand their implications for English language education.

1. Practical Benefit

By understanding students' perceptions, this research provides practical benefits for both teachers and students, which can be outlined as follows:

2. For Teacher

This study provides practical benefits for teachers by offering insights into the integration of AI tools like ChatGPT in English language education. Understanding students' perceptions allows teachers to enhance their teaching strategies, personalize learning experiences, and increase student engagement. The findings help in the efficient allocation of resources and inform professional development, equipping educators with the skills needed to effectively use AI in their curriculum. Additionally, this research aids curriculum designers in aligning

educational programs with students' needs, ultimately fostering a more effective and relevant learning environment.

3. For Students

This study holds significant benefits for students by enhancing their English language learning experience through the integration of AI tools like ChatGPT. By providing insights into students' perceptions, the research helps in tailoring AI-assisted learning to better meet their individual needs and preferences. This leads to more personalized and engaging learning experiences, which can improve linguistic proficiency and boost confidence in using English in real-life scenarios. Furthermore, the adaptive feedback and interactive nature of ChatGPT can make language practice more enjoyable and effective, ultimately contributing to higher levels of motivation and better learning outcomes.

1.5 Limitations of the Study

Despite its contributions, this study has several limitations. First, the research is based on a qualitative approach, which may limit the generalizability of the findings to a broader population. The sample size is relatively small and confined to university students from State University of Maulana Malik Ibrahim Malang, which might not reflect the experiences of students in different educational settings or regions. Additionally, the study relies on self-reported data, which can be subject to biases such as social desirability or recall bias. Furthermore, the rapidly evolving nature of AI technology means that the perceptions and experiences of students might change over time as new features and improvements are introduced. Finally, the study focuses exclusively on the use of ChatGPT for

English language learning, and its findings may not be applicable to other subjects or AI tools.

1.6 Definition of Key Terms

Based on the explanation of the research above, here are the definition of some of the key terms:

1. Artificial Intelligence (AI)

Artificial Intelligence (AI) is a multidisciplinary field of computer science that aims to develop systems capable of performing tasks that typically require human intelligence. These tasks include learning from experience, reasoning to solve problems, understanding natural language, recognizing patterns, and making decisions. AI technologies range from simple rule-based systems to complex machine learning algorithms and neural networks. In education, AI holds the potential to transform teaching and learning by offering personalized instruction, adaptive learning experiences, intelligent tutoring systems, and automated administrative tasks. Harry (2023) highlights AI as a transformative force in education, with the potential to improve student outcomes, increase efficiency, and enhance the educational experience for learners of all ages.

2. ChatGPT

ChatGPT is an advanced AI language model developed by OpenAI, designed to generate human-like text based on the input it receives. Utilizing deep learning techniques, ChatGPT can engage in conversations, provide explanations, and generate content on a wide range of topics. ChatGPT's capabilities stem from its ability to understand context, generate coherent responses, and mimic human

language patterns. Radford et al. (2019) discuss the capabilities of language models like ChatGPT as unsupervised multitask learners, capable of performing various language-related tasks without explicit programming.

3. Language Learning

Language learning refers to the process by which individuals acquire or improve their ability to understand, speak, read, and write in a language other than their native tongue. Language learning can occur through formal instruction, immersion experiences, self-study, and interactions with speakers of the target language. Advances in technology, such as language learning apps, online courses, and AI-driven tutoring systems, have expanded opportunities for language acquisition and practice. Reinders and White (2016) reflect on the role of technology in facilitating language learning autonomy, allowing learners to control their learning pace, content, and interactions.

4. Perceptions

Perceptions refer to the beliefs, attitudes, and understandings that individuals hold about a particular subject or situation. Perceptions are shaped by personal experiences, cultural background, social influences, and cognitive biases. In qualitative research, understanding participants' perceptions is essential for capturing the subjective meaning they attribute to phenomena under study. Ritchie et al. (2013) emphasize the importance of exploring perceptions in qualitative research, as they influence individuals' motivations, behaviors, and decision-making processes. In this study, perceptions refer to university students' views and experiences regarding the use of ChatGPT in their English language learning journey.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides an overview of key definitions and theoretical frameworks pertinent to the subject under investigation in this study. It encompasses the evolution of artificial intelligence (AI) in education, theoretical foundations linking AI with language learning, practical applications of ChatGPT in language acquisition, examination of perceptions and attitudes towards AI in educational contexts, as well as discussions on associated challenges, considerations, and future directions with implications for practice.

2.1 Evolution of AI in Education

AI's integration into education has undergone significant transformation over the past few decades. Harry (2023) highlights AI's transformative potential, particularly in offering personalized learning experiences and real-time feedback mechanisms. The adoption of AI in education has moved from simple computer-assisted instruction to sophisticated systems that can adapt to individual learner needs.

Holmes et al. (2019) discuss the evolution of AI technologies in educational settings, emphasizing how these tools have progressed from basic algorithmic functions to more complex, adaptive systems. These advancements have led to enhanced student engagement and comprehension by providing tailored educational experiences that respond to students' unique learning styles and paces.

Moreover, Khan et al. (2021) highlight how AI-driven analytics can offer insights into student performance, helping educators identify areas where students may need additional support. This capacity for detailed performance tracking and personalized intervention underscores AI's potential to transform educational practices fundamentally.

2.2 Theoretical Framework: AI and Language Learning

Several theoretical frameworks provide a foundation for understanding the impact of AI tools like ChatGPT on language learning. Constructivism, socio-cultural theory, and cognitive load theory are particularly relevant.

Constructivist theories, as posited by Piaget (1954) and Vygotsky (1978), suggest that learners build knowledge through interactions with their environment. AI tools, through interactive and adaptive feedback, align well with constructivist principles by providing learners with meaningful interactions that promote active learning.

Socio-cultural theory, as outlined by Vygotsky (1978), emphasizes the importance of social interactions in learning. AI tools like ChatGPT can simulate conversational practice with native speakers, providing a social context for language learning that can enhance linguistic competence and cultural understanding.

Cognitive load theory, developed by Sweller (1988), focuses on the amount of information that working memory can handle. AI tools can manage cognitive load by presenting information in manageable chunks and providing timely feedback, thereby facilitating more efficient learning processes.

Reinders and White (2016) explore these theoretical underpinnings, emphasizing the potential of AI to facilitate autonomous and interactive learning experiences. Merriam and Tisdell (2016) further discuss how these theories can inform the design and implementation of AI-driven educational tools.

2.3 Applications of ChatGPT in Language Learning

The capabilities of language models like ChatGPT as unsupervised multitask learners have significant implications for language learning. Radford et al. (2019) highlight ChatGPT's ability to engage in interactive dialogue, generate content, and provide explanations, making it a powerful tool for language acquisition.

Gao et al. (2021) examined the effectiveness of ChatGPT in providing personalized feedback and enhancing student engagement in language learning tasks. Their findings indicated that students using ChatGPT showed improved language proficiency and higher levels of engagement compared to traditional learning methods.

Moreover, Hidayatullah (2024) studied the use of ChatGPT for writing assistance in language learning. They found that students who used ChatGPT for drafting and revising their essays produced higher-quality writing and demonstrated better understanding of grammatical and stylistic elements.

Additionally, the use of ChatGPT extends beyond basic language skills, contributing to the development of higher-order thinking skills. Johnson et al. (2022) explored the use of ChatGPT in facilitating critical thinking and problem-solving activities in language classes. Their study revealed that students engaged in

tasks involving ChatGPT showed greater analytical skills and creativity in their language use. This indicated that ChatGPT can not only aid in language acquisition but also in fostering cognitive skills essential for advanced language proficiency.

Furthermore, the adaptability of ChatGPT allows for its integration into various learning contexts and modalities. Alshahrania (2023) conducted a study on the use of ChatGPT in blended learning environments, where they found that the tool effectively supported both in-class and online language activities. Students reported a seamless transition between different learning modes, with ChatGPT providing consistent support and feedback regardless of the setting. This flexibility makes ChatGPT a versatile tool that can enhance language learning in diverse educational contexts.

The role of ChatGPT in promoting autonomous learning is another area of interest. Belabcir (2024) investigated how ChatGPT can support self-directed learning by providing learners with immediate feedback and access to vast linguistic resources. Their research indicated that students using ChatGPT developed better self-regulation skills and demonstrated increased motivation to engage in independent language learning activities. This highlights the potential of ChatGPT to empower learners to take control of their own learning processes.

2.4 Perceptions and Attitudes Towards AI in Education

Understanding students' perceptions and attitudes towards AI in education is crucial for its effective implementation. Ritchie et al. (2013) emphasize the importance of perceptions in qualitative research, highlighting how usability, trust,

and perceived usefulness shape students' attitudes towards AI tools in language learning.

Sumakul et al. (2018) explore students' experiences with AI-powered tools like ChatGPT, focusing on factors influencing acceptance and adoption. Their study revealed that while students appreciated the personalized feedback and interactive nature of ChatGPT, however there are several concerns that need to be considered before integrating AI in education. Some challenges when employing AI tools were also noted by Le (2023), where the students were having technology anxiety and lack of tool variety.

Furthermore, Zebua and Katemba examined how students at the University of Advent Indonesia perceive ChatGPT. Their findings reveal that a majority of participants view OpenAI ChatGPT positively for enhancing learning motivation (41.25%), offering comprehensive and user-friendly features (41%), and assisting in correcting grammar errors in writing (35.25%). However, there is a neutral sentiment among some respondents regarding ChatGPT's ability to provide explanations that enhance writing skills (37.50%). Overall, the study suggests that ChatGPT serves as a beneficial tool for improving students' English writing skills, while also highlighting opportunities for further development in providing more detailed explanations.

Moreover, Mathes et al. (2023) conducted research on students' perceptions of AI, revealing that a majority of students recognize its advantages, such as improved access to educational resources, enhanced time management, and personalized learning experiences. This agreement across studies underscores the growing acceptance of AI as a valuable tool in higher education.

2.5 Challenges and Considerations

Despite the potential benefits, several challenges and considerations must be addressed when integrating AI into language learning. Issues related to privacy, data security, bias, and ethical concerns have been identified as significant barriers to adoption.

Akgun and Greenhow (2022) point out that a significant ethical issue in K-12 education with AI is the privacy of students and teachers. This problem stems from sharing too much personal information on online platforms. Although laws and rules are in place to protect sensitive data, people worry more about their privacy because AI companies sometimes access and secure data incorrectly.

Furthermore, Eden et al. (2024) discussed how integrating AI into education raises ethical concerns that need careful consideration. Issues such as data privacy and security emerge as schools collect and analyze large amounts of student information. There are also worries about AI algorithms possibly reflecting biases or reinforcing inequalities if not monitored closely. Additionally, ethical concerns arise regarding how AI is used to evaluate student performance and make important decisions. It's crucial to establish clear and accountable practices to address these issues. While AI in education offers new opportunities for innovation and improvement, it's important to approach challenges with careful planning and ethical awareness. By doing so, educators can leverage AI to create fair, inclusive, and effective learning environments.

2.6 Writing Skills

Writing is a fundamental skill in language learning that involves the ability to express thoughts, ideas, and information clearly and effectively. Effective writing requires a strong command of vocabulary, grammar, and syntax, as well as the ability to organize content logically. In academic contexts, writing skills are essential for composing essays, reports, research papers, and other types of scholarly work. According to Aliyu (2020), in EFL learning, writing skill has a vital role because it is needed in supporting the learners' academic success.

There are several key aspects of writing in language learning. These key aspects are connected, each playing a crucial role in helping learners develop their writing skills. Mastering these elements enables learners to express their ideas clearly, accurately, and persuasively.

2.6.1 Vocabulary Development

Building a strong vocabulary is fundamental in writing skill because it allows students to express nuanced ideas and concepts accurately and effectively. A rich vocabulary enables learners to choose the perfect words to convey the right meanings, making their writing more engaging and clear. Vocabulary development involves several strategies such as, reading extensively, practicing by regularly using new words in writing, and learning words in real-life situations to understand the practical application.

2.6.2 Mastery of Grammar

Understanding and applying grammatical rules and sentence structures accurately is essential for clarity and coherence in writing. Grammar involves the rules governing the structure of sentences, including verb tenses, subject-verb agreement, and proper use of articles and prepositions. Mastering grammar typically involves mastering sentence structure, constructing simple, compound, and complex sentences to add variety to writing. This includes using correct punctuation to clarify meaning, ensuring subjects, pronouns, and verbs are correct, and placing adjectives, adverbs, and other modifiers correctly to avoid ambiguity.

2.6.3 Coherent and Cohesion

Writing coherently is crucial for ensuring that the text flows logically and that ideas are connected seamlessly, which is vital for readability and comprehension. This is achieved through strategies such as organizing ideas in a clear and logical order, often using outlines to plan the structure of the text. Cohesion, on the other hand, involves using transitional words and phrases (e.g., however, therefore, furthermore) to link sentences and paragraphs together. It also includes referencing techniques, such as using pronouns and synonyms, to refer back to previously mentioned ideas and maintain clarity while avoiding repetition.

2.6.4 Writing Process

To enhance the quality of written work, a systematic approach is essential. The systematic approach in the writing process includes engaging in pre-writing, where ideas are brainstormed, research is conducted, and the structure of the text is

planned to effectively organize thoughts and gather information. Drafting follows, focusing on capturing ideas without concern for grammar or style. During revising, the draft is reviewed and refined for content, organization, and clarity, often involving additions, deletions, or rearrangements to strengthen the text. Editing addresses grammatical, spelling, and punctuation errors, refining sentence structure and word choice for improved readability and style. Proofreading completes the process with a final check for errors or inconsistencies, ensuring the text is polished before submission or publication. This systematic approach allows writers to develop ideas thoroughly and present them clearly, ultimately producing higher-quality writing.

2.7 Previous Studies

Research on the use of AI in writing has demonstrated its potential to support and enhance the writing process. Various AI-driven tools have been developed to assist writers in different stages of writing, from brainstorming to final revisions. The first example is the automated writing evaluation system AI, such as Grammarly and Criterion, they provide instant feedback on grammar, spelling, punctuation, and style. Chen and Cheng (2008) found that this systems significantly improve students' writing accuracy and fluency by offering immediate feedback. Similarly, Li et al. (2015) noted that these tools help students become more aware of their common errors, leading to long-term improvements in writing skills.

Furthermore, a research by Roscoe and McNamara (2013) which used Writing Pal as a research object, demonstrated that the AI could effectively support writing skill development by adapting to individual learners' needs and providing

targeted feedback. Allen et al. (2016) further highlighted that AI could assist students in developing critical thinking and analytical skills, which are essential for advanced writing tasks.

Tools like ChatGPT have shown promise in assisting in generating ideas, organizing contents, and refining language. Özçelik and Ekşi (2024) found out that ChatGPT could effectively supports students in improving their formal writing skills. Students eagerly utilized ChatGPT for their writing assignments and found its suggestions and corrections valuable for enhancing their writing's formality. Selim (2024) reported that students benefits from AI by improving their writing quality and time efficiency.

AI-powered collaborative writing platforms, such as Google Docs with AI-driven suggestions, also could help facilitate students with real-time collaboration and feedback. Zheng et al. (2015) found that collaborative platforms enhance students' engagement and motivation, leading to higher-quality writing and better learning experiences. Another supporting study is by Foltz et al. (2000), results showed that students could write and revise their essays online, resulting in improved essays using Latent Semantic Analysis.

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methodology employed in this study, detailing the research design, subject of study, research instruments, data collection procedures, and data analysis methods. The aim is to provide a clear and replicable framework for investigating university students' perceptions of using ChatGPT in their English learning processes.

3.1 Research Design

The research adopts a qualitative design, specifically a phenomenological approach, to explore the lived experiences and perceptions of university students using ChatGPT for language learning. This approach is suitable for gaining in-depth insights into participants' subjective experiences and attitudes, allowing for a comprehensive understanding of the phenomenon under study.

Phenomenology, as a research strategy, focuses on describing the commonalities of experiences among participants. According to Creswell (2013), this approach is effective in capturing the essence of participants' experiences and the meanings they ascribe to these experiences. In this study, a qualitative design enables the collection of rich, detailed data that provides a nuanced understanding of students' perceptions of ChatGPT.

3.2 Subject of the Study

The subjects of this study are university students enrolled in English Education Department at State University of Maulana Malik Ibrahim, located in Malang. The selection criteria include:

1. Enrollment in English Education Department in State University of Maulana Malik Ibrahim Malang

2. Experience using ChatGPT for language learning purposes.

3. Willingness to participate in the study and provide informed consent.

The sample consists of 5 students, chosen through purposive sampling to ensure participants have relevant experiences with ChatGPT. This sample size is appropriate for a qualitative study, allowing for in-depth exploration of individual perspectives while maintaining manageability in data analysis.

3.3 Research Instrument

Data for this study were be collected using open-ended questions in semi-structured interviews. These interviews are chosen for their ability to elicit detailed and comprehensive responses from participants.

These interviews will follow an interview guide with open-ended questions designed to explore students' experiences and perceptions of using ChatGPT. The flexibility of semi-structured interviews allows for probing and follow-up questions, providing depth to the data collected.

To collect qualitative data on students' experiences and perceptions of using ChatGPT for learning English, semi-structured interviews will be conducted. These interviews will follow an interview guide comprising open-ended questions

designed to elicit detailed and nuanced responses. The flexibility inherent in semi-structured interviews allows for probing and follow-up questions, ensuring a comprehensive understanding of the participants' perspectives. The key questions included in the interview are as follows:

Tabel 3.1 The Research Questions

Components	Interview Questions
1. Familiarity with ChatGPT	Are you familiar with ChatGPT?
2. Duration of Use	How long have you used ChatGPT?
3. Frequency of Use	How often do you use ChatGPT?
4. Overall Experience of Using ChatGPT	Can you describe your experience using ChatGPT for learning English?
5. Influence on Learning Process of Using ChatGPT	How has ChatGPT influenced your learning process?
6. Challenges Encountered while Using ChatGPT	What Challenges have you encountered while using ChatGPT for English learning?
7. The Impact of Use ChatGPT in Learning	What impact has ChatGPT had on your learning outcomes?
8. Specific Writing Tasks	What specific writing tasks or exercises did you perform using ChatGPT?
9. Impact on Writing Skills	How has using ChatGPT impacted your writing skills?

These questions aim to delve into various aspects of students' interactions with ChatGPT, examining its impact on their learning experience, identifying specific benefits and challenges, and gathering suggestions for improvement. By utilizing open-ended questions, the study seeks to gather rich, descriptive data that provides a comprehensive understanding of the students' experiences.

3.4 Data Collection

This section explains how the data was collected for this study.

3.4.1 Execution of Data Collection

Data was collected over one month. Participants were found through announcements in the English Education Department and by contacting students who met the selection criteria. Interviews were scheduled at times that were convenient for the students to avoid disrupting their studies. The interviews took place in a quiet and comfortable setting to make sure students felt relaxed and could speak openly. Semi-structured interviews were conducted by the researcher, using an interview guide to explore students' experiences and perceptions of using ChatGPT. Each interview lasted about 10-20 minutes and was recorded with the students' permission to ensure accuracy.

3.4.2 Data Management

After collecting the data, steps were taken to keep it safe and confidential. The audio recordings of the interviews were typed out word-for-word by the researcher and checked for accuracy. These transcripts and audio recordings were stored securely on a password-protected computer, and any physical documents were kept in a locked cabinet accessible only to the researcher. To protect the students' privacy, their names were removed from the transcripts and replaced with pseudonyms. These steps ensured that the data collection was done in a systematic and ethical way, allowing the researcher to gather detailed information about students' perceptions of using ChatGPT for learning English.

3.4.3 Data Analysis

Data analysis is a structured process aimed at examining information to uncover connections or patterns, which can later be shared with others. Data analysis involves systematically reviewing and organizing interview transcripts, field notes, and other materials collected during research. This process enhances understanding of the data and facilitates presentation of findings.

Analyzing data entails several steps, including working with the information, organizing it, breaking it into smaller parts, combining it to identify trends or themes, and determining what is significant for further study and reporting.

For this study, qualitative analysis will be utilized, following the steps outlined below:

a. Coding

Coding serves as a cornerstone in qualitative research, allowing researchers to dissect collected data through a rigorous analytical process aimed at uncovering new insights. Coding involves systematically analyzing data by deconstructing it to reveal the findings of a research study.

During the initial stage of coding, the data will be organized into groups based on the questions posed in the questionnaire, which were answered by various participants. This process enables researchers to categorize and make sense of the information provided by participants, laying the groundwork for further analysis and interpretation.

b. Identifying

Once the data has been coded, the next step is to identify overarching themes or patterns within the coded segments. This involves reviewing the coded data to

discern commonalities, trends, or recurring topics that emerge across different responses or interviews.

During the process of identifying themes, researchers examine the coded segments to uncover underlying meanings or concepts. This may involve looking for similarities or differences in how participants have responded to the research questions or topics of inquiry.

Identifying themes allows researchers to distill the richness of the coded data into broader, more meaningful categories or ideas. These themes provide a framework for organizing and interpreting the findings of the study, helping to illuminate key insights or understandings derived from the data.

By systematically identifying themes, researchers can gain a deeper understanding of the phenomena under investigation and generate meaningful interpretations that contribute to the overall research objectives.

c. Triangulation

Triangulation, a methodological approach widely utilized in qualitative research, aims to bolster the credibility and validity of findings by integrating multiple data sources or methods. This approach recognizes that by comparing and contrasting information from various perspectives or sources, researchers can develop a more robust and comprehensive understanding of the phenomenon under investigation.

Triangulation encompasses four main types: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation. Data triangulation involves corroborating findings through the use of diverse data sources, such as interviews, observations, and documents. Investigator triangulation

entails involving multiple researchers to independently analyze the data, enhancing reliability and trustworthiness. Theory triangulation involves applying different theoretical frameworks to interpret the data, while methodological triangulation involves employing various research methods or approaches to validate findings.

d. Summary

In the final step of the research process, the researcher meticulously synthesizes and articulates the gathered data findings. This pivotal phase involves carefully summarizing the collected information, analyzing key patterns or themes that have emerged from the data, and presenting these insights in a coherent and meaningful manner. It marks the culmination of rigorous data collection and analysis, aiming to provide a clear and insightful narrative that contributes to the broader understanding of the research topic.

CHAPTER IV

FINDINGS AND DISCUSSION

Based on the data obtained from the participants, the following analysis highlights the key themes, benefits, challenges, and impact regarding the use of ChatGPT in learning English. This information will be used to draw conclusions about the students' experiences and perceptions, providing insights for potential enhancements in the tool's functionality and application in educational contexts.

4.1 Findings

4.1.1 Students' Familiarity and Time Using ChatGPT

In this part, the researcher aims to find out about students' familiarity and the amount of time students have been using ChatGPT as a learning aid. When they were asked about their familiarity with ChatGPT, all of the students answered yes. Even though all of them are familiar with it, the amount of time they have used ChatGPT varies, ranging from 2 months to a year. The frequency of use also varies, with some participants using it daily and others using it a few times a week or occasionally. Three of the students noted that they have been using ChatGPT for less than a year.

> *I   : How long have you used ChatGPT?*
> *ST 2 : "Probably 6 months."*
> *ST 4 : "Maybe 6 months."*
> *ST 5 : "Maybe around 8 months."*

The data reveals that the majority of participants three out of five have been using ChatGPT for less than a year. This suggests that these students are relatively new users of the tool. Their experiences and insights may reflect initial impressions

and the early stages of integrating ChatGPT into their learning processes. The duration of 6 to 8 months indicates they have had enough time to explore various functionalities of ChatGPT but may still be in the process of fully adapting to and optimizing its use for their learning needs. Furthermore, two of the five students, have been using ChatGPT for about a year.

> *I   : How long have you used ChatGPT?*
> *ST 1 : "I've been using it for about a year or so."*
> *ST 3 : "Maybe around a year or so."*

Two participants reported using ChatGPT for about a year. This indicates a longer engagement with the tool compared to the other participants. These students are likely to have a more established routine incorporating ChatGPT into their learning activities. Their feedback may provide deeper insights into the long-term benefits and challenges of using ChatGPT, as they have had more time to assess its impact on their learning outcomes and writing skills. The consistency in using ChatGPT for approximately a year suggests they find value in the tool, which has sustained their engagement over a significant period.

4.1.2 Students' Perception in the Use of ChatGPT

In this part, the researcher intends to find out about the students' perceptions of using ChatGPT for learning English. The perceptions of students learning English using ChatGPT demonstrated varying experiences. When they were asked about their perceptions of using ChatGPT, they provided a range of responses reflecting their individual experiences and viewpoints. The reported data capturing the students' perceptions are presented as follows:

a. Positive Experience

> *I   : Can you describe your experience using ChatGPT for learning English?*
> *Respondents' Responses:*
> *ST 1 : "My overall experience with ChatGPT has been really positive. It's like having a personal tutor available 24/7. I can ask it anything, and it always provides helpful explanations."*
> *ST 2 : "I found using ChatGPT for learning English to be quite engaging. It's interactive and adapts to my learning pace, which keeps me motivated to study regularly."*
> *ST 4 : "Using ChatGPT has been a game-changer for me. It's easy to use, and I've learned a lot of new vocabulary and grammar rules in a short amount of time."*

The overall experience of students using ChatGPT for learning English is predominantly positive. Three of the five respondents highlighted the effectiveness of ChatGPT as a learning aid, comparing it to having a personal tutor available 24/7. This constant availability is particularly appreciated, as it allows students to seek help and explanations at any time, enhancing their learning flexibility. ST 4 specifically mentioned that ChatGPT has been a game-changer, aiding in the rapid acquisition of new vocabulary and grammar rules, indicating its potential for accelerating language learning.

Engagement and interactivity are other crucial aspects of the students' experiences. participants noted that ChatGPT is engaging and adapts to their learning pace, which keeps them motivated to study regularly. However, there is a suggestion for the tool to become more interactive. While it is currently helpful, incorporating more features such as quizzes or games could make the learning process even more dynamic and less monotonous. This feedback was particularly noted by ST 5.

b. Mixed-feeling Experience

Despite the overall positive feedback, there are mixed feelings about the quality of ChatGPT's responses. This was particularly noted by ST 3 and ST 5. The findings and explanations are as follows:

> I : *Can you describe your experience using ChatGPT for learning English?*
> *Respondents' Responses:*
> ST 3 : *"My experience has been mixed. While ChatGPT is great for quick answers and explanations, I sometimes find its responses to be too formal."*
> ST 5 : *"I enjoy using ChatGPT, but I think it could be improved with more interactive features like quizzes or games. It's good for learning, but sometimes it feels a bit monotonous."*

While some students, like STs 1 and 2, praised the tool for providing quick and helpful explanations, ST 3 pointed out that its responses could be too formal or not entirely accurate for colloquial English. This highlights an area for improvement, suggesting that while ChatGPT is useful for structured learning, it may need adjustments to better handle informal language nuances.

The findings indicated that ChatGPT has significant potential as a supplementary tool in English language learning. Its constant availability and effectiveness can enhance students' learning experiences by providing support and personalized feedback, leading to more flexible and self-paced learning environments. However, the need for improvements in handling informal language and providing contextually appropriate explanations suggests that developers should refine the tool. Educators should also complement ChatGPT's use with traditional teaching methods to ensure comprehensive language education. Incorporating interactive features like quizzes and games could further enhance engagement and motivation. Overall, these insights advocate for the inclusion of AI

tools like ChatGPT in language learning, highlighting their benefits and areas for enhancement.

4.1.3 Influence on Students' Learning Process

In this section, the researcher seeks to understand how using ChatGPT has influenced students' learning processes in English. The perceptions of students regarding the impact of ChatGPT on their learning process varied, reflecting both individual learning preferences and experiences. When asked about how ChatGPT has influenced their learning process, students provided a range of responses highlighting the interactive, efficient, motivational, and stress-reducing aspects of the tool. The reported data detailing the influence on students' learning processes are presented as follows:

a. Instant Feedback

> *I   : How has ChatGPT influenced your learning process?*
> *Respondents' Responses:*
> *ST 1 : "ChatGPT has influenced my learning process by making it more interactive. I can ask questions in real-time and get instant feedback, which has been incredibly helpful."*
> *ST 3 : "The tool has encouraged me to practice writing more often. Knowing that I can get immediate corrections and suggestions makes me more willing to write essays and reports."*

Students have reported a significant positive influence on their learning processes through the use of ChatGPT. For instance, ST 1 appreciated the ability to ask questions in real-time and receive instant feedback, which facilitated a more engaging learning experience. This was supported by ST 3, who highlighted that immediate corrections and suggestions from ChatGPT encouraged them to write more essays and reports, indicating a boost in their writing confidence and practice.

b. Efficiency

> *I   : How has ChatGPT influenced your learning process?*
> *Respondents' Responses:*
> *ST 2 : "It has made my learning process more efficient. I no longer have to spend hours searching for answers online; ChatGPT provides concise and clear explanations."*
> *ST 5 : "Using ChatGPT has helped me develop a more structured learning routine. I use it to review grammar rules and vocabulary regularly, which has helped reinforce my knowledge."*

Efficiency is another major theme that emerged. Participants found that ChatGPT streamlined their learning process by providing concise and clear explanations, thus saving time that would otherwise be spent searching for information online. This sentiment was particularly emphasized by ST 2. This particular benefit was also noted by ST 5, which she claimed that ChatGPT's response has helped her to review grammar and vocabulary and reinforced her knowledge.

c. Stress Reduction

Stress reduction is another critical impact of ChatGPT on the learning process. Many students feel burdened by learning with a human tutor, often due to shyness or nervousness.

> *I   : How has ChatGPT influenced your learning process?*
> *Respondent's Response:*
> *ST 4 : "ChatGPT has made learning English less stressful. Its conversational style helps me practice without the pressure of being judged, which has improved my speaking skills."*

Here ST 4 pointed out that the conversational style of ChatGPT made learning English less stressful. This relaxed environment allowed them to without the fear of judgment, leading to improved speaking abilities.

The findings indicated that ChatGPT significantly enhances the learning process by making it more interactive, efficient, motivational, and less stressful.

The tool's ability to provide real-time feedback and clear explanations helps students engage more deeply with the material and manage their learning more effectively. This implies that integrating ChatGPT into English language education can foster a more supportive and dynamic learning environment. However, to maximize its potential, it is important for educators and developers to continue refining the tool to better cater to individual learning needs and preferences. This includes improving the contextual accuracy of responses and incorporating more interactive features to further enhance engagement and motivation. Overall, these insights highlight the potential benefits of using AI tools like ChatGPT in educational settings and suggest pathways for their continued development and integration.

4.1.4 Challenges Encountered When Using ChatGPT

In this part, the researcher intends to identify the challenges students have encountered while using ChatGPT for learning English. The students' experiences highlight various difficulties, reflecting the diverse nature of language learning and the specific needs of each learner. When asked about the challenges they faced while using ChatGPT, the participants provided insights into issues related to response difficulty, context, question interpretation, and informal language recognition. The reported data capturing the students' challenges are presented as follows:

a. Confusing Responses

Students have reported several challenges while using ChatGPT for learning English. One significant issue is the difficulty level of responses.

> *I   : What challenges have you encountered while using ChatGPT for learning English?*
> *Respondents' Responses:*
> *ST 1 : "One of the main challenges I've encountered is that ChatGPT sometimes gives responses that are too advanced for my level, which can be confusing."*
> *ST 2 : "I occasionally find that its answers lack context. For example, it might provide a definition without explaining how to use the word in a sentence."*

ST 1 mentioned that ChatGPT sometimes provides answers that are too advanced for their comprehension level, which can lead to confusion. This indicated a need for better alignment of responses with the user's language proficiency level. This confusion was also supported by ST 2, who noted that while ChatGPT provides definitions, it often does not explain how to use the words in sentences, which is crucial for practical understanding and application.

b.   Misunderstanding Requests

Misunderstanding of questions, especially those that are complex or not clearly phrased, is also a reported issue by students.

> *I   : What challenges have you encountered while using ChatGPT for learning English?*
> *Respondents's Responses:*
> *ST 3 : "ChatGPT sometimes misunderstands my questions, especially if they are complex or not phrased clearly, which can be frustrating."*
> *ST 4 : "I've had issues with it not recognizing some informal expressions or slang, which are important for conversational English."*

ST 3 expressed frustration over ChatGPT occasionally misinterpreting their queries, highlighting the importance of precise communication for effective interaction with the tool. Furthermore, ST 4 also pointed out that ChatGPT sometimes fails to understand informal language, which is essential for mastering conversational English. This reflects a limitation in ChatGPT's ability to handle informal and slang terms, which are vital for real-world language use.

c. Inability to give feedback for pronunciation

Another limitation was mentioned by ST 5, who claimed that ChatGPT is unable to give feedback in pronunciation which is important in language learning.

> *I   : What challenges have you encountered while using ChatGPT for*
> *learning English?*
> *Respondents's Responses:*
> *ST 5 : "Another challenge is that ChatGPT can't provide feedback on*
> *pronunciation, which is a crucial part of learning a new language."*

The challenges identified by the students highlight areas for improvement in ChatGPT's functionality and application in language learning. The difficulty level of responses needs to be better tailored to individual proficiency levels to prevent confusion. Additionally, providing more contextual information and comprehensive explanations can enhance the practical utility of ChatGPT for learners. Addressing issues related to question interpretation and the recognition of informal language is crucial for ensuring more accurate and relevant interactions. These improvements could make ChatGPT a more effective tool in educational settings, providing students with a more supportive and adaptable learning experience. The insights gained from these challenges can guide developers in refining ChatGPT and help educators in integrating AI tools more effectively into their teaching strategies.

4.1.5 The Impacts of Using ChatGPT in Learning Process

In this section, the researcher aims at exploring the impact of ChatGPT on students' learning outcomes in English. The experiences shared by students highlight various positive effects on their language skills and overall learning process. When asked about the impact of using ChatGPT on their learning

outcomes, students reported improvements in grammar, vocabulary, reading comprehension, motivation, and test scores. The reported data recording the students' perceptions are presented as follows:

a. Increased Confidence

Students have reported the increasing confidence and motivation in learning upon using ChatGPT.

> *I : What impact has ChatGPT had on your learning outcomes? Respondents' Responses:*
>
> *ST 1 : "ChatGPT has significantly improved my grammar and vocabulary. I feel more confident in my writing abilities."*
>
> *ST 3 : "Using ChatGPT has had a positive impact on my motivation. I'm more inclined to study regularly because I enjoy interacting with the tool."*
>
> *ST 5 : "ChatGPT has a great impact on my learning outcomes. I'm now more comfortable using English in real-life situations, such as during presentations and group discussions"*

ST 1 mentioned that ChatGPT has greatly enhanced their command of these language aspects, resulting in increased confidence in grammar, vocabulary, and writing. This indicated that ChatGPT effectively supports the foundational elements of language learning. The increasing confidence was also noted by ST 5, which claimed that ChatGPT has helped them improve and makes him more comfortable interacting using English language during conversations or even discussions.

Additionally, ChatGPT has had a positive influence on students' motivation to study. ST 3 highlighted that the interactive nature of ChatGPT makes learning enjoyable, which encourages regular study habits. This points to the tool's role in fostering a more engaging and consistent learning routine.

b. Improved Reading Skill

Improvement in reading comprehension is another key outcome. One particular student mentioned this.

> *I   : What impact has ChatGPT had on your learning outcomes?*
> *Respondents' Responses:*
> *ST 2   : "I've noticed that my reading comprehension has gotten better since using ChatGPT. It helps me break down complex texts and understand them more easily."*

ST 2 noted that ChatGPT aids in breaking down complex texts, making them easier to understand. This suggests that ChatGPT can serve as a valuable tool for enhancing students' ability to analyze and comprehend written material, a crucial skill for academic success.

c. Improved Test Scores

One particular student also mentioned about improved score test.

> *I   : What impact has ChatGPT had on your learning outcomes?*
> *Respondents' Responses:*
> *ST 4   : "My test scores have improved since I started using ChatGPT. It helps me review and practice topics that I find challenging."*

The impact on academic performance is evident in improved test scores. ST 4 reported that their test scores have risen since using ChatGPT, attributing this improvement to the tool's ability to help review and practice challenging topics. This demonstrates ChatGPT's effectiveness in reinforcing learning and aiding in exam preparation.

The reported improvements in grammar, vocabulary, reading comprehension, motivation, and academic performance underscore the potential of ChatGPT as a valuable tool for language learning. These positive outcomes suggest that integrating ChatGPT into the learning process can significantly enhance students' language skills and overall academic success. The tool's ability to provide instant feedback and practice opportunities makes it a powerful adjunct to traditional learning methods. However, to maximize its effectiveness, ongoing refinements to address identified challenges are essential. By continuously

improving its responses and contextual understanding, ChatGPT can offer even greater support to students, making language learning more efficient and enjoyable.

4.1.6 The Influence of Using ChatGPT in Writing Skills

The research findings indicate that students have reported significant benefits from using ChatGPT, particularly in enhancing their vocabulary, grammar, and overall writing skills. In this section, the researcher aims to delve deeper into these observations by conducting follow-up interviews with participants who specifically noted improvements in their writing abilities due to ChatGPT. These interviews were focused on understanding the nuances of how ChatGPT has contributed to their learning process, the specific areas of writing that have improved, and the practical applications of these skills in their academic work. By gaining more detailed insights, the researcher hopes to provide a comprehensive analysis of ChatGPT's role in supporting English language learners. When both participants were asked for more detail on how ChatGPT has helped them in their writing skills, their responses were similar.

> *I* : *"What specific writing tasks or exercises did you perform using ChatGPT?"*
> *Respondent's Responses:*
> *ST 1 : "I use ChatGPT for essay writing practices. I usually just input the topic, and ask ChatGPT to help me brainstorm my ideas and structure a coherent paragraph. I also use it for grammar exercises, I ask ChatGPT to review my paragraph and help me correct them"*
> *ST 3 : "I sometimes use ChatGPT to write short stories for fun. I also use it for essay writing if I need to. For doing these tasks, I usually type my ideas and draft, and ask ChatGPT to help refine my works."*

The data indicates that both participants used ChatGPT for different writing tasks thus indicating significant impacts on their writing skills. ST1 mainly relies on ChatGPT for essay writing and grammar exercises. Specifically, this participant starts by giving ChatGPT essay topics as a way of brainstorming ideas and developing well-structured paragraphs, they also ask it to go through their grammar mistakes. The combination of quality content creation and grammatical correctness points out double advantage resulting from using ChatGPT in supporting both substance and style of writings.

However, ST3 employs ChatGPT as not only an essay-writing tool but also for fun creative jobs like writing short stories. This person makes a draft then calls upon the help of ChatGPT to refine it. So the use of this AI program in academic and creative writing underscores its multifunctionality and the user's confidence in employing AI technology for various forms of written expression.

Both participants reported that their writing has been improved by structured brainstorming, grammatical corrections, and refining drafts accomplished with the help of ChatGPT. Therefore, we can say that students find it to be a useful tool towards helping them improve or organize their thoughts; enhance their standards of English grammar; and polish up on how they have written essays.

Furthermore, the participants were asked regarding how ChatGPT impacted their writing. It is quite intriguing to see how AI tools can help boost their confidence.

I : *"How has using ChatGPT impacted your writing skills?"*
ST 1 : *"Before using it, I struggle with brainstorming and organizing my thoughts, and made a lot of grammatical errors. I have limited vocabulary, and it was quite hard to write a coherent and engaging*

paragraph. However, after using it, I feel so much better and confident. I have learned to structure my paragraphs and have a better understanding regarding the grammar rules. Now I find it easier to find words to convey my thoughts too."

ST 3 : *"I think before I use ChatGPT I had a hard time developing my ideas, I just don't know what to write. I was never feel confident in my writing back then. Now that I see the difference, it kinda look obvious. The phrasing I use is better, I have more vocabulary understanding. Writing has become more and more enjoyable."*

The responses from ST 1 and ST 3 indicated a marked improvement in their writing skills after using ChatGPT. Both participants highlight significant advancements in various aspects of writing, reflecting the positive impact of the AI tool on their learning process.

ST 1 noted that before using ChatGPT, they struggled with brainstorming, organizing thoughts, and often made grammatical errors. Additionally, their limited vocabulary made it challenging to write coherent and engaging paragraphs. However, after using ChatGPT, this participant reports feeling more confident in their writing. They have learned how to structure paragraphs effectively and have a better understanding of grammar rules. Moreover, they find it easier to select appropriate words to convey their thoughts.

Similarly, ST 3 describes having difficulties in developing ideas and lacking confidence in their writing before using ChatGPT. They struggled with what to write and felt insecure about their writing skills. After using ChatGPT, ST 3 observes a clear improvement in their phrasing and vocabulary understanding. Writing has become more enjoyable for them, indicating that the tool has not only improved their technical skills but also enhanced their overall attitude towards writing.

In this part, ST 3 also showed the researcher a little evident on how ChatGPT had helped her. Previously, ST 3 noted that she often uses ChatGPT to write random paragraphs or short stories for fun. These following texts were posted in one of the ST 3's Facebook account, the username is kept hidden to ensure privacy. The first post was made in December 2022, prior the use of ChatGPT. Meanwhile the second post was written earlier this year, it can be seen that her writing skill has gotten better after using ChatGPT. She uses a wider range of vocabulary, and her phrasing slightly changed as well.
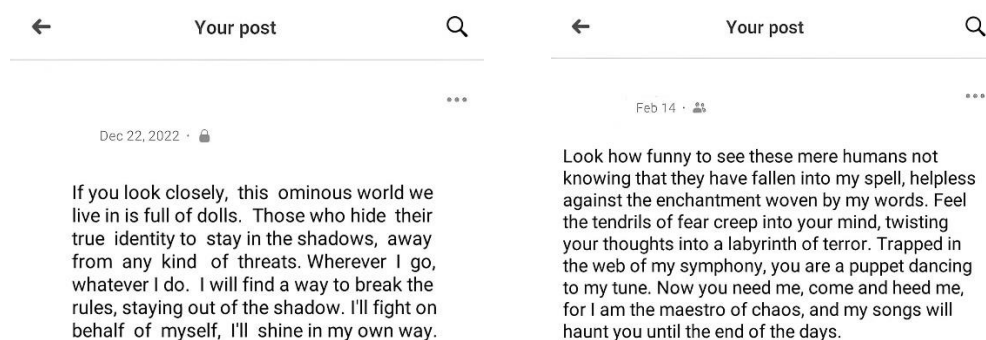

Image 4.1 Before the Use of ChatGPT   Image 4.2 After the Use of ChatGPT

4.2 Discussion

The findings from the data regarding students' experiences with ChatGPT for learning English reveal that students like ChatGPT, noting that it feels like they have a personal tutor available 24/7, emphasizing the convenience and effectiveness in providing helpful explanations (ST 1). This sentiment aligns with existing research from Belabcir (2024), indicating the value of digital tools like ChatGPT in enhancing autonomous learning. Additionally, participants appreciated ChatGPT's engaging nature and its ability to adapt to their learning pace, contributing to their motivation to study regularly (ST 2). However, some STs expressed mixed feelings,

citing occasional formality in responses (ST 3). These insights underscore the importance of balancing the formality of responses with the need for informal language proficiency in language learning tools like ChatGPT.

ChatGPT has influenced students' learning process greatly, with participants highlighting its role in making learning more interactive and efficient (STs 1 & 2). These findings resonate with previous research from Soelistiono and Wahidin (2023) emphasizing the benefits of AI tools in creating engaging learning environments. Furthermore, ChatGPT's ability to encourage regular writing practice and reduce stress in language learning was evident (STs 3 & 4). This aligns with the broader literature on the motivational benefits of AI tools in education from Moybeka et al. (2023). Pertiwi et al. (2024) further emphasized a connection between AI-based learning methods and increased student motivation. Their findings suggest that technology can engage students by encouraging curiosity, independence, and inner drive in their learning experiences.

However, there were several challenges reported by participants. These included the difficulty level of responses, lack of contextual information, and misunderstandings of queries (STs 1, 2, & 3). Additionally, the recognition of informal expressions and slang posed a challenge for some participants (ST 4). These challenges aligned with the previous research highlighting the technical limitations of AI systems in language processing (Rahayu, 2023). Addressing these challenges is crucial for enhancing the effectiveness and user experience of AI-based learning tools like ChatGPT.

The impact of ChatGPT on students' learning outcomes was overwhelmingly positive, with participants reporting improvements in grammar,

vocabulary, reading comprehension, motivation, and academic performance (STs 1, 2, 3, & 4). These findings underscore the potential of ChatGPT as a valuable tool for enhancing various aspects of language learning. Moreover, the reported improvements in test scores highlight ChatGPT's effectiveness in reinforcing learning and aiding in exam preparation, aligning with previous research on the benefits of AI-based educational tools (El Asmar, 2022).

Further improvement was in writing skills, reported by ST 1 and ST 3. Follow-up interviews with both revealed that ChatGPT supports various writing tasks, such as essay writing and creative writing, by aiding in brainstorming, structuring paragraphs, and refining drafts. Both participants noted significant improvements in their ability to organize thoughts, improve grammar, and expand vocabulary. They expressed increased confidence in their writing abilities after using ChatGPT, indicating its multifunctionality and positive impact on both academic and creative writing.

The improvement in writing was supported by previous research by Pratama and Hastuti (2024) which indicated that Gencraft and ChatGPT contributed to significant improvements in students' writing abilities. Their study showed that students' proficiency in writing descriptive texts was generally in a good category and demonstrated ongoing improvement. Improvement in writing skills was also noted by educators, as seen in research by Wulandari et al. (2024), the study reveals that teachers benefit significantly from using tools like Grammarly, Quill Bot, ChatGPT, Mendeley, and Turnitin, which provide direct feedback and aid in writing skills improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigated university students' perceptions and experiences with ChatGPT as a tool for learning English especially writing. The findings reveal that ChatGPT is generally viewed positively by students, who appreciate its role as a readily available resource akin to having a personal tutor accessible at any time. They find its ability to provide instant and helpful explanations beneficial, and its adaptive nature helps maintain motivation and engagement in language learning activities.

Moreover, ChatGPT significantly influences students' learning processes by making them more interactive and efficient. It facilitates real-time feedback, offers concise explanations, and reduces the time spent searching for information online. Students reported that ChatGPT encourages them to practice writing more frequently and alleviates the stress associated with learning a new language. These aspects highlight its potential to create a supportive and dynamic learning environment.

However, the study also identified several challenges associated with ChatGPT usage. Students noted difficulties with the complexity level of responses, the lack of contextual information in some answers, and occasional misunderstandings of queries, particularly those that are complex or ambiguously phrased. Moreover, the tool's limited recognition of informal language and slang, as well as its inability to provide pronunciation feedback, were significant

limitations reported by students. Addressing these challenges is crucial for optimizing ChatGPT's effectiveness and user experience in educational settings.

Another identified benefit was the improvement in writing skills, which noted by two of the five students that participated in this study. Prior to the us of ChatGPT, students often feel burdened by writing, feeling insecure with their skills. After using, they feel more confident and it became more and more comfortable writing either in academic or creative writing.

5.2 Suggestion

Incorporating ChatGPT into English language learning can offer a more dynamic and engaging learning experience for students. Learners can interact with ChatGPT in a creative and enjoyable manner, utilizing its features to practice various language skills while having fun. By allowing students to choose topics of interest and personalize their interactions with ChatGPT, educators can foster a relaxed and enthusiastic learning environment.

English teachers are encouraged to integrate ChatGPT into their teaching strategies as a tool for vocabulary mastery and listening comprehension. ChatGPT can serve as a resource for exploring language in context, providing instant feedback and guidance to students as they engage with English language materials. Furthermore, ChatGPT can be utilized to supplement listening activities, offering students exposure to authentic language usage in a variety of contexts.

For future researchers, conducting longitudinal studies to explore the sustained impact of ChatGPT on language learning outcomes over time is recommended. Longitudinal research will provide deeper insights into how

continuous engagement with ChatGPT influences language proficiency and educational attainment. Furthermore, exploring ChatGPT's application in diverse educational contexts such as different age groups, cultural backgrounds, and proficiency levels will enhance its adaptation and effectiveness across varied learning environments.

Comparative studies that evaluate ChatGPT against other AI tools and traditional learning methods will help identify best practices and optimize its integration into educational settings. By addressing these suggestions collaboratively, educators, developers, and researchers can enhance the effectiveness of ChatGPT and similar AI tools in facilitating personalized, engaging, and efficient language learning experiences tailored to meet the evolving needs of learners in today's educational landscape.

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The Interview Transcription

Appendix I : Interview 1

Subject   : Male 1

Date   : 14th April 2024

Coding Description   : I (Interviewer), ST 1 (Correspondent)

I   : Are you familiar with ChatGPT?

ST 1   : "Yes, of course."

I   : How long have you used ChatGPT?

ST 1   : "I've been using it for about a year or so."

I   : How often do you use ChatGPT?

ST 1   : "I use ChatGPT regularly, at least 4-5 times a week, to improve my English skills and for general writing assistance."

I   : Can you describe your experience using ChatGPT?

ST 1   : "My overall experience with ChatGPT has been really positive. It's like having a personal tutor available 24/7. I can ask it anything, and it always provides helpful explanations"

I   : How has ChatGPT influenced your writing process?

ST 1   : "ChatGPT has influenced my learning process by making it more interactive. I can ask questions in real-time and get instant feedback, which has been incredibly helpful."

I   : What challenges have you encountered while using ChatGPT checking your writing?

ST 1   : "One of the main challenges I've encountered is that ChatGPT sometimes gives responses that are too advanced for my level, which can be confusing."

I   : What impact has ChatGPT had on your learning outcomes?

ST 1 : "ChatGPT has significantly improved my grammar and vocabulary. I feel more confident in my writing and speaking abilities."

I : What specific writing tasks or exercises did you perform using ChatGPT?

ST 1 : "I use ChatGPT for essay writing practices. I usually just input the topic, and ask ChatGPT to help me brainstorm my ideas and structure a coherent paragraph. I also use it for grammar exercises, I ask ChatGPT to review my paragraph and help me correct them"

I : How has using ChatGPT impacted your writing skills?

ST 1 : "Before using it, I struggle with brainstorming and organizing my thoughts, and made a lot of grammatical errors. I have limited vocabulary, and it was quite hard to write a coherent and engaging paragraph. However, after using it, I feel so much better and confident. I have learned to structure my paragraphs and have a better understanding regarding the grammar rules. Now I find it easier to find words to convey my thoughts too."

Appendix II : Interview 2

Subject   : Female 1

Date   : 14th April 2024

Coding Description   : I (Interviewer), ST 2 (Correspondent)

I   : Are you familiar with ChatGPT?

ST 2   : "Yes, I am."

I   : How long have you used ChatGPT?

ST 2   : "Probably 6 months."

I   : How often do you use ChatGPT?

ST 2   : "I use it occasionally, maybe once or twice a week, mostly when I encounter difficult tasks."

I   : Can you describe your experience using ChatGPT for learning English?

ST 2   : "I found using ChatGPT for learning English to be quite engaging. It's interactive and adapts to my learning pace, which keeps me motivated to study regularly."

I   : How has ChatGPT influenced your learning process?

ST 2   : "It has made my learning process more efficient. I no longer have to spend hours searching for answers online; ChatGPT provides concise and clear explanations."

I   : What challenges have you encountered while using ChatGPT for learning English?

ST 2   : "I occasionally find that its answers lack context. For example, it might provide a definition without explaining how to use the word in a sentence."

I   : What impact has ChatGPT had on your learning outcomes?

ST 2   : "I've noticed that my reading comprehension has gotten better since using ChatGPT. It helps me break down complex texts and understand them more easily."

Appendix III : Interview 3

Subject   : Female 2

Date   : 14th April 2024

Coding Description   : I (Interviewer), ST 3 (Correspondent)

I   : Are you familiar with ChatGPT?

ST 3   : "Yeah, for sure."

I   : How long have you used ChatGPT?

ST 3   : "Maybe around a year."

I   : How often do you use ChatGPT?

ST 3   : "I use it almost every day, particularly for practicing my writing and checking my grammar."

I   : Can you describe your experience using ChatGPT for learning English?

ST 3   : "My experience has been mixed. While ChatGPT is great for quick answers and explanations, I sometimes find its responses to be too formal."

I   : How has ChatGPT influenced your learning process?

ST 3   : "The tool has encouraged me to practice writing more often. Knowing that I can get immediate corrections and suggestions makes me more willing to write essays and reports."

I   : What challenges have you encountered while using ChatGPT for learning English?

ST 3   : "ChatGPT sometimes misunderstands my questions, especially if they are complex or not phrased clearly, which can be frustrating."

I   : What impact has ChatGPT had on your learning outcomes?

ST 3   : "Using ChatGPT has had a positive impact on my motivation. I'm more inclined to study regularly because I enjoy interacting with the tool."

I   : What specific writing tasks or exercises did you perform using ChatGPT?

ST 3   : "I sometimes use ChatGPT to write short stories for fun. I also use it for essay writing if I need to. For doing these tasks, I usually type my ideas and draft, and ask ChatGPT to help refine my works."

I   : How has using ChatGPT impacted your writing skills?

ST 3   : "I think before I use ChatGPT I had a hard time developing my ideas, I just

don't know what to write. I was never feel confident in my writing back then. Now that I see the difference, it kinda look obvious. The phrasing I use is better, I have more vocabulary understanding. Writing has become more and more enjoyable."

Appendix IV : Interview 4

Subject   : Female 3

Date   : 14th April 2024

Coding Description   : I (Interviewer), ST 3 (Correspondent)

I   : Are you familiar with ChatGPT?

ST 4   : "Yes."

I   : How long have you used ChatGPT?

ST 4   : "Maybe 6 months."

I   : How often do you use ChatGPT?

ST 4   : "Not too often, maybe once or twice a week. I use it mostly to find out about certain things or checking my grammar."

I   : Can you describe your experience using ChatGPT for learning English?

ST 4   : "Using ChatGPT has been a game-changer for me. It's easy to use, and I've learned a lot of new vocabulary and grammar rules in a short amount of time."

I   : How has ChatGPT influenced your learning process?

ST 4   : "ChatGPT has made learning English less stressful. Its conversational style helps me practice without the pressure of being judged, which has improved my speaking skills."

I   : What challenges have you encountered while using ChatGPT for learning English?

ST 4   : "I've had issues with it not recognizing some informal expressions or slang, which are important for conversational English."

I   : What impact has ChatGPT had on your learning outcomes?

ST 4   : "My test scores have improved since I started using ChatGPT. It helps me review and practice topics that I find challenging."

Appendix V : Interview 5

Subject : Male 2

Date : 14th April 2024

Coding Description : I (Interviewer), ST 5 (Correspondent)

I : Are you familiar with ChatGPT?

ST 5 : "Yes, I am."

I : How long have you used ChatGPT?

ST 5 : "Maybe around 8 months."

I : How often do you use ChatGPT?

ST 5 : "I use it often, maybe 4-5 times a week."

I : Can you describe your experience using ChatGPT for learning English?

ST 5 : "I enjoy using ChatGPT, but I think it could be improved with more interactive features like quizzes or games. It's good for learning, but sometimes it feels a bit monotonous."

I : How has ChatGPT influenced your learning process?

ST 5 : "Using ChatGPT has helped me develop a more structured learning routine. I use it to review grammar rules and vocabulary regularly, which has helped reinforce my knowledge."

I : What challenges have you encountered while using ChatGPT for learning English?

ST 5 : "Another challenge is that ChatGPT can't provide feedback on pronunciation, which is a crucial part of learning a new language"

I : What impact has ChatGPT had on your learning outcomes?

ST 5 : "ChatGPT has had a profound impact on my learning outcomes. I'm now more comfortable using English in real-life situations, such as during presentations and group discussions"

Appendix VI : Bukti Konsultasi Skripsi Jurusan Tadris Bahasa Inggris

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang http://tarbiyah.uin-malang.ac.id email : psg_uinmalang@ymail.com

BUKTI KONSULTASI PROPOSAL SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Rizka Amaliyah

NIM : 17180028

Judul : University Students' Perceptions of ChatGPT as a Tool for English Language Learning

Dosen Pembimbing :Dr. H. Langgeng Budianto,, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	24/01/2021	Pengumpulan draft proposal	
2	20/02/2021	Revisi draft proposal	
3	25/02/2021	Konsultasi bab 1,2, dan 3	
4	10/06/2024	Revisi bab 1,2, dan 3	
5	12/06/2024	Konsultasi bab 4 dan 5	
6	13/06/2024	Revisi bab 4 dan 5	
7	16/06/2024	Revisi bab 1,2,3,4, dan 5	

Menyetujui,
Dosen Pembimbing

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110192003121001

Malang, 11 Juni 2024
Mengetahui,
Ketua Jurusan TBI

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110192003121001

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Appendix VII : Curriculum Vitae

CURRICULUM VITAE

Name	: Rizka Amaliyah
Gender	: Female
Place/Date of Birth	: Pasuruan, December 14th 1999
Address	: Dusun Pucang 013/012 Desa Ngerong Kec. Gempol, Kab. Pasuruan, Jawa Timur

NO.	EDUCATIONAL BACKGROUND	GRADUATED
1.	RA. AL-FAQIH PUCANG	2005
2.	MI AL-FAQIH PUCANG	2011
3.	MTS NEGERI PANDAAN	2014
4.	MAN BANGIL	2017