

ENGLISH STUDENTS' PERCEPTIONS OF THE USE OF CHATGPT IN THE LEARNING PROCESS

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ABSTRACT

This survey research aimed to investigate students' perceptions of using ChatGPT. This research focuses on "How are the students' perceptions of the use of ChatGPT in the learning process?" This quantitative research was conducted on 3rd semester students of the English Language Education Department, Faculty of Education and Vocational Studies. Data was collected from twenty-four respondents using a questionnaire (adopted from Ngo, 2023) consists of three indicators; perception of use, benefits, and barriers. Descriptive statistics (Mean and Standard Deviation) are used to analyze student questionnaire scores. This research reveals the first indicator; students' perception of the use of ChatGPT in the learning process was categorized as "Moderate" (M = 3.65). The second indicator, "Students' Perceptions of the Benefits of Using ChatGPT in Learning was "Moderate" (M= 3.42). The third indicator, "Students' Perceptions of the Barriers to Using ChatGPT in Learning, was "Moderate" (M= 3.26). In general, English students' perceptions of the use of chatGPT in the learning process are categorized as "Moderate." Overall, students' perception of the use ChatGPT in learning process was categorized as "Moderate"(M=3.44). In short, English students' perception of the use of ChatGPT in the learning process implies that in the learning process, students have already used ChatGPT. Future research can further explore what students think and do regarding the use of ChatGPT in the classroom learning process.

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1. INTRODUCTION

Education in Indonesia is currently entering the digital era, where technology is very sophisticated and influences the learning process. There are many new things in the world of education as time goes by in the development of technology. One of these technologies is the presence of artificial intelligence (AI). One very popular artificial intelligence tool is ChatGPT. ChatGPT was released on November 30, 2022; since its release, ChatGPT has become an application with the highest popularity in history. In January 2023, active users will reach 100 million users Haque et al.(2022). ChatGPT (Generative Pre-Trained Transformer) is an artificial intelligence language model developed by OpenAI that can generate human-like text or voice. ChatGPT has been perceived positively in the learning process by both educators and students. It is seen as a valuable tool for providing immediate feedback, answering questions, and offering support to students Alneyadi & Wardat (2023). Its use in the world of education provides huge potential benefits, such as increasing student engagement, improving learning experiences, and improving teaching methods. Teachers also mentioned that ChatGPT could help them focus on higher-order tasks by managing routine questions, which would lessen their workload Stojanov (2023).

ChatGPT is an NLP model developed by OpenAI based on the Generative Pre-trained Transformer (GPT-3) architecture, originally developed for language generation tasks such as machine translation Qadir et al.(2020). ChatGPT is designed to generate human-like text based on specific questions and interactions, enabling natural and open conversations. (Ngo, (2023). Apart from text, you can also create code, stories, poems, etc. GPT-3 is the largest language model that can handle this task at a very high level, thanks to its 175 billion training parameters. Unlike previous AI language models, ChatGPT is a generative AI that can create new content and ideas by leveraging learning from human input and expressing it in real-time conversations. The new development approach allows ChatGPT to respond to follow-up questions, recognize errors, reject incorrect assumptions, and reject inappropriate questions. ChatGPT provides "more creative answers" than traditional AI language tools such as the so-called RoBERTa and metalinguistic tools Ngo (2023). However, ChatGPT, a generative text-to-text AI, cannot convert text to images like other AI models such as DALL-E Qadir (2023). One of the main features of ChatGPT is the ability to maintain a consistent and personalized "conversational style" during discussions. This allows for a more realistic and authentic discussion than just random answers. To achieve this, ChatGPT is trained on a large database of conversational texts, such as chat transcripts, forum notes, and social media posts Qadir (2023).

There are many differences between the results of ChatGPT and the results of human thinking. The differences that occur are that ChatGPT has advantages in understanding information in depth and connecting evidence to draw conclusions compared to people who have limited abilities in reading various literature comprehensively and distinguishing relationships between information. There seems to be a difference. Additionally, chatbots use advanced techniques such as natural language processing (NLP) and machine learning to produce text that resembles human text, so whether an article was written by a chatbot or a human Tahiru (2021) may be difficult to identify. Recognizing authorship is a complex task, and reaching conclusions requires thorough critical reading. However, some characteristics may indicate that the essay was written by a chatbot, such as: the lack of nuance, style, and originality makes identification possible for AI output detectors and skeptical human reviewers Ngo (2023) Interestingly, the same writing features can be found in texts written in non-native languages. By concentrating on this, the current educational process is based on student-centered learning (SCL), where students must independently and actively collect information from learning sources such as educational media and computers (Aiman & Imas, 2023) Mairisiska & Qadariah (2023).

Therefore, ChatGPT continues to get a lot of attention and is increasingly used by students, even master's students. The emergence and advancement of technology such as ChatGPT offer benefits, challenges, and new knowledge in the field of education. These

features allow the Artificial Intelligence Plagiarism Detector to identify non-original English-language papers as text generated by artificial intelligence. Rather than identifying text that is produced by AI, these tool frequently have a bias towards classifying the output as being written by humans Debra et al (2023). It would be interesting to know the usefulness of this tool in recognizing the authorship of texts written by these two groups. However, text generated by chatbots may lack the subtle phrasing and word choices that writers use to convey a particular meaning or tone. It may also contain obscure inconsistencies that would not exist in a paper written by a human. However, another study discovered that while commonly-used GPT detectors correctly identify native writing samples, they consistently misclassify non-native english writing samples AI- generated Robert M et al (2023). Conversely, if a paper contains a high level of structural and grammatical errors, this may indicate that it was written by a human (but not vice versa). Finally, if the work relates to a very specific and highly technical topic, it is unlikely that a chatbot will be able to generate such text. Because this requires a deep understanding of the topic and the ability to carry out scientific analysis, and a conclusion was drawn.

One of the challenges that can occur in using ChatGPT in the world of education is the emergence of negative impacts on using ChatGPT, such as students becoming dependent on the information provided by ChatGPT and ultimately becoming less confident in their own answers. ChatGPT learning capabilities are not without flaws. A lack of critical thinking and in depth comprehension, the inclusion of false, biased, and fabricated information, the inability to assess the caliber of responses, the possibility of bias and discrimination and the absence of higher order thinking abilities are some of these flaws C. Zhu et al. (2023) . The use of ChatGPT can also be a means of assessing and evaluating students; plagiarism can occur when completing assignments or tests Sun (2023). In line with this, research conducted by Khalil & Er (2023) examined the originality of student writing using a plagiarism detection tool and found that writing produced by ChatGPT was very difficult to distinguish from writing created by humans. This is certainly a concern for academics in the world of education. Several academics detected that one-fifth of students used ChatGPT to complete assignments given during study. A survey revealed that nearly 89% of American college students use ChatGPT to complete assignments, and 53% use it to write papers. In addition, 48% of students use ChatGPT during exams, and 22% use ChatGPT to write scientific papers McGee (2023). The information supplied ChatGPT is deemed accurate, but there are issues with the possibility of losing one-on-one communication with educators Pongsakom et al. (2023). Seeing this phenomenon, several universities and schools abroad have banned the use of ChatGPT and consider it a "threat" and an "educational epidemic."

Even though there are many negative impacts that occur when using ChatGPT, there are also many positive impacts if used carefully. There are many conveniences offered by using ChatGPT. According to Munawar et al (2023), ChatGPT can answer various questions accurately and help students complete assignments, lectures, and write essays and scientific papers. In addition, according to Muñoz et al (2023) in Mairisiska & Qadariah (2023), ChatGPT has the ability to increase student enthusiasm and activity levels, resulting in better learning outcomes. In addition, ChatGPT facilitates independent online learning, according to Dr. Mehmet Firat (2023). Students are attracted to ChatGPT because of its many advantages and ease of use. There are also many benefits of ChatGPT in writing, such as that it can help researchers and scientists write articles and abstracts in research literature, summarize data or information, provide suggestions for structure, references, and titles in review language to make text easier to read, or even generate a complete draft of the paper. During the writing process, ChatGPT can help produce an initial draft of a scientific paper and even suggest a title. By providing raw information, ChatGPT can also help in structuring sections on methods used in studies, justifying sample sizes, and describing data analysis techniques.

Given the increasing interest and research in ChatGPT, there remains a significant research gap in understanding students' experiences when using ChatGPT in educational

contexts. To address this gap, this research aims to assess students' perceptions of using ChatGPT for learning, with a focus on identifying preceptions of the use, benefits and barriers. The findings of this research will provide valuable insights for education practitioners, researchers, and policymakers, encouraging a deeper understanding of the implications of integrating ChatGPT into educational environments and guidance for implementing this technology responsibly and effectively.

The aim of this research is to see how students perceive the use of ChatGPT in current learning. The aspects or indicators that will be tested in this research are students' perceptions regarding the ease of using ChatGPT, the increase in knowledge they gain by using ChatGPT, student satisfaction with the speed and accuracy of answers or responses provided by ChatGPT, as well as students' perceptions of increasing motivation and activeness in learning by using ChatGPT.

2. METHODS

2.1 Types Of Of The Research

The research uses quantitative methods. According to Untung Nugroho's (2018) book *Quantitative Research Methodology of Physical Education*, quantitative research is a planned, methodical, and structured kind of study. a sequence of methodical studies using data collection methods to measure events using computational statistical or mathematical methods. A cross-sectional survey was the type of survey used in this study. Large populations' worth of information is gathered or obtained through the use of survey quantitative research methods. typically take advantage of a lower sample size. A large sample size is necessary because various quantitative research techniques, including surveys, are employed to address real, large-scale problems with very large populations.

2.2 Setting Of The Research

This researchers was conducted in December 2023 at the English Language Education and Vocation Department, in one of universities in Riau academic Year 2023/2024.

2.3 Population and Sample

The population of this study was third-semester English students at the English Department of the Teaching and Education for the 2023/2024 Academic Year. The population consists of three classes derived from classes 3.1,3.2,3.3. In addition, to select a sample, the researchers selected the samples by using a convinience sampling. Cresswell (2014) states that a convenience sampling is a sampling that the researcher selects participants because they are willing and available to be studied.

2.4 Instrument of the Research

A Questionnaire was used to find out students'perceptions of the use ChatGPT in learning process. The questionnaire was adopted from Ngo (2023) consists of three indicators with 20 statements related to students' perceptions in EFL classes about Chatgpt

2.5 The Technique of Data Collection

This study used a questionnaire adopted from? The questionnaire consists of one variable: the participant's/ the questionnaire elements that address it. The reseachers purposes. To assess students' perceptions of benefits, barriers and use of ChatGPT in the learning process. Researchers used a Likert scale to collect

data. This means that each item in the questionnaire consists of 5 choices, starting from 1 (very disagree) to 5 (strongly agree). Scoring of the questionnaires is illustrated in the table below

Tabel 1. Scores of the Students' Questionnaire Answers

Answer	Score
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

2.6 The Technique of Data Analysis

Google form also facilitates the acquisition of data, because the data that can be used by participants can flow automatically by Google form and the data that is available also can be downloaded and then it can be accessed by using spreadsheet and then analyzed by using SPSS.

Table 2. Katz & Kahn's Likert Scale Range

No	Range	Category
1.	1.00- 2.49	Low
2.	2.50 – 3.99	Moderate
3.	4.00 – 5.49	High

Katz & Kahn's (1978) Likert Scale Range

3. Findings

3.1. Perception of Students' of The Use of ChatGPT in Learning

This research has identified students' perceptions of the use of chatgpt in learning in ELT classes. Table 3 shows the first indicator score that describes students' perceptions of the use of chatgpt in learning. There are 6 statements represented to determine perceptions of using chatgpt in learning. The results obtained from Research must be supported by sufficient data. Research results and the discovery must be the answer, or research hypothesis stated previously in the introductory section.

Table 3. Perception of Students' of The Use of ChatGPT in Learning

No	Statement	M	Sd
1.	I think ChatGPT is easy to use	3.46	1.103
2.	I think ChatGPT can give answers quickly	3.79	1.062
3.	I think ChatGPT makes me lazy to think	3.58	1.100
4.	I think ChatGPT has functions as a search engine	3.71	.908
5.	I think ChatGPT can be used with various input languages	3.67	.868
6.	I think ChatGPT is a useful tool for study	3.71	.859

Note: M and SD are calculated using a Likert scale (1-5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1".

Table 4. Perception of Students' of The Use of ChatGPT in Learning

Indicator 1 (N=24)	SD
Students Perceptions to use chatgpt	.978

Note: N=24 Respondents, Mean (M) and Standard Deviation (SD) are calculated on a likert scale (1-5)

Table 4 displays students' perceptions of using chatgpt in learning in class, is at the "Moderate" level as indicated by the Mean (M=3.65) and Standard Deviation (SD=0.978). The data shows that student perceptions are quite positive agreement on the first indicator. These findings indicate that the use of chatgpt has begun to be used in learning.

3.2 Students' Perceptions of the Benefits of Using Chatgpt in Learning

Table 5 shows data that describes students' perceptions of the benefits of chatGPT in classroom learning, consisting of seven statements.

Table 5. Students' Perceptions of the Benefits of Using Chatgpt in Learning

No	Statement	M	Sd
1.	I think ChatGPT can help students save time	3.83	.868
2.	I think ChatGPT can provide information in diverse fields	3.46	.779
3.	I think ChatGPT can be used to translate learning materials into different languages, making them easy to access	3.62	.711
4.	I think ChatGPT can help students better understand theories and concepts	3.42	.776
5.	I think ChatGPT can illuminate ideas in writing thus improving efficiency and productivity	3.33	.761
6.	I think ChatGPT can provide personalized tutoring and feedback based on the student's learning needs and progress	3.04	.806
7.	I think ChatGPT can help enhance students' learning by offering them personalized and adaptive learning experiences	3.21	.833

Note: M and SD are calculated using a Likert scale (1-5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1".

Table 6. Students' Perceptions of the Benefits of Using Chatgpt in Learning

Indicator 2 (N = 24)	M	Sd
Students' Perceptions of the Benefits	3.42	.815

Note: N=24 Respondents, Mean (M) and Standard Deviation (SD) are calculated on a likert scale (1-5)

Table 6 Students' perceptions of the benefits of using ChatGPT reached a mean of (3.42) with a standard deviation of (0.815). The average score is at that level. from "Moderate". The data shows that students' perceptions of the benefits of ChatGPT are quite positive regarding the second indicator. These findings indicate that there are benefits from using ChatGPT in students' learning.

3.3 Students' Perceptions of the Barriers to Using Chatgpt in Learning

Table 7 shows data that describes students' perceptions of the barriers to using chatGPT in learning, consisting of seven statements.

Table 7. Students' Perceptions of the Barriers to Using ChatGPT in Learning Process

NO	Statement	M	Sd
1.	I think ChatGPT can provide unreliable information on topics with few citations	3.21	.588
2.	I think ChatGPT can produce inaccurate or false factual references	3.50	.590
3.	I think ChatGPT is unable to cite sources accurately	3.42	.717

4.	I think ChatGPT is unable to replace words and use idioms wisely	3.08	.776
5.	I think ChatGPT can produce responses weakens after several paragraphs	3.13	.680
6.	I think ChatGPT is unable to examine quality and reliability of sources	3.42	.654
7.	I think ChatGPT can exhibit logical errors and contradiction	3.08	.830

Note: M and SD are calculated using a Likert scale (1-5) with the options "Strongly Agree = 5", "Agree = 4", "Neutral = 3", "Disagree = 2", "Strongly Disagree = 1"

Table 8. Students' Perceptions of the Barriers to Using ChatGPT in Learning Process

Indicator 3 (N = 24)	M	Sd
Students' Perceptions of the Barries	3.26	.703

Note: N=24 Respondents, Mean (M) and Standard Deviation (SD) are calculated on a likert scale (1-5)

Table 8. Students' perceptions of the barriers to using ChatGPT, reaching a mean (3.26) with a standard deviation (0.703). The average score is at that level from "Moderate". The data shows that students' perceptions of ChatGPT barriers are quite positive regarding the third indicator. These findings indicate that there are barriers to using ChatGPT in student learning.

Table 9. The Recapitulation of the Three Indicators of Students' Perception of Using ChatGPT

Indicator	N	M	Sd
1.Students' Perceptions of to use chatgpt	24	3.65	.978
2.Students' Perceptions of the Benefits	24	3.42	.815
3.Students' Perceptions of the Barries	24	3.26	.703
Total		3.44	.832

Table 9 Recapitulation of students' perceptions of using ChatGPT from three indicators namely Students' preception to use chatgpt, Students' Perceptions of the Benefits, Students' Perceptions of the Barries shows the Mean = 3.44 and Standard Deviation= .832. The average score indicates that the students' perception of Chatgpt use was in the level of "Moderate".

4. DISCUSSION

The previous section explained student perceptions of the use of ChatGpt in the learning process in the English language education department at the Faculty of Education and Vocational Studies, including aspects of perception, benefits, and obstacles to the use of ChatGpt in learning. Furthermore, in the discussion section, the data on the research results are then discussed, either to be confirmed with or confronted with some previous research findings. Based on the findings above, there are several ideas obtained by the re-researchers from the data in terms of perceptions of English language students in three indicators. Of all the indicators, the options are categorized at the "moderate" level. The findings in this study are parallel to those in Ngo,(2023). ChatGPT provides "more creative answers" than traditional AI language tools such as the so-called RoBERTa and metalinguistic tools. Regarding students' perceptions of using ChatGpt, "can provide answers quickly" was the feature with the highest average score, followed by "has a function as a search engine," "useful tool for learning," and "can be used

with various input languages." The majority of respondents like using ChatGpt because of its simplicity and convenience. They can ask various questions in English. In terms of the benefits of using ChatGpt in learning, the authors found that the respondents were well aware of the advantages of ChatGpt, with a mean score of 3.65. From the students' point of view, the application of ChatGpt to learning has a great opportunity that provides many benefits. Many students agree that ChatGpt can help them save time, provide them with a variety of information, give them answers to questions, and ask questions back. Qadir,(2023) ChatGPT is trained on a large database of conversational texts, such as chat transcripts, forum notes, and social media posts. In addition, they recognized ChatGpt's ability to produce fast and accurate writing and to summarize so that they could gain understanding and ideas for writing. Zen Munawar et al.,(2023) say ChatGPT can answer various questions accurately and help students complete assignments, lectures, and write essays and scientific papers.

Although ChatGpt was perceived as a useful learning tool for students, it was found to have many negative impacts for its use in learning. In general, students recognized the weaknesses of ChatGpt for their learning purposes (with an average score of 3.26). Ngo (2023), however, some characteristics may indicate that the essay was written by a chatbot, such as: the lack of nuance, style, and originality makes identification possible for AI output detectors and skeptical human reviewers. Student opinion have been divided some believe that ChatGPT content is inspirational and helpful, while other think the responses are ambiguous and superficial Leunard, H et al (2023). Many of them agree that ChatGpt is unable to check the quality and reliability of sources, to substitute words and use idioms wisely, and to reference the latest ones. It can sometimes provide unreliable information on topics with few citations and produce inaccurate or incorrect factual references.

A number of studies have explored the potential of chatGPT for language learning. In this case, chatGPT is very useful and beneficial for language learning, especially English learning. The emergence of chatGPT in the current era certainly makes things that were previously difficult seem easy. One of them is that we can ask chatGPT about things we don't know about. Al-obaydi (2023) found that although chatGPT does not directly cause behavior change, chatbots can increase motivation and engagement, especially when used in conjunction with other learning strategies. One of the things that is important when using ChatGPT is digital competence. Nowadays, digital competence is very necessary. This is emphasized by Kohnke et al.,(2023), who said that digital competence is important for the ethical and efficient use of ChatGPT.

Apart from all the benefits and uses of chatGPT, of course, it is not always just about profit. Whatever it is, it definitely has disadvantages, including ChatGPT. The disadvantage that we can see and feel directly is that chatGPT itself can change our behavior patterns and even our thinking patterns because, without us realizing it, we have cultivated laziness in getting things, so we use ChatGPT to make everything feel easy. This thought is in line with the thoughts expressed by Kostka (2023) in his research. He stated the advantages and difficulties of using ChatGPT in teaching English and emphasized the opportunities for pedagogical innovation. Apart from Kostka, Japoshvili-Ghvinashvili (2023) said that learning activities that involve students in language and content-based tasks also utilize ChatGPT to facilitate their learning.

Finally, using ChatGPT in the world of learning is very helpful. Starting from helping teachers prepare lessons or even helping students solve learning questions. It cannot be denied that the presence of ChatGPT currently has a huge impact on some people. A robot that can solve any question asked of it. That's why people use it a lot instead of having to think for themselves. Apart from that,

we all know that excess of anything is not good and can even cause harm. For this reason, if we are not wise in using ChatGPT, then we will suffer losses in the future. As God's noble creatures, of course we must be able to sort out what is good and what is not good and be able to make the best use of technology (ChatGPT).

5. CONCLUSION

Based on the findings of this research, the researchers concluded that the perception of using ChatGPT in classroom learning was at a moderate level have explicitly demonstrated positive support for classroom learning. Apart from that, investigating students' perceptions of the use of AI, especially chatgpt in learning, is the first step in identifying and uncovering students' culture and way of answering questions in the learning process and students' learning styles in class. Because this research is still limited, future researchers can include additional research, such as objective measures or observation methods, to provide a more comprehensive picture and an objective assessment of the effectiveness of ChatGPT in an educational context, and further research can also use other additional methods, such as interviews. Therefore, in-depth research or qualitative research is very important.

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