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## EXPLORING STUDENTS' PERCEPTION OF EFL ON THE USE OF CHATGPT TO COMPLETE THE ENGLISH WRITING TASK

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### ABSTRACT

Like other AI technologies, ChatGPT is built to process questions with natural, human-like answers. Since its inception, ChatGPT has drawn a lot of pros and cons because it is widely used in the field of education and is considered to reduce the credibility of higher education. This study will describe and explore the perceptions of the use of ChatGPT by students in a descriptive quantitative manner. The participants in this study were students who attended English classes. They came from three different universities with a total of 150 respondents and a sample of 36 students. The instrument used was a questionnaire using a Likert scale. In addition, there are two additional questions to explore the reasons and suggestions of students on the use of ChatGPT. Questions are divided into three components. The first is whether ChatGPT increases students' learning motivation, the second is whether ChatGPT has features that are easy to access, and the last is whether ChatGPT can improve student performance and learning outcomes. The results of this study show that 62% of students agree that ChatGPT can increase student learning motivation because it provides insight into English Writing Skill classes. A total of 76% of students think that ChatGPT has features that are easy to use. Finally, 60% of students were able to improve student learning outcomes and performance in the English Writing Skill class.

## 1. INTRODUCTION

In education, integrating technology into the learning process is an inevitable need, especially in higher education. Today, students need technology as more than just a learning facility and a learning resource. If a few decades ago, learning resources were still limited to textbooks and lecturers, today students cannot be separated from the internet. Information and Communication Technology (ICT), which is developing so rapidly, has provided convenience to various problems faced by the community and especially students (Nugroho & Arrosyad, 2021). The ease of accessing books digitally and also other additional learning resources makes lecturers have to utilize this technology, not avoid it. Technology has become a need for people who will always continue to use it to make life easier, build communication and search for information widely (Kholis & Salamanja, 2023). The definition of AI characterizes it as a branch of computer science that deals with the automation of intelligent behavior (Valova et al., 2024). AI or Artificial Intelligence is a field

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of computer science related to the creation of computer systems that can perform tasks that usually require human intelligence (Hasanah & Nurcholis, 2024). Amala states that AI is the study and development of computer systems and computer systems and algorithms that can perform tasks that would normally require human intelligence, such as decision making, solving require human intelligence, such as decision-making, problem-solving problem solving, and learning mechanisms (Hasanah & Nurcholis, 2024). AI as a computer system theory can perform tasks normally involving human intelligence such as speech understanding, language awareness, decision making, and visual perception (Fitria, 2021).

Since the main principle of AI is to produce products that resemble human intelligence, this technology is widely used to replace human roles. One of the most advanced AI-powered chatbots is ChatGPT which was designed by the Microsoft-backed company OpenAI and released in November 2022(Kohnke et al., 2023). Through its Generative Pre-trained Transformer, which employs specialized algorithms to identify patterns within data sequences, ChatGPT operates (Darma et al., 2023). The history of the emergence of ChatGPT is with the emergence of chatbots. Artificial intelligence (AI) in language processing has resulted in the development of chatbots and virtual assistants that are clever enough to comprehend and produce human language (Susanto et al., 2024). The use of AI in language education has been widely discussed in the literature, and the majority of the studies show that AI positively supports language learning (Sabaruddin et al., 2024) A Chatbot, functioning as an intelligent agent, engages with users by providing answers to their queries and delivering suitable responses by acting as a virtual conversational partner (Ngo, 2023).

The advantages of ChatGPT, which can answer questions and provide descriptions like human writing, are then utilized by students to answer questions or produce writing products briefly and precisely. This shortcut is widely used by students as a whole without editing and changing anything from what ChatGPT produces. In fact, academics do not prohibit the use of ChatGPT as a learning resource, if used wisely. But in reality, students use it so fully that lecturers finally have to limit and supervise the use of ChatGPT. ChatGPT is such chatbot that can generate advanced text and engage in convincing conversations with users. It can help perform various tasks such as writing essays, brainstorming research ideas, conducting literature reviews, enhancing papers, and writing computer code (Dewi et al., n.d.; Shoufan, 2023)

ChatGPT (generative pre-trained transformer), developed by OpenAI in late 2022, is an advanced AI technology that has gained considerable attention (Rukiati et al., 2023). Its impressive performance in producing well-structured, logical, and informative responses has gained worldwide attention(Ngo, 2023). The ChatGPT worldwide context for higher education demonstrates the expanding interest in utilizing AI technology to raise the calibre and efficacy of education (Sila et al., 2023). The integration of ICT within the learning setting

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is crucial as the students are now more exposed to the technology which has helped them to learn better (Abd Rahim et al., 2023). Globally, educational institutions are experimenting with ChatGPT to improve their teaching and learning methods (Sila et al., 2023). ChatGPT had a positive impact on teaching and learning in higher education and leverage for more effective teaching, learning, and assessment (C. Meniado, 2023). Researchers from various disciplines are dedicating more attention to exploring its role in education thus the benefits of using generative AI models for educational purposes become increasingly evident (Pavlenko & Syzenko, 2024). ChatGPT can change the much-stagnated teaching and assessment approaches in higher education (Hong, 2023).

This study used a sample of non-English language student participants in English writing courses and assignments. Learners in contexts where English is not the primary spoken language often lack daily real-world exposure to the English language. For students learning in such contexts, ChatGPT offers easy access to accurate English language resources (Yong-In University & Van Horn, 2024). AI will offer a realistic dialogue platform that will facilitate learning and teaching English (Rahmanto & Indah, 2023).

The participants and courses chosen were based on the tendency of students to take shortcuts to complete English course assignments, especially in writing skills. In addition, from the results of the assignments collected by students and after being checked using the anti-ChatGPT application, it was found that the majority of students used ChatGPT to do English writing assignments. ChatGPT's potential for language learning and instruction is significant and can provide interactive learning experiences (Baskara & Mukarto, 2023). It is essential to examine the attitudes and perceptions of students at different grade levels toward this emerging technology (Yilmaz et al., 2023). The influence of AI in the world of education is very significant, especially in the development of digital software.

From the elaboration above, this study will try to describe and explore the use of ChatGPT in non-English students and also their reasons for using this application. The researcher used a sample of non-English major student participants. They came from three different campuses and studied English in general. The pros and cons of using ChatGPT must of course be seen from the perspective of students as users so that solutions can be found and a middle way to anticipate the use of ChatGPT. Thus, lecturers do not necessarily prohibit the use of this application.

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## 2. LITERATURE REVIEW

In recent years, AI technology has gained substantial prominence as a result of extensive research and development efforts. One notable application of AI is the AI chatbot. It utilizes complex deep-learning algorithms trained on large datasets to generate responses similar to those of humans (Xu et al., 2024). Unlike previous conversational AI chatbots, ChatGPT is built on deep learning and can learn and generate human-like responses (Ding et al., 2023)

One of ChatGPT principal strengths resides in its capacity to generate human-like, coherent, and contextually pertinent responses to user queries (Xu et al., 2024). ChatGPT (Chat Generative Pre-trained Transformer) was publicly presented in the summer of 2020 and launched in November 2022. It is an object of curiosity, controversy, and scientific interest among a wide range of Internet users from all ages and stages of life (Valova et al., 2024). The idea behind ChatGPT is straightforward as it can comprehend and produce language that is similar to that of a person who has been trained on the knowledge of a vast amount of text data which provides any individual with more information (Abd Rahim et al., 2023).

Previous studies show several findings on how ChatGPT contributes to the higher education systems. The first study explores students' perception of how ChatGPT can contribute to better performance has been conducted by Sila and friends. She investigated students' perceptions of using ChatGPT in higher education. She designed a survey in the form of an online questionnaire involving 107 foundation program students at a private university. Students have concerns about the reliability and accuracy of the information provided by ChatGPT, yet they acknowledge that utilizing ChatGPT improves their learning experience, although it may not have a significant impact on their academic performance (Sila et al., 2023).

Another research conducted to examine the perception of the students towards the usage of ChatGPT has been conducted by Abd Rahim and friends. They examined how ChatGPT can be used as a language-learning tool. The respondents of their study were collected through various faculties and campuses across several states in Malaysia. The finding shows that most of the students think that the use of ChatGPT helps to improve their ability specifically in writing and the students also think that the use of ChatGPT makes English Language learning more enjoyable and engaging (Abd Rahim et al., 2023).

ChatGPT has also been used not only in language learning but also in Science and Mathematics majors as Yilmaz conducted his study that aimed to develop and validate an instrument to explore students' perception of ChatGPT across gender, grade level, and major. This study involved 239 students in the Science and Mathematics Education Program at a private university in Kazakhstan. His study is quantitative research and has resulted positive perception of Chat GPT among the participants. These findings provide valuable insights into

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university students' perceptions of Chat GPT and influence several factors such as gender, major, and prior experience on their perceptions (Yilmaz et al., 2023)

This study tries to reveal students' perception of ChatGPT usage in several universities from non-English majors especially to complete English Writing Tasks. It also reveals the general background and students' reasons why they come to use ChatGPT for their language learning assistance. Moreover, it also presents additional features that can be added based on students' needs.

### **3. METHODOLOGY**

This study aims to explore students' perceptions of using the OpenAI ChatGPT application to improve their writing skills. One of the most significant areas of research would be to evaluate the effectiveness of ChatGPT in language learning through empirical studies (Baskara & Mukarto, 2023). A quantitative approach was used, with data collection conducted through a Likert-type closed questionnaire (Zebua & Katemba, 2024). It focuses on Indonesian university students who have been using ChatGPT for their English language learning. This questionnaire will be filled in by 1 representative of the English students group. The participants were asked to choose the option that best matched their opinions (Darma et al., 2023).

#### **3.1 Participant**

The study comprised a sample of more than 150 university students who had previous experience using ChatGPT for academic purposes. They come from three different universities. They are Semarang State Polytechnic, University of Science and Technology of Semarang, and Merchant Marine Polytechnic. The participants were selected through a random sampling technique. Out of the total sample, 36 students (24% of the sample) were further chosen for a semi-structured interview, aiming to gain a comprehensive understanding of the benefits, challenges, and potential solutions associated with using ChatGPT for learning in a higher education context.

#### **3.2 Instrument**

A customized questionnaire was developed for this study based on existing research (Zebua & Katemba, 2024). The questionnaire was composed of three main sections: (1) ChatGPT can increase learning motivation (2) ChatGPT has features to ease students' learning process, and (3) ChatGPT can develop students' writing skills and improve students' performance. In the second and third questions, there is one question with short answers to gain students' suggestions about what additional features to add to the application and a question to ask in what matters they will use ChatGPT in the future. To assess students' perceptions of the benefits and barriers of using ChatGPT, a 4-point Likert scale was employed, ranging from 1 (strongly disagree) to 4 (strongly agree) (Ngo, 2023). The researchers modified the

instrument ranges into four only, compared to Likert scale which has five ranges. One value that was omitted is neutral. Furthermore, semi-structured interviews with open-ended questions were conducted to obtain a deeper understanding of students' perceptions regarding their use of ChatGPT in the learning process.

### 3.3 Data Analysis and Collection

The data was gathered using an online survey and a semi-structured interview. Initially, a Google Form questionnaire was distributed to students who had utilized ChatGPT in their studies. To ensure the questionnaire's reliability, a pilot study was conducted with a sample of 36 responses. In the empirical study, a total of 150 valid responses were obtained. Further, 36 out of 150 students were chosen to participate in the interview section. Their responses were transcribed and categorized to identify similar patterns and themes (Ngo, 2023).

## 4. RESULTS AND DISCUSSION

The result of this study will be described based on the analysis of the data collected through Google form in the form of pie chart. According to the instruments used, this study will reveal the answers to three major topics. The first will be shown in the elaboration below.

### 4.1 ChatGPT can increase learning motivation

In the first question, one major topic asks students' perceptions about how ChatGPT increases students' learning motivation. For all participants in this study are non-English major students, the topic was then broken down into five questions. The questions were designed to find out students' experience when using ChatGPT to accomplish tasks in English, especially in writing skills. Although some of them experienced using ChatGPT to perform instructions or answer a question in other skills, most of them found themselves using ChatGPT during English class when accomplishing writing tasks. The result of the first topic can be shown in Table 1 below.

No	Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1	OpenAI ChatGPT increases my motivation while learning English, especially writing skills.	0	27.8	66.7	5.6
2	You do not have difficulty in using OpenAI ChatGPT in the process of writing a text or article to answer the questions.	2.8	19.4	61.1	16.7
3	You do not have difficulty in using OpenAI ChatGPT in the process of writing a text or article to complete the task.	0	22.2	63.9	13.9
4	With OpenAI ChatGPT, I have more confidence in writing my academic texts, especially in writing my English essay writing.	5.6	25	63.9	5.6

5	I feel that OpenAI ChatGPT helps me better understand concepts in essays.	0	16.7	75	8.3
<b>Average</b>		<b>8.4</b>	<b>22.22</b>	<b>66.12</b>	<b>10.02</b>

Table 1. Result of the First Topic Questions

From the table above, the number of students who agree ChatGPT can increase their learning motivation is more than half of the total respondents. The number of agree respondents is 66.12, while 10.2 respondents vote "strongly agree" to the question. In vice versa, the number of students that disagree about ChatGPT can increase students' learning motivation is 30.6%. It is almost one-third of the total number of all respondents. It is divided into two kinds; "strongly disagree" with the idea 8.4% while 22.2% disagree. It can be assumed that two-thirds of the total respondents use ChatGPT not only to excuse the difficulties of their learning tasks but also they feel that using ChatGPT can increase their motivation. The application gives an example or model to answer the questions that they need. Moreover, by giving illustrations and sample model answers, they can revise or paraphrase the text to put the answers into their answers.

The highest number of the respondents agree that ChatGPT can increase their learning motivation, especially in writing skills. It can be seen from the first question which asks students whether the application can increase their motivation in writing skills or not. In the second question, 22.2 % of the respondents found it difficult to use ChatGPT but the rest do not feel difficulty while using ChatGPT. The same percentage shows the same in the third question. The last question asks about how ChatGPT can help students understand better the concepts of English essays has resulted in the total amount of disagree votes with a value of 16.7% and the rest shows the respondents agree with the idea. In this first type of question on average 66% of the respondents agree that the application increases their learning motivation. Thus, as the study shows significant differences between those who agree and disagree, teachers can maintain the use of the application in their learning process with several rules to avoid full plagiarism or AI reliance.

#### 4.2 ChatGPT has easy-to-use features for students

No	Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1	OpenAI ChatGPT provides complete features and easy-to-use procedures.	0	8.3	80.6	11.1
2	The OpenAI ChatGPT is very flexible in its use.	0	8.3	80.6	11.1
3	I think OpenAI ChatGPT is really easy to use for writing my essay	0	19.4	75	5.6
4	I like to use OpenAI ChatGPT because it has many good features compared to any other grammar checker tool.	0	30.6	66.7	2.8
<b>Average</b>		<b>0</b>	<b>16.65</b>	<b>75.725</b>	<b>7.65</b>

Table 2. Result of the Second Topic Questions



In the second type of research question, none of the respondents voted for "strongly disagree" with four questions. The first and second question asks the respondents whether the application is easy and flexible to use. The total number of students who agree with this idea is about 75.7% while 7.6% strongly agree with the idea. Not only asking about the easiness of the application, in this second type of question, there is one question that asks students what kind(s) of feature should be added to the application. From the result of the study, several features can be added based on students' needs. They are described in the table below:

No	More Features to be added	Respondents Vote
1	Voice note features	7
2	The degree of plagiarism is decreased	3
3	Adding an image feature to ChatGPT	5
4	Uploading documents or images	2
5	Illustration features in the form of diagrams or infographics	2
6	Translating Text	9
7	Data Analyst	5
8	Grammar Check	2

Table 3. Added Features as The Students suggested

From the table above, the respondents suggested the application to add a translating feature. This feature is proposed by 9 respondents. In the second row, another feature suggested by the respondents is voice notes. This feature is inspired by Google Voice in which the user can give a command to the application by using voice command. The respondents gave 7 votes for this feature. Other features to be added to the application as suggested by the respondents are image features and data analysis. This is from the assumption that the respondents come from non-humanities major students and in some courses they need to find answers about processing data. More features that got an average of 2 votes from the respondents are grammar check, plagiarism reduction, and infographics results. From this result, we can assume that students need an AI-based application that can support all of their academic needs including commands such as answering questions, processing data, serving data in the form of infographics and images, grammar checker, and also translation application.

#### **4.3 ChatGPT can develop students' writing skills and improve students' performance.**

The last type of question broken down into other five questions asks whether or not ChatGPT can develop and improve students' performance, especially in English writing skills. Four questions have resulted in the table below and one question that has a short answer compiled students' answers about what matters students will use this application in the future. The result can be seen as follows:

No	Question	Strongly Disagree	Disagree	Agree	Strongly Agree
1	OpenAI ChatGPT makes helpful suggestions for improving my English essay writing	5.6	22.2	63.9	8.3
2	OpenAI ChatGPT is very useful in developing my writing skills, especially for my English essay writing	2.8	27.8	63.9	5.6
3	I am more effective in tackling essay writing tasks after using OpenAI ChatGPT.	2.8	30.5	63.9	2.8
4	I tend to rely on OpenAI ChatGPT when writing English essays.	13.9	36.1	50	0
Average		6.28	22.23	60.43	4.18

Table 4. Result of the Third Topic Questions

The first and second questions have similar questions thus the vote of the respondents is similar for both questions. The total number of students who agree and disagree are in the average 63.9% and 25 %. In the third question, the students who agree that the application can help students in writing essay writing tasks effectively is 63.9%, while those who do not agree is 30.5%. The last question got a different result from the majority of the questions. It asks whether or not they will rely on the application in the future to accomplish their task. Half of the respondents voted agree, and half of them voted to disagree (separated from 13.9% who strongly disagree and 36.1 % who disagree). This answer is then described to the specific reasons behind this answer as stated in the table below:

No	In what prompt you will use ChatGPT in the future?
1	English assignments because it can make it easier to do them, such as creating dialogue.
2	Maybe to add references I will use ChatGPT because the website displays various types of answers, but I will still compare with some of the results I got from Google.
3	I might be using it in the future, especially for complex tasks but ChatGPT won't be my only source since I also enjoy reading and taking sources from many literature.
4	I would consider using ChatGPT in the future to accomplish various tasks for several reasons, such as Technical Troubleshooting. Getting help with technical issues, such as programming or debugging code.
5	I will use ChatGPT again if there are assignments such as giving examples and by using AI I can find references
6	The use of ChatGPT must be appropriate. ChatGPT helps in creating outlines, especially for writing essays.
7	All tasks that can be done, because, with the development of technology, we must also be able to adjust the situation and balance the effectiveness of time and maximum results.

Table 5. The Reasons for ChatGPT Usage in the Future

From several answers resulting from the last question in the questionnaire, the researchers presented the sample answer based on the majority of the answers. The data shows us that students tend to use the application again in the future because 1) the



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application can help students to complete the task and gives them an overview in effective time; 2) it can accomplish both scientific and non-scientific tasks; 3) the application can be one of the source or reference used by the students to complete their essay; and 4) it easy to use and can handle various kinds of task. Based on the result, the teachers cannot neglect the use of ChatGPT in students' learning progress. Gen Z, and for the next years Gen Alpha, will fulfill the higher education level as students and this can be beneficial for us because they have been familiar with technology since they were kids. Starting today, we have to be familiar with AI and make the most of it. In some cases, we can create barriers and rules about when and how they can use it as students' learning assistance without decreasing their competencies and potential ability.

## **5. CONCLUSION**

The elaboration in the first chapter until the last chapter shows us that the usage of ChatGPT is growing more common in education. This is a trend in higher education that AI especially ChatGPT, which is one kind of AI branch, can assist in students' learning process. The teachers cannot deny or prohibit the use of it in the process of teaching and learning progress because the smarter teacher avoids the use of the application, the smarter students will look for a way to use it. This study has presented students' perception of the usage of ChatGPT and shows us whether most of the students use the application as one reference whenever they have to complete a specific task, in this study English writing tasks. Moreover, students suggested that more features should be added in order to make the application having complete features for their assistive learning. The result of the study indicates that most of the students agree that ChatGPT can increase learning motivation, has an easy-to-use feature, and can improve their performance in English writing skills. They also stated that they will use the application to complete their task in the future as one of the references and combine them with some internet sources.

## **ABOUT THE AUTHOR(S)**

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