



## The Student's Perception of Using ChatGPT for EFL Students

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### Abstract

*ChatGPT has attracted considerable media and academic attention as one of the latest developments. It has the ability to generate answers to questions and perform other language-related tasks with exceptional accuracy. This is due to its extensive training set, which closely resembles human-produced texts. Many researchers consider ChatGPT to be an interesting tool for improving students' language and knowledge skills, as well as their problem-solving and communication skills. The study discussed some perceptions of the merits of ChatGPT on English student with each representative answering or filling a questionnaire containing their views or responses to ChatGPT conversations using a quantitative descriptive method. It is hoped that the study can learn how English education students feel using small talk, whether it is having a good effect on their performance or whether it is adversely affecting their performance in college. The results of correlation analysis show patterns of relationships between different variables. There is no linear relationship between the level of agree and strongly disagree, but there is a strong and negative correlation between the level of disagree and strongly agree. meanwhile, a strong positive relationship was observed between neutral and strongly disagree levels.*

**Keyword :** ChatGPT, English Education, Language Learning, Educational Technology

## INTRODUCTION

An artificial intelligence (AI) chatbot named ChatGPT uses natural language processing to produce conversational dialogue. The comparison of previous research from this research is "The Student of Using ChatGPT for English Education Language in Education" by Thi Thuy An Ngoc from iJET International Journal. Previous research only discussed students' opinions and potential solutions for better use of GPT chat in Learning. The language model is capable of answering queries and writing a variety of written materials, such as articles, social media posts, essays, code, and emails. An example of generative AI is ChatGPT, a tool that allows users to enter prompts to receive artificial intelligence-generated human-like images, text, or videos. Through its Generative Pre-trained Transformer, which employs specialized algorithms to identify patterns within data sequences, ChatGPT operates.

ChatGPT has attracted considerable media and academic attention as one of the latest developments. This feature has been found to increase student engagement and collaboration, as it allows students to post questions and discuss topics without having to be present at the same time (Li & Xing, 2021). It has the ability to generate answers to questions and perform other language-related tasks with exceptional accuracy. This is due to its extensive training set, which closely resembles human-produced texts. Many researchers consider ChatGPT to be an interesting tool for improving students' language and knowledge skills, as well as their problem-solving and communication skills. This is due to its ability to provide tailored and immediate answers to users' queries (Cotton, Cotton & Shipway, 2023). Some studies (D'Agostino, 2023; McCue, 2023; Tangermann, 2023) have highlighted the potential academic issues that might arise from using ChatGPT. These issues include plagiarism, cheating, and academic dishonesty.

Therefore, understanding students' perceptions of using ChatGPT to learn English can help policy makers, technology experts and researchers to develop clear guidelines for its use as a language support tool to prevent such problems. ChatGPT has been identified by researchers as a tool that can aid higher education students in developing their critical thinking and problem-solving skills (Kasneci et al., 2023). Additionally, ChatGPT functions as a personalised and adaptive platform that supports and scaffolds students by providing additional learning resources and information on specific topics (Zawacki-Richter, Marn, Bond & Gouverneur, 2019).

Despite increasing concerns and calls for comprehensive studies, the investigation on ChatGPT's impact on students' experiences in educational institutions is still insufficient. Therefore, the aim of this study is to assess students' perceptions of using ChatGPT for learning, with specific attention on their general outlook, perceived benefits, encountered challenges, and possible solutions. Through the conduct of this study, we aim to bridge the current knowledge deficit and drive progress in the field of artificial intelligence (AI) with regards to education. Moreover, given that students serve as



the primary stakeholders and recipients of these innovative systems, it is of utmost importance to discern their views on ChatGPT. The findings of this research will aid educational practitioners, researchers, and policymakers in comprehending the consequences of integrating ChatGPT into educational environments. This information will guide the responsible and effective application of the technology in question.

## METHOD

This research, which uses a quantitative descriptive methodology, 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 statements were separated into three categories: perceptions or understanding of ChatGPT (6 items), perceptions regarding the advantages of ChatGPT (3 items), and perceptions regarding the disadvantages of ChatGPT (3 items). The close-ended statements were based on the five-point Likert scale and the response options were rated as Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, and Strongly Agree=5. The participants were asked to choose the option which best matched their opinions.

## RESULT AND DISSCUSSION

The rise of artificial intelligence (AI) has heralded innovative tools like ChatGPT, an AI chatbot leveraging natural language processing to facilitate dialogue. Previous research, exemplified by Thi Thuy An Ngoc's study in the iJET International Journal, primarily explored student opinions and proposed solutions for optimizing GPT chat in learning contexts. ChatGPT stands out as an AI model adept at generating diverse written content, including articles, social media posts, and essays, and offers a glimpse into the capabilities of generative AI by producing human-like images, text, and videos based on user prompts. With its Generative Pre-trained Transformer, ChatGPT operates through specialized algorithms that decode patterns within data sequences. Esteemed for its precision in answering queries and language-related tasks, ChatGPT owes its accuracy to an extensive training set mirroring human-produced texts. While researchers recognize its potential to enhance language proficiency, problem-solving abilities, and critical thinking skills among students, concerns about academic integrity have surfaced, prompting a need to gauge students' perceptions of using ChatGPT for learning English. Despite its potential benefits in education, comprehensive studies on ChatGPT's impact within educational settings remain scarce, prompting this study's objective: to evaluate students' viewpoints on using ChatGPT for learning, delving into their perspectives, perceived advantages, encountered hurdles, and possible remedies. By filling this knowledge gap, the study aims to advance AI in education and provide insights for policymakers, educators, and researchers on responsibly integrating ChatGPT into educational landscapes, ensuring its effective and ethical application.

From another article entitled "Students Perception On The Impact Of Artificial Intelligence On English Grammar Learning " by Arpinda Syifa'a Awal in their article they use artificial intelligence, namely "grammarly", the role of this AI for EFL is very popular and also very widely used, which functions to help students check their grammar errors. which is relevant to our research to what extent an AI chatgpt which already contains grammar corrector, translate and the like is able to support the performance of EFL students

## Correlation

### Person's Correlations

1. The correlation between agree and strongly disagree is zero ( $r=0.000$ ), indicating no linear relationship between these variables.
2. The correlation between Disagr and strongly agree is negative and strong ( $r=-0.795$ ), indicating a strong negative linear relationship between these variables.
3. The correlation between netral and strongly disagree is positive and strong ( $r=0.267$ ), indicating a strong positive linear relationship between these variables.
4. The correlation between agree and Disagr is negative and strong ( $r=-0.787$ ), indicating a strong negative linear relationship between these variables.
5. The correlation between agree and netral is negative but moderate ( $r=-0.619$ ), indicating a moderate negative linear relationship between these variables.
6. The correlation between Disagr and netral is positive but weak ( $r=0.801$ ), indicating a weak positive linear relationship between these variables.
7. The correlation between agree and storngly agree is positive but weak ( $r=0.441$ ), indicating a weak positive linear relationship between these variables.

8. The correlation between Disagr and storngly agree is negative and weak ( $r=-0.274$ ), indicating a weak negative linear relationship between these variables.
9. The correlation between netral and storngly agree is negative and weak ( $r=-0.955$ ), indicating a weak negative linear relationship between these variables.

Variable		Agree	Disagree	Strongly Agree	Netral	Strongly Disagree
1. Agree	Pearson's r	—				
	p-value	—				
2. Disagree	Pearson's r	-0.787	—			
	p-value	0.012	—			
3. Strongly Agree	Pearson's r	0.441	-0.795	—		
	p-value	0.235	0.01	—		
4. Netral	Pearson's r	-0.619	0.801	-0.955	—	
	p-value	0.075	0.01	< .001	—	
5. Strongly Disagree	Pearson's r	0	-0.037	-0.274	0.267	—
	p-value	1	0.924	0.475	0.487	—

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

The p-values for each correlation coefficient are also provided in the table. The p-value indicates the probability of observing a correlation coefficient as extreme as the one computed, assuming that there is no correlation between the variables. A p-value less than 0.05 is considered statistically significant, indicating that the correlation coefficient is unlikely to have occurred by chance. Based on the p-values in the table, it can be observed that the correlation between Disagre and strongly agree ( $p=0.012$ ), and the correlation between netral and strongly disagree ( $p<0.001$ ) are statistically significant at the 0.05 level.

## CONCLUSION

ChatGPT in the context of English education has attracted the attention of academics and the media. Even though it is recognized as a potential tool for improving language skills, knowledge, and critical thinking and problem-solving skills for students, there are several concerns regarding potential academic problems such as plagiarism and academic cheating. Agree with Tlili et al. (2023) examined ChatGPT in education using a case study at three different stages. The stages revealed that (1) people are positive and enthusiastic regarding the use of ChatGPT, (2) ChatGPT transforms education, and (3) there were issues about cheating, truthfulness, honesty, and manipulation.

The proposed research aims to evaluate students' perceptions of using ChatGPT in learning, focusing on general views, perceived benefits, challenges faced, and possible solutions. The aim is to complement the knowledge that is still lacking in the use of artificial intelligence (AI) such as ChatGPT in the educational context and to help policy makers and educational practitioners to understand the impact and implications of its use. The importance of understanding the student's perspective as the main stakeholder of this innovative system is the main focus in achieving responsible and effective use of this technology in the educational environment. It is hoped that the findings from this research can provide guidance for educational practitioners, researchers and policy makers in implementing ChatGPT technology responsibly and effectively in educational contexts.

The results of correlation analysis show patterns of relationships between different variables. There is no linear relationship between the level of agree and strongly disagree, but there is a strong and negative correlation between the level of disagree and strongly agree. meanwhile, a strong positive relationship was observed between neutral and strongly disagree levels. In addition, there is a strong negative relationship between levels of agreement and disagreement, as well as a moderate negative relationship between levels of agreement and neutral. A weak positive relationship is seen between the disagree and neutral levels, while a weak positive relationship also exists between the agree and strongly agree levels. on the other hand, a weak negative correlation exists between the levels of disagree and strongly agree, whereas a weak negative correlation is observed between the levels of neutral and strongly agree.

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