

STUDENT PRECEPTION TOWARD CHATGPT IN WRITING SKILL IN ENGLISH STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH OF BENGKULU

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Abstract

This study was to investigate students' perceptions of ChatGPT on writing skill in English Study Program of Muhammadiyah University. The purpose of this study was to find out the perceptions of students of English education program in ChatGPT for writing skill. This research is a qualitative descriptive method. In this study, researchers used questionnaires and interviews in obtaining data. The subjects of this study were fourth semester and sixth semester students who attended writing classes. The result of this study shows that the use of ChatGPT in the fourth and sixth semester of Language Education Study Program has been utilized well. As a result, the researcher was able to make a strong classification of the data collected, suggesting that students see the use of ChatGPT as an aid in the process of improving writing skills although there are still students who do not give a positive response to ChatGPT but overall the results of the research and discussion show that students give a good response to ChatGPT during the learning process. They showed positive responses to the ease of use of ChatGPT, increased knowledge, satisfaction with the speed and accuracy of ChatGPT responses, more efficient use of time, and increased engagement.

Keywords: *Writing Skill, ChatGPT, Perception, Student*

INTRODUCTION

In the 21st century, technology plays a crucial role in various aspects of life, including education. Artificial intelligence (AI) is one of the most important educational technologies, providing access to learning resources and enabling personalized learning. AI systems can analyze data about students, including their level of understanding, learning speed, preferences for learning, and special needs. Several AI applications, such as ChatGPT, Turnitin, Canva Magic Write, Duolingo, and Grammarly, are used in English language teaching to support language learning, facilitate communication, and provide feedback to learners. English lessons are compulsory in Indonesian schools, and writing skills are the most difficult to master. AI-powered writing applications offer solutions to correct and provide feedback on students' ability to improve their writing skills. ChatGPT's popularity has spread rapidly across the world, including Indonesia, with OpenAI having more than 100 million users and an estimated 1.8 billion visits each month. The chatbot's efficiency and writing ability are above average for students. According to (Brady D. Lund and Ting Wang, 2023) "AI technology is currently used in English language teaching to support language learning, facilitate communication, and provide feedback to learners." English lessons are very important in Indonesian education because they are spelling, and word choice expected to build students who are able to communicate with foreigners without any language difficulties. In addition, English lessons are expected to help students absorb knowledge and technology around the world. According to Tarigan (2008), writing skill is a language skill that includes various aspects, such as the ability to write effectively, conduct research, organize ideas, and use correct

grammar, spelling, and punctuation. Several writing applications powered by artificial intelligence offer solutions to correct and provide feedback on students' ability to improve their writing skills. These apps allow users to identify grammar and structure mistakes or errors, provide recommendations for creating sentences that fit the writing topic, paraphrase paragraphs, and more. ChatGPT One of the easiest AI apps for us to use to help improve our writing skills. A survey conducted by study.com in January 2023 revealed that ChatGPT opens up opportunities to utilize this AI chatbot for education in Indonesia, especially in developing the competencies needed in the 21st century.

Researchers have observed that some students in the English Education study program at Universitas Muhammadiyah Bengkulu still struggle with correct grammar and structure in their writing. However, the emergence of ChatGPT as a writing tool is helpful for them, as it can generate ideas and overcome barriers to creativity. Concerns about over-reliance on AI technology may reduce critical thinking activities and students' ability to formulate mathematical concepts independently. Student perceptions of ChatGPT are important, as they have the potential to meet the learning resource needs of Educational Technology students. This research aims to investigate student perceptions towards ChatGPT in skill writing in English study programs at Universitas Muhammadiyah Bengkulu.

LITERATURE REVIEW

2.1 Writing Skill

Writing skills are essential language skills that students must master to express ideas, opinions, and feelings through written language. Writing skills are one type of language skill that must be mastered by students. According to Saleh Abbas (2006:125), writing skills are the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical and spelling usage. According to Ahmad Rofi'uddin and Darmiyati Zuhdi (1999: 159), writing skills are a skill to express thoughts, ideas, opinions about something, responses to a statement of desire, or expressions of feelings using written language.

Writing is one of the skills that must be mastered in English. According to The Liang Gie (2002: 3), writing skills are skills in making letters, numbers, names, any language signs with a writing instrument on a particular page. Meanwhile, composing is a whole series of activities of a person in expressing ideas and conveying them through written language to the reading public to be understood. Meanwhile, According to Murray (1972: 4), writing is the act of producing a first draft. Is the fastest part of the process and the most frightening for it is a commitment. When you complete a draft you know how much and little you know. And the writing of this first draft, rough, searching, and unfinished may take as little as one percent of the writer's time.

Writing is a process of exploring one's thoughts and learning from the act of writing itself. It involves brainstorming ideas, putting them into handwriting or printed writing, and organizing the writing in chronological and coherence. Writing is not just a process of recording but also developing an idea. Overall, writing skills are essential for students to express their thoughts, feelings, and ideas in written form, ensuring that others can understand the content of their writing. Brown (1994:325-327) arranges lists of macro skills and micro skills of writing involve the following aspects macro and micro skills. Macro skills involve connecting information to be written down into text, using rhetorical forms and conventions, accomplishing the communicative function

of written texts according to form and purpose, conveying links and connections between events, distinguishing between literal and implied meanings, delivering culturally specific references, and developing strategies such as assessing audience interpretation, using pre-writing devices, and seeking feedback for revising and editing.

Micro skills focus on specific criteria in writing, such as producing grapheme and orthographic patterns of English, producing writing at an efficient rate, producing an acceptable core of words, using acceptable grammatical systems, patterns, and rules, and expressing a particular meaning in different grammatical forms. Students should be concerned with indicators of writing such as content, organization, vocabulary, language use, and mechanism. Mathews et al (1985) further classified writing skills into five headings: graphic or visual skills, grammar skills, expressive or stylistic skills, rhetorical skills, and organization skills. Graphic skills involve using alphabet letters in upper or lower case, spelling, punctuation, capitalization, and format. Grammar skills involve using various sentence patterns and construction, expressive or stylistic skills involve expressing precise meanings in various styles or registers, rhetorical skills involve using linguistic cohesion devices, and organization skills involve sequencing ideas and rejecting irrelevant information.

2.3 ChatGPT

Chat Generative Pre-training Transformer (GPT) is one of the development services developed by OpenAI, an artificial intelligence (AI) research and application laboratory based in San Francisco, United States. OpenAI has a mission to ensure that Artificial General Intelligence (AGI), which is software that has intelligence equivalent to humans, can benefit many people (Wairisal, 2023). GPT uses a chatbot system, a computer program designed to stimulate conversation or interactive communication with users through text, voice, or visuals (Leunard et al., 2023). It uses machine learning and Natural Language Processing (NLP) algorithms to understand and process information typed by humans in detail. Through the capabilities of these algorithms, ChatGPT can answer questions, help users find information, translate language, and generate new texts that resemble human beings (Damayanti & Hermanto, 2023). ChatGPT technology also uses deep learning algorithms, which provide information for problem solving according to human needs quickly. The responsiveness of this application is supported by the application of NLP, which allows ChatGPT to understand, interpret, and manipulate human language or commands (Putra et al., 2023).

As an advanced chatbot, ChatGPT is able to fulfill text-based user requests, such as answering simple questions, completing tasks and solving productivity problems (Lund & Wang, 2023). According to (Suariqi Diantama, 2023), ChatGPT (Generative Pre-Trained Transformer) is a language model artificial intelligence developed by Open AI that can generate human-like text or voice. Its use in education provides great potential benefits, such as increasing learner engagement, enhancing the learning experience, and improving teaching. Generative Pre-Trained Transformer (GPT) an artificial intelligence developed by Open AI that has the ability to generate text responses that are almost indistinguishable from humans (Dale, 2021) ChatGPT was founded by Open AI, Open AI labs are making rapid progress in developing AI technology and have created a number of machine learning products for the general public, such as DALL-E and ChatGPT (Devlin et al., 2018).

Since its release, ChatGPT has been used in a variety of applications, including language translation, content creation, and language modeling. In the context of translation, ChatGPT has been shown to be able to translate between languages with a high degree of accuracy (Hakiki et al., 2023). Moreover, its ability to

summarize long documents coherently and informatively has strengthened its position as an effective language model in presenting information in a concise yet complete manner. Another significant application of ChatGPT is in content generation. ChatGPT has been used to generate articles, stories, and various other types of written content. For example, in a study conducted by (Faiz & Kurniawaty, 2023), ChatGPT successfully created content that was difficult to distinguish from text written by humans. The use of ChatGPT in content creation brings a number of benefits. Some users reported that the text generated by ChatGPT was difficult to distinguish from human work, demonstrating the model's level of sophistication in responding to commands and producing coherent output (Alfaiz & Julius, 2023).

According to (Aljanabi et al., 2023) ChatGPT is a language model developed by OpenAI that has the potential to revolutionize the way we interact with technology. One of the most exciting possibilities of ChatGPT is its potential to improve natural language processing (NLP) and natural language understanding (NLU) in a variety of applications. In particular, ChatGPT can be used to support chatbots, virtual assistants, and other conversational interfaces. Meanwhile, Deng & Lin argue that ChatGPT is a large language model (LLM) with the capacity to produce appropriate responses to context and engage in natural-sounding conversations. Furthermore, in the world of education, the use of ChatGPT is inevitable.

2.3 Perception

Perception is the cognitive process by which people organize and understand external stimuli. Robbins (2003: 160) states that perception is a process by which individuals organize and interpret their sense impressions to give meaning to their environment. According to the large Indonesian dictionary, perception is a response, direct reception of an absorption, or is the process of someone knowing some things through their five senses, Philip Kottler (1997) provides a definition of perception as the process of an individual selecting, organizing and interpreting information inputs to create a picture that has meaning. Perception here does not only depend on physical things, but also relates to the surrounding environment and the state of the individual. Joyce Marcella Laurence (2004) Meanwhile, in the process of obtaining or receiving information, it also comes from environmental objects. Prabawita (2021) explained the differences in perception are divided into two, namely positive and negative perceptions. Positive perception or negative perception all depends on how individuals describe all their knowledge about the object that has been perceived.

METHODS

The design of this research is qualitative descriptive method. Descriptive designs produced information on groups and phenomena that already exist. Sugiyono (2018) qualitative research methods are research methods based on philosophy, which are used to research on scientific conditions (experiments) where researchers are instruments, data collection techniques and qualitative analysis emphasize more on meaning. Meanwhile, Maxwell (1996) says that descriptive research is the research that focused on specific situation / people, and its emphasis on words rather than numbers. Based on the explanation before, so this research is aimed to Analyze Student Perception Toward Chatgpt In Skill Writing In English Study Program Universitas Muhammadiyah Bengkulu.

FINDING AND DISCUSSIONS

3.1 Research finding

The findings of this study are the answers to the problem formulation that has been formulated in the first chapter. This section also presents data analysis regarding students' perceptions of ChatGPT in writing skills in the English Education Study Program in the fourth and sixth semesters at Universitas Muhammadiyah Bengkulu.

3.1.1. Results of Student Perception Questionnaires

The questionnaire that has been distributed to respondents contains 5 indicators related to student perceptions of the use of ChatGPT in the learning process, the results of which are as follows:

a. Perceived usefulness (PU)

Tabel 1.1

NO	Question	SA	A	N	DA	SDA
1.	ChatGPT makes it easy for me to improve my writing skills.	9 22,5%	18 45%	12 30%	1 2,5%	0 0%
2.	ChatGPT's writing is easy to understand	9 22,5%	22 55%	7 17,5%	2 5%	0 0%
3.	The writing produced by ChatGPT can improve my writing skills.	7 17,5%	18 45%	14 35%	1 2,5%	0 0%
4.	ChatGPT's writing is difficult to understand and comprehend	4 10%	8 20%	12 30%	16 40%	0 0%
5.	ChatGPT-generated posts are not natural	4 10%	15 37,5%	16 40%	5 12,5%	0 0%

Based on the results above, almost all students gave a positive response to the Perceived Effectiveness (PU) statement. Although there are still many students who do not understand and understand the writing that ChatGPT produces, such as based on question number 4.

b. Perceived Ease Of Use/PEOU

Tabel 4.2 result Perceived Ease Of Use/PEOU

No	Question	SA	A	N	DA	SDA
6.	ChatGPT is simple to access	13 32,5%	24 60%	3 7,5%	0 0%	0 0%
7.	ChatGpt-generated writing helps shorten my time in writing	9 22,5%	21 52,5%	9 22,5%	1 2,5%	0 0%
8.	It's easy for me to write with the help of ChatGPT.	8 20%	17 42,5%	13 32,5%	2 5%	0 0%
9.	ChatGPT cannot be used the way we want	5 12,5%	11 27,5%	15 37,5%	9 22,5%	0 0%
10.	The use of ChatGPT is not very flexible	8 20%	5 12,5%	17 42,5%	9 22,5%	1 2,5%

Based on the results above, more than half of the students gave a positive response to the Perceived ease of Use (PEOU) statement. Although there are still students who do not understand statement number 10.

c. Attitude Towards Using Technology/ATU

tabel 4.3 result Attitude Towards Using Technology/ATU

No	Question	SA	A	N	DA	SDA
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11.	I am very happy to use ChatGPT to help improve my writing skills.	6 15%	18 45%	16 40%	0 0%	0 0%
12.	I really enjoy the writing output generated by ChatGPT	6 15%	13 32,5%	18 45%	3 7,5%	0 0%
13.	It is very uncomfortable if our writing results are assisted by ChatGPT.	4 10%	8 20%	23 57%	0 0%	0 0%
14.	ChatGPT's writing is convoluted	1 2,5%	7 17,5%	20 50%	12 30%	0 0%

Based on the results above, more than half of the students gave a positive response to the Attitude Towards Using Technology/ATU statement. Although there are still some students who do not understand statement number 13.

d. Behavioral Intention To Use/BIUS

Tabel 4.4 result Behavioral Intention To Use/BIUS

No	Question	SA	A	N	DA	SDA
15.	I always use ChatGPT in writing to improve my writing skills.	3 7,5%	8 20%	21 52,5%	8 20%	0 0%
16.	ChatGPT motivates me to hone my writing skills.	4 10%	17 42,5%	14 35%	15 12,5%	0 0%
17.	ChatGPT makes me more active in writing to hone my writing skills.	4 10%	16 40%	17 42,5%	3 7,5%	0 0%
18.	I rarely use ChatGPT in my writing.	3 7,5%	15 37,5%	18 45%	4 10%	0 0%

Based on the results above, more than half of the students gave a positive response to the Behavioral Intention To Use/BIUS statement. Although there are still some students who do not understand statement number 18.

e. Actual Technology Use/Behavior/B

Tabel 4.5 result Actual Technology Use/Behavior/B

No	Question	SA	A	N	DA	SDA
19.	ChatGPT is one of the AIs that I often use and access	5 12,5%	18 45%	14 35%	3 7,5%	0 0%
20.	I do not recommend students to rely on ChatGPT.	8 20%	11 27,5%	19 47,5%	2 5%	0 0%

Based on the results above, almost half of the students have no idea about the actual technology use/behavior statement.

3.1.2 Results of student perception interviews

the results of the student perception interview will be divided into two, as Prabawita (2021) explained the differences in perception are divided into two, namely positive and negative perceptions.

1. Positive perceptions

Many students use ChatGPT to help them with assignments or to improve their writing. Maulana et al (2023) showed that ChatGPT can help students. If used properly and if used properly and wisely, ChatGPT can be a fun tool, used by students in interactive learning, for example, the use of ChatGPT in testing students' understanding of a learning material by providing response answers to questions given by students.

Responden 4(ADP) *"I think the use of ChatGPT in writing skills is very helpful because it can be a reference for us in writing, the impact in using ChatGPT is good because I can use it as a reference for writing earlier and Chatgpt is convenient to use".*

Respondent 8(TV) *"I think it really helps me improve my writing skills because the accent is very easy to help us improve our writing skills and chatgpt is very flexible, the use of cahtgpt can be as desired"*

Respondent 10(KK) *"ChatGPT is very helpful, especially it can be our reference when we write, ChatGPT really helps me in doing assignments and is very helpful"..*

Respondent 11(EN) *"In my opinion, it is very helpful, helping how to take steps in writing or writing skills, to access ChatGPT itself is very easy, in my opinion the writing produced by ChatGPT is easy".*

Respondent 14 (ML)*"I think it's good for writing skills because it's easy to understand like translation and good grammar. The writing produced by Chatgpt is easy to understand because the language is the same as the standard language".*

Respondent 15(SS) *"I think ChatGpt makes it easier to help with all assignments, and for example, when writing and running out of ideas for writing, we can search through ChatGPT".*

By implementing the use of ChatGPT, students can improve their ability to generate ideas and understand the structure and style of their essay writing. Students can be creative in enhancing and developing their English language skills, especially in writing. (Wahyuddin, Hasman & Idris, 2023)

2. Negative perception

A major concern is the possibility that over-reliance on technology may lead to reduced creativity and critical thinking. While there are undeniable advantages of implementing information and communication technology (ICT) in education, it is important to consider the negative impacts as well (Karya et al., 2022; Nduwimana & Ndoricimpa, 2023). Students may rely less on their own cognitive processes as they become accustomed to using AI-powered tools such as ChatGPT to generate ideas and write texts. This may result in a decrease in their capacity to think independently and innovate.

Respondent 13(CJ) *"I think ChatGPT actually helps students but ChatGPT is widely misused by students, they just copy and paste the writing produced by ChatGPT without filtering it first and not understanding it first".*

Respondent 17(PP)*"In my opinion, using Chatgpt has its pluses and minuses, for example, speeding up the work of assignments such as questions and essays, but sometimes there is grammar we have to define the parts, which I think is not quite right."*

Respondent 20 (DP)*"If students are dependent on ChatGPT, it is a disadvantage because we are here to learn how to write well and correctly but we use ChatGPT, it means that we are in vain, we have been learning all this time".*

Based on several student interviews, not only are there positive impacts on ChatGPT there are also negative, students can Dependence on ChatGPT to complete assignments can violate student academic ethics, because it ranges the occurrence of plagiarism, reduces student creativity and critical thinking (Muhammad et al., 2023).

DISCUSSION

This study focuses on the perception of AI technology (ChatGPT) in the learning process, using Davis' 1986 theory and Udaibah Tabiin Putri's research in 2021 and adapted again by Nabila in 2022. The TAM model is used to analyze students' perceptions of the use of ChatGPT in writing skills. The five constructs tested in this

study are Perceived Effectiveness (PU), Perceived Ease of Use (PEOU), Attitude to Technology Use (ATU), Behavioral Intention to Use (BIUS), and Behavioral Intention or Actual System Usage (AS).

PU refers to the belief that technology will help individuals achieve their goals more effectively and efficiently, which in turn will result in better work performance. The study found that 31 students agreed that the writing produced by ChatGPT is easy to understand, with over 80% agreeing that AI Technology can help them in writing skills. However, 9 students indicated their doubts about the effect of ChatGPT on writing skills, with item number 5 stating that the writing produced by ChatGPT is not natural.

PEOU shows how useful and easy the system is to use, with item number 6 receiving the highest score for PEOU. More than 80% of fourth and sixth semester students agreed that ChatGPT can help them in writing skills. However, 32% of students disagreed with the statement "The use of ChatGPT is very inflexible."

Attitude to Technology Use (ATU) defines attitude towards behavior as a person's positive or negative feelings towards performing a certain behavior. The study found that item number 11 "I am very happy to use ChatGPT to help improve my writing skills" had the highest PEOU construct score, with over 60% of students agreeing with the statement.

BIUS refers to an individual's desire or intention to engage in a particular behavior, predicting actual behavior and indicating the likelihood of someone taking action to use a system or technology. Item number 16 "ChatGPT makes me motivated to hone my writing skills" had 21 students agree, indicating that more than 50% of fourth and sixth semester students agreed. However, some students were skeptical about the statement.

Lastly, Behavioral Intention or Actual System Usage (AS) states that technology use or behavior actually refers to the things a person does when using an information technology system. Over 50% of students disagreed with the claim, indicating that they do not recommend other students to use ChatGPT.

In conclusion, the study found that the first dominant construct appeals to students, with over 50% of students giving a positive response to all five constructs. However, it is important to note that ChatGPT can also make students lazy and dependent on it. Factors influencing students' perceptions of the use of ChatGPT on writing skills include its ease of use, knowledge gained, satisfaction with speed and accuracy of responses, and motivation and activeness to learn with the help of ChatGPT.

The study focuses on the use of ChatGPT in English language education at Universitas Muhammadiyah Bengkulu. The respondents agree that ChatGPT helps improve writing and learning abilities by providing information and completing tasks. However, students feel less satisfied with the writing produced by ChatGPT, suggesting that ChatGPT answers should be thoroughly evaluated and checked before use. The study also found that ChatGPT can increase students' productivity and time efficiency, allowing them to complete coursework quickly and easily improve their writing skills. However, respondents 10, 11, and 13 did not use ChatGPT very often or at all. The findings showed that most students thought positively about

OpenAI ChatGPT's ability to improve writing skills, provide motivation, and be useful. This finding supports previous results from Joice Zebua and Caroline Victorin Katemba (2024) regarding students' perceptions of the use of OpenAI ChatGPT application in improving writing skills. Although most respondents remained neutral, most found it effective. To further deepen the study of ChatGPT, further studies can be conducted in other parts of the thesis, such as the abstract or thesis results section, to ensure that students understand the benefits of AI Technology (ChatGPT) in improving writing skills and making it easier to write a thesis.

CONCLUSION

The results of research on TAM theory show that the five constructs of TAM theory-Perceived Effectiveness (PU), Perceived Ease of Use (PEOU), Attitude to Use Technology (ATU), Behavioral Intention to Use (BIUS), and Behavioral Intention or Actual System Usage (AU)-are well accepted by most students when using ChatGPT. This suggests that the use of ChatGPT in the fourth and sixth semesters of the Language Education Study Program is well used. As a result, the researcher was able to make a strong classification for the data collected, suggesting that students see the use of ChatGPT as an aid in the process of improving writing ability. Overall, the research results and discussion showed that students responded well to ChatGPT during the learning process. They showed positive responses to the ease of use of ChatGPT, the increase in their knowledge, satisfaction with the speed and accuracy of ChatGPT responses, more efficient use of time, and an increase in their engagement.

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