

**THE USE OF CHATGPT IN STUDENTS' WRITING TASK  
(A Descriptive Study of fifth semester students of English Tadris  
Study Program at IAIN Curup)**

**THESIS**

**This thesis is submitted to fulfill the requirement  
for “sarjana” degree in English Tadris Study program**



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*Assalamualaikum Wr.Wb.*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Aprillia Mutmainatun Khasanah NIM 19551009** mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul **“The Use of ChatGPT in Students’ Writing Task (A Descriptive Study of fifth semester students of English Tadris Study Program at IAIN Curup)”** sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

*Wassalamualaikum Wr.Wb.*

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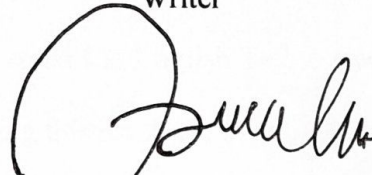
## PREFACE

All praises to Allah that writer had finally finished writing her thesis entitled “**The Use of ChatGPT in Students’ Writing Task (A Descriptive Study of fifth semester students of English Tadris Study Program at IAIN Curup)**”. This thesis submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Tadris Study Program of IAIN Curup. The writer realizes that this thesis is far from being perfect, therefore really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who interested in this field of study.

Curup, December 2023

Writer



**Aprillia Mutmainatun Khasanah**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Assalammu'alaikum Warrahmatullahi Wabarakatuh*

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The researcher finished this research entitled **“The Use of ChatGPT in Students’ Writing Task (A Descriptive Study of fifth semester students of English Tadrис Study Program at IAIN Curup)”** This thesis is presented in order to fulfill of the requirement for the degree of strata I in English Tadrис study program of IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Because of those reason, the writer would like to presents her deepest appreciation to:

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2. Mrs. Jumatul Hidayah, M.Pd as the head of English Study Program of IAIN Curup,
3. Mr. Dr. Sakut Anshori, S. Pd. I., M. Hum. As my advisor, who always give me support, advices and suggestion in all process of writing this thesis,

4. Mrs. Meli Fauziah, M.Pd. as my co advisor, who always give the time for guidance, supports, motivation and suggestion along the process of this thesis,
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Finally, the writer needs constructive suggestions for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education. For acknowledgment above, and those are not mentioned, may Allah SWT give them the best reward.

*Wassalammu'alaikum Warrahmatullahi Wabarakatuh*

Curup, December 28<sup>th</sup> 2023

Writer

**Aprillia Mutmainatun Khasanah**

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## MOTTO AND DEDICATION

### Motto

*"Involve God in every situation and condition"*

*"The 3C's of life, choice, chance, and change. I have to make a Choice to take a Chance, or my life will never Change."*

*"No one will believe in you unless you do"*

*"Dan Kami pasti akan menguji kamu dengan sedikit ketakutan, kelaparan, kekurangan harta, jiwa, dan buah-buahan. Dan sampaikanlah kabar gembira kepada orang-orang yang sabar. (Q.S. Al-Baqarah ayat 155)"*

*"Bunga mekar di musim yang berbeda, tapi indah nya tetap sama, jadi jangan bandingkan prosesmu dengan orang lain, Because everyone has their time to shine"*

### Dedications

#### **This thesis is dedicated to:**

1. My lovely and wonderful family, the greatest man ever my dad Mardijono, the most beautiful and kind woman in my world, my mom Mahmudah and my big brother Alif Febrian Romadhoni, thanks for being the source of love, support, and strength during both good times and challenging moments.
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5. My own self, thank you for everything, you have trying so hard you deserve all the good things.
6. My girls, Genjiah gengs, Rahayu Astari, Anisa Apriani, Lydia Hasana and Riski Indriani, who accompanied me during college life. Thank you for everything. I am lucky to meet unique people like you guys haha. Hopefully we will always become best friends in the future, we can be useful people outside and we can be successful in our own way.
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8. All of students of English Tadris Study Program of IAIN Curup.
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## ABSTRACT

**Aprillia M.K. 2024 : The Use of ChatGPT in Students' Writing Task (A Descriptive Study of fifth semester students of English Tadris Study Program at IAIN Curup)**

**Advisor : Dr. Sakut Anshori, S. Pd. I., M. Hum**

**Co-advisor : Meli Fauziah, M.Pd**

The objective of this research was to know the real situation of the use of ChatGPT in students' writing task, the reasons students use ChatGPT in their writing tasks, and how students attempt to address the limitations found in ChatGPT when completing their writing tasks at English Tadris Study Program in IAIN Curup. In order to answer the research question, this study employed a descriptive-qualitative research design. The subject of this research was the fifth-semester student who had joined writing class, and the researcher used *Purposive sampling* to take the informants. From 39 students, the researcher chose 7 students as informants. Then the data was collected through an in-depth interview. The documents in this research were the students' ChatGPT search history and text result. Based on the findings, the researcher found. First, the use of ChatGPT in students' writing tasks at the English Study Program in IAIN Curup. Almost all students use ChatGPT capabilities. Second, students use ChatGPT because it is a tool with many benefits that can fulfill a variety of purposes during the writing process, and the last findings show that students are aware of the limitations of ChatGPT. Finally, it can be concluded. Writing with ChatGPT can be a collaborative and beneficial experience, but it's important to apply Students' judgment and writing abilities.

***Keywords: ChatGPT, Writing tasks.***

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Artificial Intelligence (AI) is expected to become an innovative tool that can assist human tasks. Fundamentally, AI-based technology is not a recent development. However, it is being improved with the hope that one day it may supplement or completely replace human labor, making it quicker and more effective. The development of AI technology surely benefits students, especially those who are studying the English language. Google Translate, DeepL, Grammarly, Duolingo, ELSA, QuillBot and ChatGPT are programs that students frequently use for language learning. ChatGPT has become a hot topic of discussion across various circles. Artificial Intelligence technology is gaining widespread attention, including the use of ChatGPT in various contexts such as education, business, and technological advancements. The benefit and potential applications of ChatGPT have sparked interest and discussions among students, academics, professionals, and the general public.

ChatGPT, an artificial intelligence language model, was created by Open AI and stands for Generative Pre-trained Transformer, version 3.<sup>1</sup> It was introduced in 2021 and is specifically designed to produce content that appears to have been written conversationally by a human. Mohanad Halaweh found that, This technology has the potential to revolutionize a

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<sup>1</sup> Brown et al. *Language models are few-shot learners. Advances in Neural Information Processing Systems*, (2020) 33, 1877–1901.



number of activities in educational settings, including information-seeking, answering specific questions, and asking about any subject; taking part in open discussions and conversations; writing and editing reports and essays; producing software code; providing tutoring by explaining codes; supplying data samples for databases and analysis; and doing calculations in mathematics and statistical analysis, translating text into various languages.<sup>2</sup> That is the benefits of ChatGPT which can assist human task, but ChatGPT also has limitations. Elham Tajik and Fatemeh Tajik state that, GPT has provided imperfections involving its inability to reason about the physical and social environment, temporal reasoning, factual mistakes, bias and discrimination, lack of self-awareness, ethics/morality, emotions and idioms, transparency, dependability, robustness and security, plagiarism, and structure and spelling errors.<sup>3</sup> Users should only use ChatGPT as a backup tool because of this limitation.

With the development of technologies such as ChatGPT, searching for material or writing an essay no longer takes a considerable amount of time. Writing necessitates abilities such as critical thinking, information analysis, creativity, and text editing to conform to grammatical norms and make the written work understandable. According to Diane F. Halpern, critical thinking necessitates the capacity to communicate ideas in a clear,

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<sup>2</sup> Mohanad Halaweh. ChatGPT in education: Strategies for responsible implementation. *Contemporary Educational Technology*, (2023) 15(2), ep421. <https://doi.org/10.30935/cedtech/13036>

<sup>3</sup> Elham Tajik & Fatemeh Tajik. A comprehensive Examination of the potential application of ChatGPT in Higher Education Institutions. (2023) 7.

unified, and logical manner. Critical thinkers should be able to arrange their thoughts properly, consider their audience, and back up their arguments with relevant and convincing data.<sup>4</sup> That statement implies that it is difficult to substitute human excellence in critical thinking with ChatGPT or any other tool.

However, the use of ChatGPT is having a pros and cons in the education professionals. Stephen Atlas state that, ChatGPT could be a beneficial tool in higher education to optimize writing by producing texts, summarizing material, and making outlines in order to save time and improve work quality. It may also identify grammatical and style errors, making written text more clear.<sup>5</sup> Michael and Brian noted that Although ChatGPT provides advantages in the field of idea generation and data identification; it falls short in terms of literature synthesis and the development of appropriate testing frameworks in the context of finance research.<sup>6</sup> Atilla and Halit emphasize that Because of technological improvements in the information age, students must have 21st century abilities that require critical thinking, problem solving, creative thinking, cooperative working skills, and technology skills such as digital and information literacy.<sup>7</sup>

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<sup>4</sup> Diane F. Halpern. *Thought and knowledge: An introduction to critical thinking*. (5th ed.) Psychology Press. (2014)

<sup>5</sup> Stephen Atlas. *ChatGPT for higher education and professional development: A guide to conversational AI*. (2023). [https://digitalcommons.uri.edu/cba\\_facpubs/548](https://digitalcommons.uri.edu/cba_facpubs/548)

<sup>6</sup> Michael Dowling & Brian Lucey. ChatGPT for (finance) research: The Bananarama conjecture. *Finance Research Letters*, (2023). 103662. <https://doi.org/10.1016/j.frl.2023.103662>

<sup>7</sup> Atilla Dilekçi & Halit Karatay. The effects of the 21st century skills curriculum on the development of students' creative thinking skills. *Thinking Skills and Creativity*(2023).47,101229. <https://doi.org/10.1016/j.tsc.2022.101229>

Education professionals disagree on the usage of ChatGPT and other essay generators because they believe it will reduce students' ability to think critically and will lead to high levels of plagiarism. Francisco José note that there are concerns that students will copy and paste texts without critically assessing what has been highlighted or picked from a source, without attributing the original sources, and without detecting the possibility of plagiarism when utilizing ChatGPT. Because of this issue, ChatGPT generated content is unsuitable for academic writing.<sup>8</sup> Arif, T. et al., Students may have less writing ability because ChatGPT is so easily accessible and used by them.<sup>9</sup> According to Ropek, some schools have decided to prohibit ChatGPT because students may use it to generate assignments or other coursework automatically.<sup>10</sup>

The cons opinion mentioned above is correct when students simply copy and paste ChatGPT writings without analyzing and editing them first. However, it's a different scenario when students use ChatGPT as a tool. ChatGPT also requires a trigger question to generate desired answers. For information sources, ChatGPT can include the source of the answer, but it cannot generate the latest data beyond September 2021. Student still contribute to elaborating on the points made by ChatGPT because it only

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<sup>8</sup> Francisco José García-Peñalvo. The perception of artificial intelligence in educational contexts after the launch of ChatGPT: Disruption or panic? *Education in the Knowledge Society*, (2023) 24, e31279. <https://doi.org/10.14201/eks.31279>

<sup>9</sup> Taha Bin Arif. Et.all. The future of medical education and research : Is ChatGPT a blessing or blight in disguise? *Medical Education Online*, (2023) 28(1). <https://doi.org/10.1080/10872981.2023.2181052>

<sup>10</sup> Ropek, L. *New York City schools ban ChatGPT to head off a cheating epidemic*. (2023). Gizmodo.<https://gizmodo.com/new-york-city-schools-chatgpt-ban-cheating-essay-openai-1849949384>

provides general answers to questions. As a result, student participation is still required to think critically, creatively, develop ideas, select, and analyze the information gained from ChatGPT. Som Biswas has argued ChatGPT is unable to replace writing ability, critical thinking, especially clinical problem comprehension.<sup>11</sup>

ChatGPT has gained popularity among writers and students in higher education. They use ChatGPT to assist their writing tasks. Researcher has conducted preliminary observations on students at IAIN Curup, especially in the English Language Education department who taking writing class. The researcher found about the use of ChatGPT on students and the results revealed that ChatGPT is being used by English students to aid in their writing task. They argued that the simple display and accessibility of ChatGPT make it easy for students to interact with it, and it has many beneficial tools.

It is crucial to remember that ChatGPT should only be applied judiciously. Users must apply their judgment and critical thinking to make sure the final written output accurately reflects their original style, thoughts, and analyses, even though it can assist with content generation and offer helpful suggestions. Without any personal input, relying only on ChatGPT's output could result in plagiarism and risk the integrity of the writing process.

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<sup>11</sup> Som Biswas. ChatGPT and the Future of Medical Writing. (2023) 1–13. <https://doi.org/10.1148/radiol.223312>

Based on the phenomenon above, researcher needs to investigate the use of AI technology in ChatGPT applications. This research is titled **“The Use of ChatGPT in Students’ Writing Task”** The findings of this study will contribute to a better understanding of the use of AI in education and its potential to improve student learning outcomes.

### **B. Research questions**

Based on the phenomena above, the problems of study are formulated as follow:

1. What function of ChatGPT used by students in completing their writing task?
2. How and why do students use ChatGPT in their writing task?
3. What are the limitations and how the students address the limitations found on ChatGPT when completing their writing task?

### **C. Objectives of the study**

Based on the research questions above, the objective of the research are to investigate:

1. The use of ChatGPT in students’ writing task.
2. The reason of using ChatGPT in students’ writing task.
3. students address the limitations found on ChatGPT when completing their writing task.

#### **D. Delimitation of the Research**

The research subjects are limited to students in 5<sup>th</sup> semester the academic year 2022/2023 at TBI IAIN Curup because in this semester there is a writing class. Researcher limited to those who use the ChatGPT application as one of the tools to complete their writing tasks and who has a good grade in writing. The research object only focuses on investigating the use of ChatGPT in completing students writing task.

#### **E. Definition of key terms**

##### 1. ChatGPT

Open AI created ChatGPT, an artificial intelligence language model that stands for Generative Pre-trained Transformer, version 3.<sup>12</sup> It was introduced in 2021 and is specifically designed to produce content that appears to have been written conversationally by a human. Because ChatGPT has many benefits its gained student attentions. In this study researcher investigate the use of ChatGPT in students.

##### 2. Students' writing task

It is an obligation for students as educators and future researchers to have writing ability. As a result, students are given writing task as part of their learning process. David Nunan said that writing is a complicated cognitive activity that needs consistent intellectual work over a long length of time.<sup>13</sup> According to Stephen

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<sup>12</sup> Brown et al.

<sup>13</sup> David Nunan. *Second Language Teaching & Learning*. Boston: Heinle & Heinle. (1999)

Atlas, college students can use ChatGPT for a variety of activities, including research and writing tasks, text summaries and paraphrases, and even the creation of creative writing prompts. Teachers can utilize ChatGPT to make interactive assessments, lesson plans, and teaching resources.<sup>14</sup> Therefore in this study, reseachear state that writing task with ChatGPT can be a collaborative and beneficial experience, but it's important to apply your own judgment and writing ability in addition to using the generated responses as a starting point.

#### **F. Significances of the research**

The result of this study is expected to be useful for:

1. For student

The researcher hopes that this research can be useful for students in using ChatGPT technology wisely and not ignoring the importance of critical thinking in writing.

2. For lecture/teacher

Researcher hopes that this research can be useful for lecture/teachers to deal with this technology as an opportunity and challenge in education.

3. Further researchers

The result of this research is intended to enrich the reference for other researchers who are interest in the research of the use of ChatGPT in student writing task.

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<sup>14</sup> Stephen Atlas.p.3

## **G. Thesis organization**

This chapter provides the organization from chapters one to chapter five. Chapter I is an introduction consisting of the background of the research, research questions, research objectives, delimitations of the research, definitions of key terms, significances of the research and thesis organization. Chapter II deals with a review of the related literature. This chapter provides an overview of related theories and an overview of related studies. Chapter III is the research methodology. This chapter contains the types of research, research subjects, research object, data collection techniques, research instruments, data analysis techniques and triangulation. Chapter IV, it discusses about finding and discussion. Chapter V describes conclusion and suggestions.



## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Related Theories

##### 1. ChatGPT

###### a. Definition of ChatGPT

Open AI developed ChatGPT, an artificial intelligence language model that stands for Generative Pre-trained Transformer, version 3.<sup>15</sup> It was introduced in 2021 and is specifically designed to produce content that appears to have been written conversationally by a human. This new AI tool was released to the public on November 30<sup>th</sup>, 2022, and it rapidly took over a million subscribers in its first week. ChatGPT is also known as a form of generative AI because of its ability to produce original results. ChatGPT employs natural language processing to learn from Internet data, delivering users with written answers to questions or prompts based on Artificial Intelligence. Debby R. E. Cotton et al., state that this could be an entertaining and interesting opportunity for students to demonstrate their knowledge and skills, and could also assist them learn precious communication and problem-solving skills.<sup>16</sup> We can consider ChatGPT as the technology that you can communicate with about anything.

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<sup>15</sup> Brown et al. Language models are few-shot learners. *Advances in Neural Information Processing Systems*, (2020) 33, 1877–1901.

<sup>16</sup> Debby R. E. Cotton et al. Chatting and cheating: Ensuring academic integrity in the era of ChatGPT, *Innovations in Education and Teaching International*, (2023) <https://doi.org/10.1080/14703297.2023.2190148>

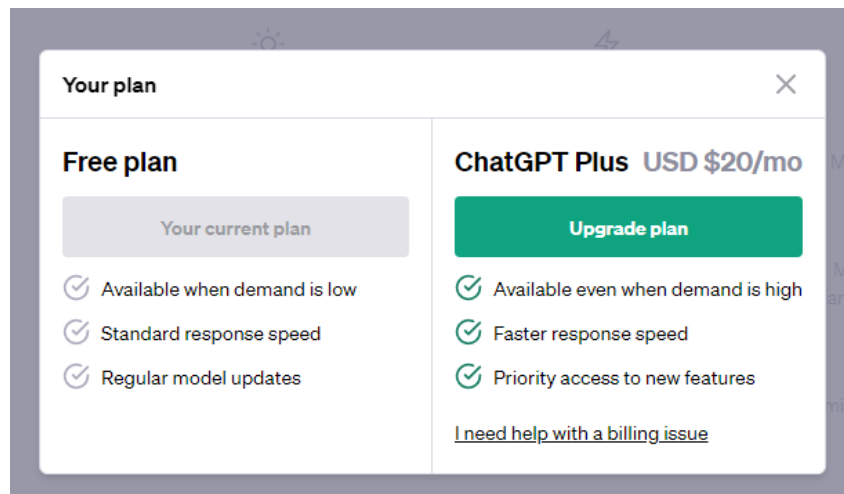
The specifics of the AI techniques used in ChatGPT now are based on the GPT-3.5 model. This set of models that improve on GPT-3 and can understand as well as generate natural language or code. ChatGPT is an enhanced version of GPT-3.5, a language model trained to generate text. ChatGPT was optimized for dialogue using Reinforcement Learning with Human Feedback (RLHF), an approach that guides the model toward desired behavior by using human demonstrations and preference comparisons.<sup>17</sup>

On March 14, 2023, OpenAI develop GPT-4 the latest version of ChatGPT, but this model of ChatGPT is just for Plus subscribers. GPT-4 has enhanced capabilities in Advanced reasoning, Complex instructions, and creativity. GPT-4 is a large multimodal model (accepting image and text inputs and emitting text outputs) that, while less capable than humans in many real-world scenarios, exhibits human-level performance on various professional and academic benchmarks.<sup>18</sup> ChatGPT is currently available for free, but users can upgrade to ChatGPT Plus by paying USD \$20. ChatGPT stated that plus feature provide more services than free features.

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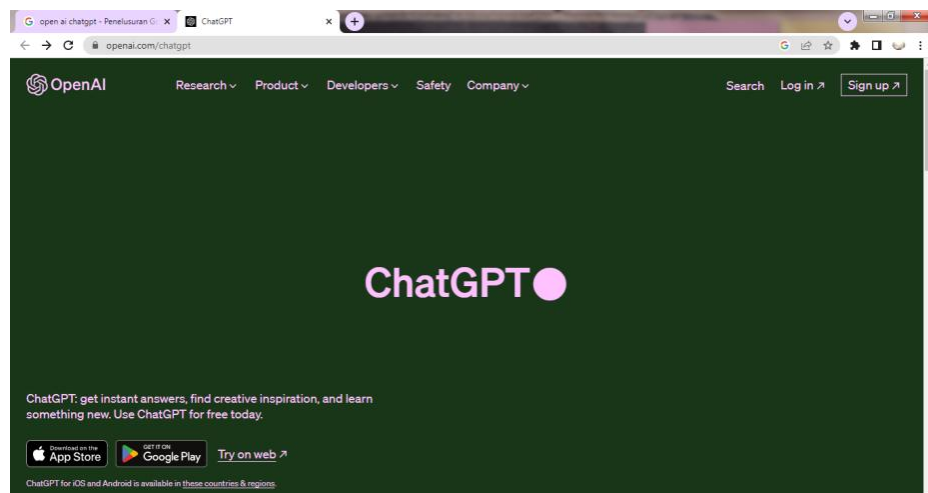
<sup>17</sup>Open AI. (2023) ChatGPT. <https://help.openai.com/en/articles/6783457-what-is-chatgpt>

<sup>18</sup>Open AI (2023) ChatGPT.

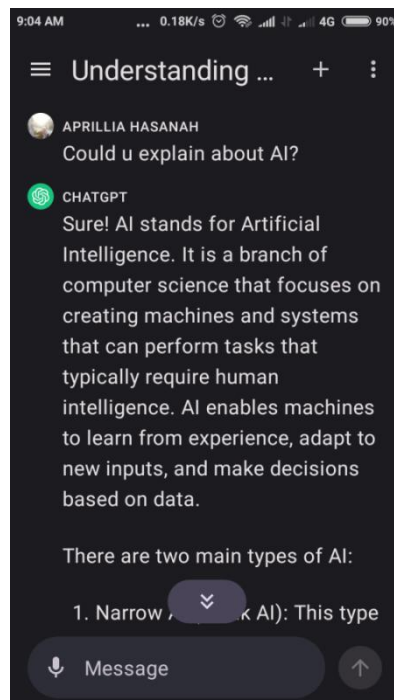


**Figure 2.1: ChatGPT free and plus features**

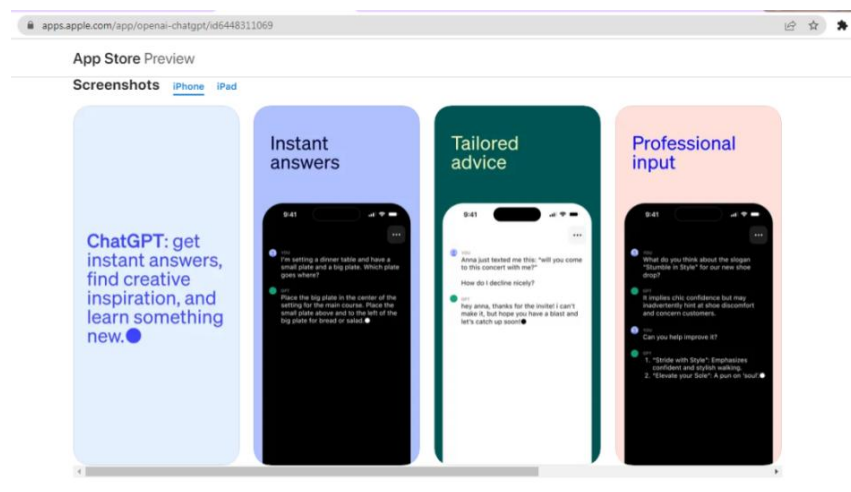
The ChatGPT platform has a simple user interface that is available on the desktop web and mobile web for both Android and IOS devices. ChatGPT's capabilities will extend as it evolves, giving users with ever more advanced features and upgrades that improve their AI-powered conversation experience.



**Figure 2.2: This is the official web/homepage view of Open AI for accessing ChatGPT.**



**Figure 2.3: The display of ChatGPT for Android users**



**Figure 2.4: ChatGPT for IOS users**

Keep in mind that Open AI is the developer of the initial application or website and the original ChatGPT such as ChatGPT version 3.5 could be accessed for free.

## b. How to use ChatGPT

It's simple to use ChatGPT; all users need is an internet connection and either a Google email address or a Microsoft account to create an account.

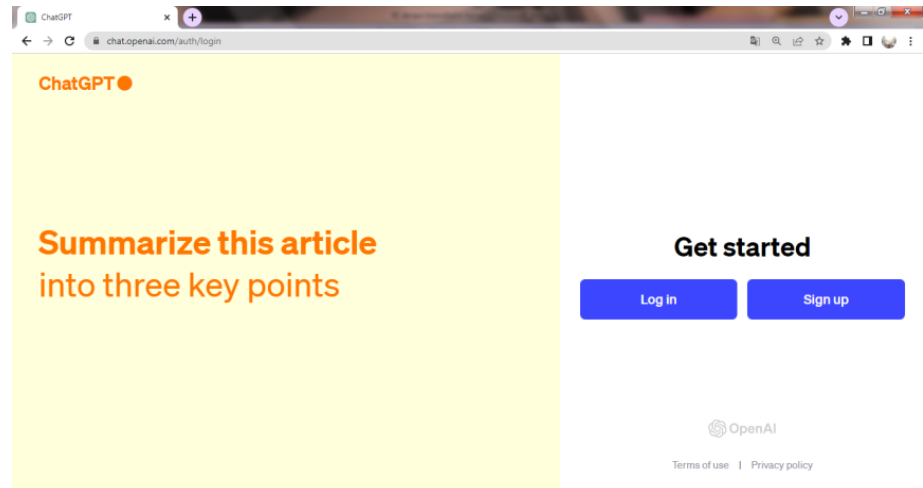


Figure 2.5: the display to log in or sign up on ChatGPT web

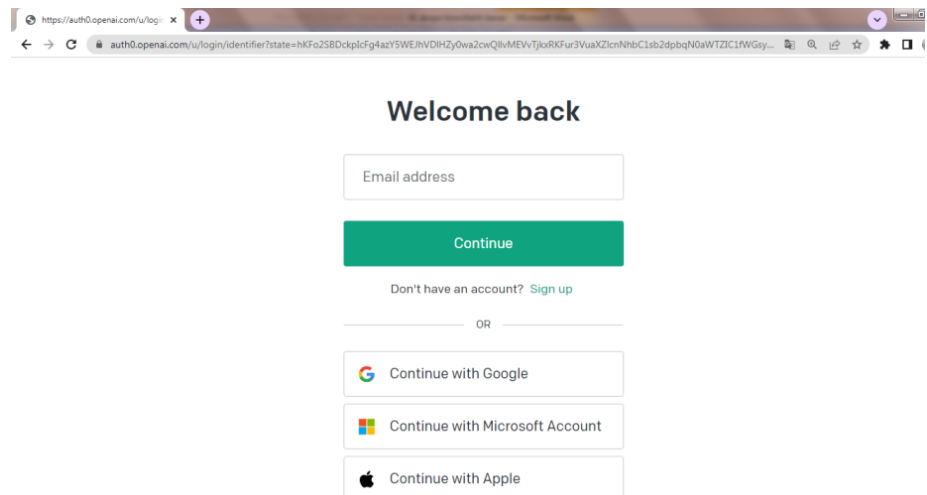
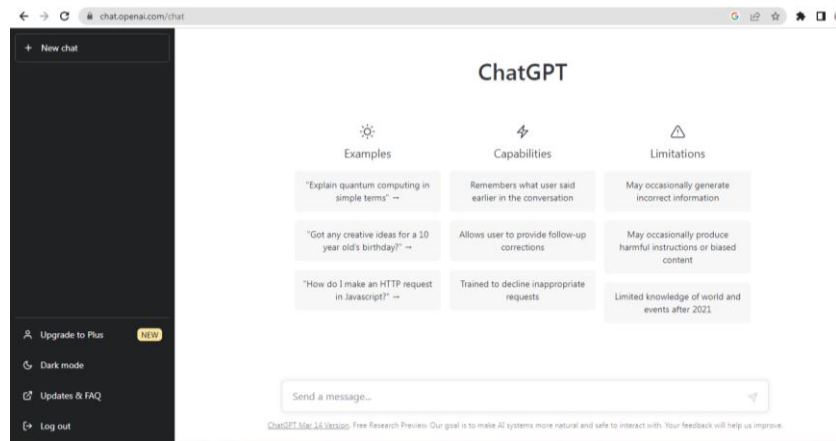


Figure 2.6: ChatGPT use email/ Microsoft/apple account for log in



**Figure 2.7: The Display of ChatGPT web**

This is how to implement ChatGPT, according to UNESCO:

- 1) After you've created an account or logged in, type your question or prompt into the 'Send a message' section.
- 2) The response will be generated instantly, with the words flashing across your screen.
  - a) Consider selecting the thumb up or thumb down icon to indicate whether the response is acceptable or not. If you click an icon, a pop-up box will appear asking you to make additional remarks (optional).
- 3) Click 'Regenerate response' to have ChatGPT respond to the same prompt once more.
  - a) Consider if you thought the updated response was better, the same, or worse.
  - b) You can scroll through responses if you generate more than one.
- 4) The conversation has been stored in the left-hand menu. You have the option to rename or remove the chat.

- 5) To begin a new question, click 'New chat' or enter 'Send a message' under any existing query.<sup>19</sup>

### c. The use of ChatGPT in students writing

With the emergence of ChatGPT, it has attracted a lot of attention from all circles because ChatGPT is easily accessible and can offer a lot of benefits. John V. Pavlik, state that the capabilities of ChatGPT are widely accessible and leave users impressed.<sup>20</sup> Mohanad Halaweh found that, This technology has the potential to revolutionize several activities in educational settings, including information-seeking, answering specific questions, and inquiring about any topic; participating in open discussions and conversations; writing and editing reports and essays; generating software codes; offering tutoring by explaining codes; providing samples of data for databases and analysis; and solving mathematical calculations and statistical analysis, as well as translating information between different languages.<sup>21</sup> From this statement, students or educators, especially language learners, can utilize this tool to support their work.

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<sup>19</sup> UNESCO. ChatGPT and Artificial Intelligence in higher education: Quick start guide. (2023) p.5.

<sup>20</sup> John V. Pavlik. Collaborating With ChatGPT: Considering the Implications of Generative Artificial Intelligence for Journalism and Media Education. *Journalism & Mass Communication Educator*, (2023) 78(1), 84–93. <https://doi.org/10.1177/10776958221149577>

<sup>21</sup> Mohanad Halaweh. ChatGPT in education: Strategies for responsible implementation. *Contemporary Educational Technology*, (2023) 15(2), ep421. <https://doi.org/10.30935/cedtech/13036>

With this ability it is very possible for students to use ChatGPT to support their task. This study intends to provide insights into how students use ChatGPT and how it affects their writing processes. According to Debby R. E. Cotton et al., “It is notable for its capacity to complete a variety of language tasks with little to no task-specific training, such translation, summarization, question answering, and text production.”<sup>22</sup> In addition Mohd Javaid et. al. ChatGPT uses deep learning and natural language processing to generate responses to text-based inputs that resemble human responses. ChatGPT is useful in education since it may be used for a variety of tasks such as language translation, a discussion, summarization, and text production.<sup>23</sup> And Mohd Javaid et. al. also emphasize that ChatGPT can be used as a writing assistance by students of all ages. It can assist active learners throughout the writing process by providing writing topic recommendations, develop ideas, sentence structure, and vocabulary.<sup>24</sup> According to the statements above, students can use various tools on ChatGPT to assist them with their writing task such as language translation, summarization, a discussion or question and answer and text production. Even providing writing topic recommendations, develop

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<sup>22</sup> Debby R. E. Cotton et al. Chatting and cheating: Ensuring academic integrity in the era of ChatGPT, *Innovations in Education and Teaching International*, (2023) <https://doi.org/10.1080/14703297.2023.2190148>

<sup>23</sup> Mohd Javaid, et al. Unlocking the opportunities through ChatGPT Tool towards ameliorating the education system, *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, (2023), 100115, ISSN 2772-4859, <https://doi.org/10.1016/j.tbench.2023.100115>.

<sup>24</sup> Mohd Javaid, et.al. p.5



ideas, sentence structure, and vocabulary. Therefore, researchers describe these abilities below:

#### 1) Translation capability

According to Stephan Atlas “Another way in which ChatGPT can be useful in higher education is through language learning. The model can be used to generate translations, language-specific summaries, and comprehension exercises, which can help students and educators improve their language skills.”<sup>25</sup> This capability could be beneficial for students in language learning such as writing. Students of English as a foreign language frequently utilize translation tools to search up vocabulary or grasp difficult sentences.

#### 2) Summarization capability

Sajan B Patel & Kyle Lam said that ChatGPT has demonstrated outstanding performance in a variety of use situations. One potential application for ChatGPT could be the generation of discharge summaries.<sup>26</sup> We know that manually summarizing information might be time consuming. Student must be interested using this capability because it can be effectively save time.

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<sup>25</sup> Stephen Atlas. *ChatGPT for higher education and professional development: A guide to conversational AI*. (2023). [https://digitalcommons.uri.edu/cba\\_facpubs/548](https://digitalcommons.uri.edu/cba_facpubs/548) P.24

<sup>26</sup> Sajan B Patel & Kyle Lam ChatGPT: the future of discharge summaries? (2023) DOI: [https://doi.org/10.1016/S2589-7500\(23\)00021-3](https://doi.org/10.1016/S2589-7500(23)00021-3)

### 3) question answering

Mohd Javaid, et al state that It understands common language and can deliver accurate solutions to requests. Teachers may use this technology to deliver tailored learning experiences for students based on their particular needs, interests, and learning preferences.<sup>27</sup> Because of this ability students can do question and answer with ChatGPT and also discuss about everything.

### 4) Text production

According to Mohd Javaid, et al ChatGPT uses a large amount of text data to "train" itself, and then it uses the training data to generate new text based on the input.<sup>28</sup> This capability can generate new text. Students may use it to complete their assignments due to deadlines but students must pay attention to plagiarism, because ChatGPT collect data from the internet to create new text.

### 5) Topic recommendations

Mohd Javaid state that ChatGPT may provide detailed explanations and examples for numerous concepts and topics, supporting students in handling difficult material.<sup>29</sup> Stephen Atlas emphasize that it is encouraged to use ChatGPT in conjunction with other resources such as textbooks and research publications

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<sup>27</sup> Mohd Javaid, et al.

<sup>28</sup> *Ibid.*,

<sup>29</sup> *Ibid.*,

to obtain a more comprehensive understanding of a topic.<sup>30</sup> ChatGPT can also be used to examine a topic and make recommendations for related topics. Students or users basically need to provide the correct instruction to receive the desired response.

#### 6) develop ideas

According to Marzuki this study looked at the impact of AI writing tools (such as Quilbot, Jenni, ChatGPT, WordTune, Copy.ai, Paperpal, and Essay writer) on the content and organization of second-language writing. AI writing tools have demonstrated great potential in the domain of content, which relates to the development of ideas and their expression.<sup>31</sup> In addition Mohd Javaid et. al., also said ChatGPT could aid in the development of ideas or the investigation of several points of view on a specific subject.<sup>32</sup> From these statements ChatGPT has great potential to developing ideas because ChatGPT always respond in long explanation or deliver detailed information.

#### 7) sentence structure

Xingzhi Wang found that ChatGPT is effective at giving information, generating coherent and structured content, and

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<sup>30</sup> Stephen Atlas., p.45

<sup>31</sup> Marzuki, et. al. The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective, Cogent Education, (2023) 10:2, 2236469, DOI: 10.1080/2331186X.2023.2236469

<sup>32</sup> *Ibid.*,p.8

presenting preliminary solutions.<sup>33</sup> Mohd Javaid also said that ChatGPT can be useful for students who need assistance with their sentence structure and grammar.<sup>34</sup> ChatGPT can provide well-structured text because it is designed to seem like a human. This program can even improve grammar and provide explanations and recommendations. As a result, students can use ChatGPT to create structured sentence.

#### 8) vocabulary

According to Stephen Atlas Vocabulary acquisition is an important element of language learning, and ChatGPT can help with this process in a variety of ways. These models can be trained on massive amounts of data, such as language dictionaries and text corpora, to produce responses that include new vocabulary words and their definitions.<sup>35</sup> Because of this, ChatGPT can also be used by language learners, as we all know, vocabulary is an important element of language learning. Students may use ChatGPT to search for unfamiliar phrases or explanations of existing vocabulary.

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<sup>33</sup> Xingzhi Wang . ChatGPT for design, manufacturing, and education,Procedia CIRP P. (2023) 7-14, ISSN 2212-8271,<https://doi.org/10.1016/j.procir.2023.04.001>

<sup>34</sup> Mohd Javaid.,

<sup>35</sup> Stephen Atlas.

#### **d. The benefits and limitations of ChatGPT**

##### **1) The benefit of ChatGPT**

Stephen Atlas state that, ChatGPT can be a useful resource in higher education for enhancing writing by generating texts, summarizing information, and creating outlines to save time and increase work quality. It may also detect grammar and style issues, making written text more understandable.<sup>36</sup> Therefore from that statement researcher divided three benefits of ChatGPT are formulated as follows:

##### **a) Language Comprehension Capability**

According to Vivian Weiwen Xue, ChatGPT is a highly advanced language model that employs 'transformer architecture' for a wide range of natural language processing tasks, including language generation and comprehension.<sup>37</sup> OpenAI's GPT (generative pre-trained transformer) models have been trained to understand natural language and code. According to Kaushik Bhattacharya, it has the capacity to elaborate on a conversation and deliver holistic answer based on the full dialogue through follow-up questions.<sup>38</sup> Mohammad Aljanabi said that ChatGPT may create responses with a variety of tones and structures

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<sup>36</sup> Stephen Atlas.

<sup>37</sup> Vivian Weiwen Xue et al, The potential impact of ChatGPT in clinical and translational medicine. *Clin Transl Med.* (2023); 13:e1216. <https://doi.org/10.1002/ctm2.1216>

<sup>38</sup> . Kaushik Bhattacharya et al. ChatGPT in Surgical Practice—a New Kid on the Block. *Indian J Surg* (2023). <https://doi.org/10.1007/s12262-023-03727-x>

according on the user's selections and needs.<sup>39</sup> As a result, ChatGPT has a decent comprehension of the language and can deliver reasonable answers to user questions.

b) Providing responses in real-time

Jianyang Deng and Yijia Lin noted that ChatGPT uses an advanced natural language processing model to comprehend complicated questions and give pertinent responses in real-time.<sup>40</sup> According to Arun HS Kumar, in a study regarding the potential of ChatGPT for academic writing, the response rate by ChatGPT was discovered to be very lightning-fast, less than 2 minutes to provide a 300-500 words text output.<sup>41</sup> Due to the quick response time, ChatGPT is particularly helpful for students who want to learn and engage in autonomous discussion. This functionality can be highly advantageous in a fast-paced world where finding persuasive solutions can be difficult due to deadlines or the requirement for swift decision-making.

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<sup>39</sup> Mohammad Aljanabi & ChatGPT. ChatGPT: Future directions and open possibilities. *Mesopotamian Journal of Cyber Security*, (2023), 16–17. <https://doi.org/10.58496/MJCS/2023/003>

<sup>40</sup> Jianyang Deng and Yijia Lin. The benefits and challenges of ChatGPT: An overview. *Frontiers in Computing and Intelligent Systems*, (2022) 2(2), 81–83. <https://doi.org/10.54097/fcis.v2i2.4465>

<sup>41</sup> Arun HS Kumar. Analysis of ChatGPT tool to assess the potential of its utility for academic writing in biomedical domain. *Biology, Engineering, Medicine and Science Reports*, (2023) 9(1), 24–30. <https://doi.org/10.5530/bems.9.1.5>

c) Enhancing information accessibility

According to Marco Cascella, ChatGPT can discover and summarize essential data.<sup>42</sup> ChatGPT is based on information obtained from the internet, which includes a range of sources. In other words, it possesses an extensive database of knowledge and can reference a variety of sources to solve the concerns raised.

**2) The limitations of ChatGPT**

Open AI said that ChatGPT has some limitations such as: “May occasionally generate incorrect information”, “May occasionally produce harmful instructions or biased content” and “have Limited knowledge of world and events after 2021”.<sup>43</sup> Elham Tajik and Fatemeh Tajik state that, GPT has inherent limitations, including an unwillingness to reason about the physical and social worlds, temporal reasoning, factual errors, bias and discrimination, spelling/grammar errors, a lack of self-awareness, ethics/morality, emotions and idioms, transparency, reliability, endurance and security, and plagiarism.<sup>44</sup> Therefore from those statements researcher

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<sup>42</sup> Marco Cascella et al. Evaluating the feasibility of ChatGPT in healthcare: An analysis of multiple clinical and research scenarios. *Journal of Medical Systems*, (2023) 47 (1), 1–5. <https://doi.org/10.1007/s10916-023-01925-4>

<sup>43</sup> Open AI. (2023) ChatGPT. <https://help.openai.com/en/articles/6783457-what-is-chatgpt>

<sup>44</sup> Elham Tajik & Fatemeh Tajik. A comprehensive Examination of the potential application of ChatGPT in Higher Education Institutions. (2023) 7. <https://doi.org/10.36227/techrxiv.22589497.v1>

conclude three limitations of ChatGPT are formulated as follows:

a) Occasionally produce inaccurate information

Jun Gao et al., said that ChatGPT doesn't have an in-depth comprehension of the meaning of the words it processes.<sup>45</sup> ChatGPT identifies patterns and responds appropriately, but it does not fully comprehend the meanings underlying the words. As a result, students should avoid immediately copying and pasting information from chat, especially for academic writing or writing tasks, because the source is not always evident. Additionally, plagiarism can result by simply copying from ChatGPT.

b) Occasionally produce causing harm instructions or biased materials

Zhai state that the information on ChatGPT could be biased in terms of ethnicity, gender, or socioeconomic level.<sup>46</sup> ChatGPT may produce biased or discriminating information unintentionally. This is due to the fact that it learns from material on the internet, which may contain biased or prejudiced opinions. Its generated text may unwittingly accentuate these biases. Because of this

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<sup>45</sup> Jun Gao et al., Exploring the feasibility of ChatGPT for event extraction. arXiv. (2023). <https://doi.org/10.48550/arXiv.2303.03836>.

<sup>46</sup> Xiaoming Zhai. ChatGPT user experience: Implications for education. (2022) Available at SSRN 4312418. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4312418](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4312418)



limitation, people should only use ChatGPT as a backup tool.

- c) Have limited awareness of the world and events beyond 2021

Chris Stokel-Walker & Richard Van Noorden noted that ChatGPT does not have Internet connectivity and has no knowledge of global events beyond 2021.<sup>47</sup> According to Jonathan H. Choi, ChatGPT could bring out references that sound reasonable but don't actually refer to any real-world sources when asked to add current ones.<sup>48</sup> To generate the expected answers, ChatGPT additionally requires a trigger question or an effective prompts. ChatGPT can include the answer's original source when referencing information sources. However, it is unable to produce the most current data after September 2021.

ChatGPT only answer questions in general, so users still play a role in elaborating on the points provided by ChatGPT. Therefore, students involvement is still necessary to think critically, creatively, develop idea, select and analyze the information obtained from ChatGPT.

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<sup>47</sup> Chris Stokel-Walker & Richard Van Noorden. *What ChatGPT and generative AI mean for science*. (2023) <https://www.nature.com/articles/d41586-023-00340-6>

<sup>48</sup> Jonathan H. Choi et al. ChatGPT goes to law school. *SSRN Electronic Journal*. (2023) <https://doi.org/10.2139/ssrn.4335905>

## 2. Writing Task

Writing competence is needed by students as educators and future researchers. David Nunan said that writing is a difficult cognitive process that requires consistent intellectual work over a considerable period of time<sup>49</sup>, according to Hedge, the development of ideas or information needs to be organized; Accuracy must be used to avoid ambiguity in meaning; complex grammatical devices must be chosen for emphasis or focus; and finally, the writer must pay close attention to the vocabulary, grammatical patterns, and sentence structures they use to create a meaning that is plausible and an appropriate style for the subject matter and reader.<sup>50</sup> Based on the requirements described above, it is possible to conclude that writing is an effective approach that involves several stages. To begin, explore and communicate ideas, thoughts, and feelings in written form. Next is revising the process several times to get grammatically correct and ordered sentences. The writings are in the form of readable texts that should be meaningful to everyone who reads them.

As a result, writing tasks are assigned to students as part of their learning process. According to David Nunan, a task is defined as “a piece of classroom work in which students comprehend, produce, or participate in the target language while concentrating on mobilizing

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<sup>49</sup> David Nunan. *Second Language Teaching & Learning*. Boston: Heinle & Heinle. (1999)

<sup>50</sup> Hedge, T. *Writing*. Oxford: Oxford University Press (2005)

their grammatical knowledge to communicate meaning, with the purpose of conveying meaning rather than manipulating form”.<sup>51</sup> Accordingly a writing assignment is a piece of goal-oriented classroom work that calls for students to generate ideas and thoughts, express them in writing, and then organize them into concise, clear, and concrete sentences and paragraphs in order to obtain a particular result for free or in exchange for a reward.

Writing requires skills such as critical thinking, information analysis, creativity, and editing the text to conform to grammatical rules and make the written work easily understandable. Diane F. Halpern emphasizes that critical thinking requires the ability to convey ideas in a clear, cohesive, and coherent manner. Writers who think critically should be able to organize their ideas well, consider their audience, and back their arguments with relevant and persuasive facts.<sup>52</sup> With the advent of technology such as ChatGPT, writing Task no longer requires a significant amount of time to search for information or compose a text.

According to Stephen Atlas, college students can use ChatGPT for a variety of activities, including research and writing tasks, text summaries and paraphrases, and even the creation of creative writing prompts. Teachers can utilize ChatGPT to make interactive

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<sup>51</sup> David Nunan (2004). Task based language teaching. Cambridge: Cambridge University Press. (p. 4).

<sup>52</sup> Diane F. Halpern. Thought and knowledge: An introduction to critical thinking. (5th ed.) Psychology Press. (2014)

assessments, lesson plans, and teaching resources.<sup>53</sup> Chenchen Liu et al. stated that the use of several AI technologies to improve the teaching-learning process. In their research, they discovered that combining AI tools can generate a more comprehensive learning environment, particularly for improving writing abilities in EFL students.<sup>54</sup> Writing with ChatGPT can be a collaborative and beneficial experience, but it's important to apply your own judgment and writing ability in addition to using the generated responses as a starting point. This tool can do any written task the student inquires about as it has a huge database that is uploaded.

Som Biswas has argued writing abilities, critical thinking, and clinical problem comprehension cannot be replaced by ChatGPT.<sup>55</sup> ChatGPT should only be used judiciously. Even though it could assist with content development and offer helpful recommendations, users must use their judgment and critical thinking to verify the final product of writing appropriately reflects their original style, views, and analyses. Using simply ChatGPT's output without any human contribution may result in plagiarism and damage the integrity of the writing process.

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<sup>53</sup> Stephen Atlas.p.3

<sup>54</sup> Chenchen Liu et al. Incorporating a reflective thinking promoting mechanism into artificial intelligence-supported English writing environments, *Interactive Learning Environments*, (2021) DOI: 10.1080/10494820.2021.2012812

<sup>55</sup> Som Biswas. ChatGPT and the Future of Medical Writing. (2023) 1–13. <https://doi.org/10.1148/radiol.223312>

## B. Review of The Related Findings

Some previous studies that become references for this research are as follows:

The first discovery is Implementation of ChatGPT on English Class Essay Writing Skills in University Students and was discovered by Wahyuddin & Hasman et.al. This study was designed to address the demand for developments in technology by utilizing artificial intelligence in learning, specifically essay writing skills for students, through the use of ChatGPT. This study used quantitative descriptive methods to compare the students' results before and after the essay writing learning treatment, including a pre- and post-test. According to the data, students' writing achievement improved following treatment. 2 pupils (15%) were classified as exceptional, 11 students (85%) were classified as good, then none of them were classified as fair, and poor also has zero. the conclusion base on the study is that implementing ChatGPT in essay writing skills in English classes for university students can be applied and bring significant benefits. The implementation of ChatGPT improves performance in writing essays.<sup>56</sup>

The second discovery is Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations By university students, was discovered by Ilka Kostka

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<sup>56</sup> Wahyuddin, Hasman Hasman, and Andini Ramadhani Idris. "Implementation of ChatGPT on English Class Essay Writing Skills in University Students". *ELS Journal on Interdisciplinary Studies in Humanities* (2023) 6 (4):700-707. <https://doi.org/10.34050/elsjish.v6i4.31424>.

and Rachel Toncelli. This study state thatWe investigate the role of ChatGPT in English Language Teaching (ELT). We next use literature to outline current thinking on its benefits and challenges, before discussing how we have experimented with ChatGPT at our own university. We conclude by analyzing the implications of adopting ChatGPT in ELT and providing ideas for future ways in teaching and research.<sup>57</sup>

The last discovery is Ismail Dergaa et al. the titled is “From human writing to Artificial Intelligence generated text: examining the prospects and potential threats of ChatGPT in academic writing”, was discovered by This manuscript aims to (i) investigate the potential benefits and drawbacks of ChatGPT and other NLP technologies in academic writing and research publications; (ii) highlight the ethical concerns associated with using these tools; and (iii) consider the impact they may have on the authenticity and credibility of academic work. A literature review of relevant academic publications published in peer-reviewed journals indexed in Scopus as quartile was conducted for this study. A quasi-qualitative technique was used for the analysis, which included reading and critically assessing the sources as well as selecting pertinent data to support the study objectives. The study found that ChatGPT and other NLP technologies have the potential to improve academic writing and research efficiency. However, The study emphasizes the relevance of

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<sup>57</sup> Ilka Kostka and Rachel Toncelli. “Exploring Applications of ChatGPT to English Language Teaching: Opportunities, Challenges, and Recommendations”. *The Electronic Journal for English as a Second Language*, (2023) Volume 27, Number 3, November 2023 <https://doi.org/10.55593/ej.27107int>.

ethical and academic values, with human intelligence and critical thinking at the center of the research process, as well as full conversations on the possible usage, risks, and limits of these technologies. The report also suggests that academics utilize these technologies with caution and openness, highlighting the value of human intellect and critical thinking in academic work.<sup>58</sup>

Based on previous studies, this research still takes the same topic related to writing on ChatGPT. However, there are some differences between this study and the previous studies, so the researcher divided three points are formulated as follows:

1. In this study researcher describe the phenomenon about the use of ChatGPT students in English language education at IAIN Curup and has different approach with the previous study.
2. In this study, researcher wants to find out how ChatGPT can be used as a tool to encourage collaboration, problem solving, and exchange of ideas between students and ChatGPT.
3. The researcher did not find any study that focused on discussing of the use of ChatGPT in completing writing tasks for students. As students, it is crucial to have good writing skills. Students' involvement is still necessary in think critically, creativity, developing idea, selecting and analyzing the information obtained from ChatGPT.

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<sup>58</sup> Ismail Dergaa, et al. "From human writing to artificial intelligence generated text: examining the prospects and potential threats of ChatGPT in academic writing." *Biology of sport* vol. 40,2 (2023): 615-622. doi:10.5114/biol sport.2023.125623

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research use qualitative approach. This study is based on phenomenological stance, which emphasizes on the subjection aspects of people's behavior; the motives and beliefs behind people's action. However this research uses the descriptive qualitative method is used to conduct this research because the aim of this research is to describe the use of ChatGPT in students' writing task at TBI IAIN Curup.

As Hancock explained that qualitative research is concerned with developing explanations of social phenomena, it describes social phenomena as they occur naturally.<sup>59</sup> In the qualitative research, the researcher is the most important collector data instrument.

#### B. Subject of the research

The subject of the research means the participants in the research that researcher chose to get the data. This is appropriate to Hart C who stated that the subject is participant which ready to give information based on the research issues.<sup>60</sup> Gay has stated Purposive sampling is non probability sampling which is the way to take the sample that is not randomly and it consider with the characteristic that would be taken as a number of sample and one of type of Purposive Sampling is criterions.

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<sup>59</sup> Beverley Hancock, *Trent Focus for Research and Development in Primary Health Care: an Introduction to Qualitative Research*, (Trent Focus, 1998), Page. 02.

<sup>60</sup> Hart C, *A Sample Guide to Research*, (London, Harlow ; Prentice Hall, 2001), P 16.



Where it is sample that chose to all participants who met defined criteria.<sup>61</sup> In this research, The researcher used purposive sampling in chosen the sample.

The researcher selects students in 5<sup>th</sup> semester the academic year 2022/2023 at TBI IAIN Curup because in this semester there is a writing class. There were two classes of TBI, involved, 5A (21), 5B (18 students), Thus, the total number of students were 39 students. The researcher has carried out pre-observations by sending questionnaires to find out ChatGPT users among students via Google Form. The researcher choose only to who use the ChatGPT as one of the tools to complete their writing task, who has a good grade in writing score and who agreed to be interview. Therefore total participants of the research were 7 (seven) students.

### **C. Object of the research**

The purpose of defining research objectives was to indicate the desired outcome of study. The object of this study is focuses on investigate the use of ChatGPT in students writing task, the reason students use ChatGPT in their writing task, and to know students address the limitations found on ChatGPT when completing their writing task.

### **D. Technique of Collecting Data**

In this research, the researcher used, interview and documentation to collecting the data.

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<sup>61</sup> L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New Jersey:Prentice-Hall,Inc, 2000), P 137

## 1. Interview

According to Creswell In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants.<sup>62</sup> Creswell also state that the steps in data collection include defining the parameters of the study through sampling and recruitment; gathering data through unstructured or semi structured observations and interviews; gathering data from documents and visual materials; and designing the technique for recording data.<sup>63</sup> In addition, Gay states that interview is most appropriate for asking questions that cannot effectively be structured into a multiple choice format, such as questions of a personal nature or questions that require lengthy responses.<sup>64</sup> Based on the explanation above, an interview is a question-and-answer activity between one person and another person. It could be one participant or more. The data collection could be unstructured or semi structured.

In this study, the researcher use face to face interviews. The researcher should conduct an in-depth interview for gain detail information. The researcher use semi structured interviews to

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<sup>62</sup> John W. Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: Sage. (2018)., p.302

<sup>63</sup> John W. Creswell. P. 301

<sup>64</sup> Gay, p.291

collecting the data. The researcher was provided several questions to ask the informants to gather detailed information. The researcher used open-ended questions, so participant can freely provide their views on the issue. In this process, the researcher used an interview guideline and tape recorder. Then, the file recorder was changed into transcript text. In this research the interview was used to explore information in detail from participants and investigate specific information on the use of ChatGPT in students writing task, the reason students use ChatGPT in their writing task, and to know students attempt to address the limitations found on ChatGPT when completing their writing task.

#### **E. Research Instrument**

Qualitative researcher collects data themselves through examining documents, observing behavior and interviewing participants. They may use a protocol-an instrument for collecting data but the researchers are the ones who actually gather the information<sup>65</sup>. To support the data, the researcher used interview guideline in collecting the complete information about the use of ChatGPT in students' writing task, the reason students use ChatGPT in their writing task, and to know students address the limitations found on ChatGPT when completing their writing task at TBI IAIN Curup. During the interview, the researcher used tape recorder as a tool to assist researcher got the data or information.

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<sup>65</sup> John W. Creswell, *Qualitative Inquiry & Research Design Choosing Among five Approaches* (2nd Edition), (Lincoln : Sage Publication inc., 2017), P.38

## 1. Interview guideline

The researcher needs to have an interview guideline in this research to build what questions the researcher would have to ask. The questions that have been prepared in advance based on existing theory, so the researcher is not disoriented when doing the interview. Some of the things needed to create an interview guideline are the theory used, questions, and validation requirements.

The interview guideline made by several theories. The first theory is about the use of ChatGPT researcher use two expert Cotton et. al and Mohd Javaid et. al. the second theory is benefits of using ChatGPT by Stephen Atlas. And the last theory is about the limitations of using ChatGPT by Elham Tajik and Fatemeh Tajik.

The interview guideline used in this study is a list of questions to interview students at TBI IAIN Curup area. In this interview, the researcher used open-ended questions. So participant can freely provide their views on the issue. The interview guidelines must be validated before the researcher interviews the informants. The researcher would request that one of the lectures be used as a validation in this study. The outcomes of the items created by researcher are shown in the table below.

**Table 3.1****Interview guideline****The Use of ChatGPT in Student Writing Task**

<b>No</b>	<b>Aspect</b>	<b>Indicator</b>	<b>Questions</b>
<b>The use of ChatGPT in student writing task</b>			
1	Capability of ChatGPT to assist students' writing task	1. translation,	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for translating vocabulary or grasp difficult sentences?</li> <li>2. How do you use ChatGPT to translate vocabulary or grasp difficult sentences?</li> </ol>
		2. summarization,	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for summarizing information?</li> <li>2. How do you use ChatGPT for summarizing information?</li> <li>3. Please specify what information you often request ChatGPT to summarize!</li> </ol>
		3. question answering	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for question and answer or discuss something?</li> <li>2. How do you use ChatGPT to do question and answer or discuss something?</li> </ol>
		4. text production	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for text production in your writing task?</li> <li>2. How do you use ChatGPT for text</li> </ol>

			production in your writing task?
		5. Topic recommendations	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT to examine a topic or search recommendations for related topics?</li> <li>2. How do you use ChatGPT to examine a topic or search recommendations for related topics?</li> <li>3. What kind of topic do you ever request ChatGPT to examine?</li> </ol>
		6. Develop ideas	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for developing ideas?</li> <li>2. How do you use ChatGPT for developing ideas?</li> </ol>
		7. Sentence structure	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for creating structured sentence?</li> <li>2. How do you use ChatGPT for creating structured sentence?</li> </ol>
		8. Vocabulary	<ol style="list-style-type: none"> <li>1. Do you use ChatGPT for searching unfamiliar vocabulary or searching explanations of existing vocabulary?</li> <li>2. How do you use ChatGPT for searching unfamiliar vocabulary or searching explanations of existing vocabulary?</li> </ol>

<b>The benefits of using ChatGPT in Student's Writing Task</b>			
	<b>Aspect</b>	<b>Indicator</b>	<b>Questions</b>
1	Language Comprehension Capability	<ol style="list-style-type: none"> <li>1. Capacity to elaborate on a conversation</li> <li>2. Capacity to deliver a holistic answer through follow up questions</li> </ol>	<ol style="list-style-type: none"> <li>1. What are your reasons for using ChatGPT in your writing task?</li> <li>2. What are the benefits of using ChatGPT for your Writing Task?</li> <li>3. Is ChatGPT able to elaborate on a conversation? Please explain!</li> <li>4. Is ChatGPT able to provide a holistic answer toward your question on writing task? Please explain!</li> <li>5. Does ChatGPT give a reasonable answer toward your question? Please explain!</li> </ol>
2	Providing responses in real time	<ol style="list-style-type: none"> <li>1. Capacity to provide responses in real time</li> <li>2. Capacity to provide for more efficient and personalized learning</li> </ol>	<ol style="list-style-type: none"> <li>1. Does ChatGPT provide responses in real time? Please explain!</li> <li>2. Does ChatGPT help you do task more efficiently and quickly? Please explain!</li> <li>3. Does ChatGPT help you do personalized learning? Please explain!</li> </ol>
3	Enhancing information accessibility	<ol style="list-style-type: none"> <li>1. Capacity to discover and summarize essential data</li> </ol>	<ol style="list-style-type: none"> <li>1. Does ChatGPT have a variety of sources to provide solutions to raise</li> </ol>

			concerns?Please explain!
<b>The limitations of using ChatGPT in Student's Writing Task</b>			
	<b>Aspect</b>	<b>Indicator</b>	<b>Questions</b>
1	May produce inaccurate information	<ol style="list-style-type: none"> <li>1. ChatGPT does not fully comprehend the meanings underlying the word</li> <li>2. could lead to plagiarism</li> </ol>	<ol style="list-style-type: none"> <li>1. Does ChatGPT have limits in comprehending complex real-world contexts? Please explain!</li> <li>2. Do you have any experience in not comprehending the text results from ChatGPT? Please explain!</li> <li>3. Does ChatGPT lead you to concerns about plagiarism in your writing? How do you handle that?</li> </ol>
2	May cause harm instructions or biased materials	<ol style="list-style-type: none"> <li>1. could provide biased information</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you feel that ChatGPT provides biased information?</li> </ol>
3	Have limited awareness of the world and events beyond 2021	<ol style="list-style-type: none"> <li>1. There is no information about world events after 2021</li> </ol>	<ol style="list-style-type: none"> <li>1. Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!</li> <li>2. Do you feel that ChatGPT restricts creativity or the authenticity of your writing? Why or why not?</li> </ol>



## **F. Technique of analysis data**

According to Creswell, all of the data are analyzed by these steps, as follow:<sup>66</sup>

### **1. Data managing**

This involves transcribing interviews, optically scanning material, typing up field notes, cataloguing all of the visual material, and sorting and arranging the data into different types depending on the sources of information. Organizing and Preparing the Data for analysis the data from interviews to determine whether students have use ChatGPT in students' writing task, investigate the reason students use ChatGPT in their writing task, and to know students address the limitations found on ChatGPT when completing their writing task.

### **2. Reading**

After the researcher manages the incoming data, the researcher reads the interviews transcript many times to get a deep understanding of the data and get valid data. In addition the researcher read data from interviews result to know the use of ChatGPT in Students' writing task, to investigate the reason of using ChatGPT in students' writing task and to know students address the limitations found on ChatGPT when completing their writing task.

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<sup>66</sup> Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage.

### **3. Describing**

In this step the researcher begins to describe all the data based on the interviews, so that it can assist researcher to take the next step in analyzing the data.

### **4. Classifying**

The data were classified based on the kinds of ability on ChatGPT that is used by students and investigated the reason students use ChatGPT in their writing task. Researchers collect important data based on respondents' answers.

### **5. Interpreting**

The researcher directed the subjects to provide additional clarification on what they had replied. The researcher transcribed and examined the recorded oral material from the interview. Researchers try to interpret the data and explain in depth about the use of ChatGPT.

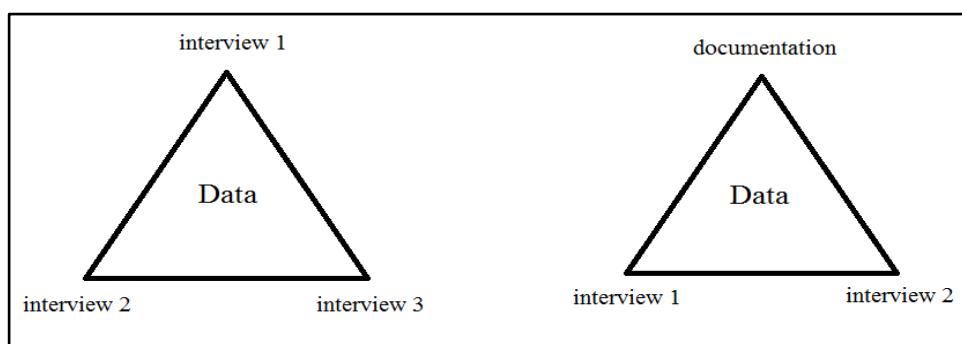
## **G. Triangulation**

Because the researcher use technique of collecting data such as interview and documentation so in this study need to check the validity, researcher used data triangulation techniques. Triangulation technique is a technique that utilizes data validity checking something outside of the data for the purposes of checking data. To obtain the degree of confidence in the data used triangulation of sources . Susan Stainback view in Sugiyono, said that the aim is not to determine the truth about some social

phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated.<sup>67</sup>

According to Creswell, "Triangulate different data sources by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study."<sup>68</sup> Sugiyono states that there are three triangulations, which are the triangulation of sources, the triangulation of data collection techniques, and time.<sup>69</sup>

In this study the researcher used triangulation of source. Triangulation of sources is used to test the credibility of data by examining data received from multiple sources (Information gathered from different people, at different times, or in different places). Therefore the researcher examines information from two resource persons interviewed or more using the same question, and the researcher also added documentation to support the interview data, shown in the illustration below.



**Figure 3.1: illustrations of triangulation of source.**

<sup>67</sup> Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R & D*, (Bandung: Alfabeta) (2013) P. 241

<sup>68</sup> Creswell,.

<sup>69</sup> Sugiyono, P. 274

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter the researcher presented findings and discussion related to the research questions about What function of ChatGPT used by students in completing their writing task, How and why do students use ChatGPT in their writing task and What are the limitations and how the students address the limitations found on ChatGPT when completing their writing task, which data collected by using in-depth interviewed. Documents from students also required to support the data. This research had been done on October 2023. In collecting data, the researcher used some instrument such as interview guideline and tape recorder.

#### **A. Finding**

##### **1. The use of ChatGPT in students' writing task**

To answer the first research question, and the question is What function of ChatGPT used by students in completing their writing task, the researcher conducted an in- depth interview with the students from October 23<sup>rd</sup> to October 27<sup>th</sup>, 2023. The researcher interviewed 5<sup>th</sup> semester students of English Study Program at IAIN Curup academic year 2022/2023. There were 7 students who agreed to be interviewed , who has good grade in writing, and was using ChatGPT in their writing tasks. The interview was conducted at English Study Program classroom at IAIN Curup.

Based on the interview, the researcher got information about how the students used ChatGPT in their' writing task. According to

Debby R. E. Cotton et al and Mohd Javaid et al, ChatGPT has eight capabilities to help students with their writing or language tasks, including language translation, summarization, a discussion or question and answer, text production, writing topic recommendations, developing ideas, sentence structure, and vocabulary. And researcher found that almost all of those capabilities were used by students. As seen in the table below.

**Table 4.1**  
**Capabilities of ChatGPT were used by the student**  
**of English Study Program at IAIN Curup**

<b>Initial of students</b>	<b>Capabilities of ChatGPT were used</b>	<b>Purpose of use</b>
Student 1 (DN)	Summarize	Used for summarize the text for easy to read.
	Question and answer or discussion	Discuss about something that I don't know.
	Text production	Used for assist my writing task.
	Topic recommendation	Used for search proposal topic recommendations.
Student 2 (ID)	Translation	To find out the meaning of sentence.
	Summarize	Summarize article journal.
	Question and answer or discussion	Discuss many things related to my task.
	Topic recommendation	Search recommendation of article or journal.
	Developing ideas	Used for search the ideas when I get stuck.
	Sentence structured	Used for asking explanation about grammar.
Student 3 (MD)	Vocabulary	Search unfamiliar vocabulary.
	Summarize	Summarizing information and searching some

		reference, journal and article.
	Question and answer or discussion	Discuss about task.
	Topic recommendation	Asking ChatGPT for my background of proposal.
	Developing ideas	Assist me when I don't have an ideas.
	Sentence structured	Used for some explanation about grammar.
	Vocabulary	Aid me find advance vocabulary.
Student 4 (RT)	Translation	Assist me to translate difficult vocabulary and sentence.
	Summarize	Aid me to do my task faster.
	Question and answer or discussion	Assist me solve the problem, and show information that I don't know.
	Text production	Used for make a poem.
	Topic recommendation	Used for got some movie recommendation and ask the analysis.
	Developing ideas	Aid me get the ideas to write something.
	Sentence structured	Creating structured text and paraphrase text.
	Vocabulary	Used for get the detail information about vocabulary.
Student 5 (RH)	Summarize	Summarize some information to get the key points.
	Question and answer or discussion	Often used for question and answer about many things.
	Text production	Used for assist my writing task.
	Topic recommendation	Aid me to search the topic, I

		just give the theme and ChatGPT answer it.
	Developing ideas	Search some topic and develop again by myself.
Student 6 (TY)	Translation	Used for search the meaning of difficult vocabulary or sentence and ask the explanation.
	Summarize	Used for summarize paper, article, journal, and summarize difficult text into key points.
	Question and answer or discussion	Discuss about how to make question.
	Text production	Assist for make text in writing task
	Topic recommendation	Used for search information related to the topic.
	Developing ideas	Assist me develop ideas and give more explanations about the topic I want to write.
	Sentence structured	Used for get explanation about structured text.
	Vocabulary	Assist me to understand unfamiliar vocabulary.
Student 7 (MG)	Translation	Used for translate difficult sentence
	Summarize	Aid me summarize information to get the key points.
	Question and answer or discussion	Used for question and answering.
	Text production	Aid me do my essay.
	Topic recommendation	Used to find interesting topic.
	Developing ideas	Assist me to get beautiful ideas and then I mix with my own ideas.
	Sentence structured	Ask explanation about grammar

The researcher also created the table below for simple viewing of the data.

**Table 4.2**  
**Capabilities of ChatGPT were used by the student**  
**of English Study Program at IAIN Curup**

No.	indicator	S1	S2	S3	S4	S5	S6	S7	Sum
1.	Translation	○	✓	○	✓	○	✓	✓	4
2.	Summarize	✓	✓	✓	✓	✓	✓	✓	7
3.	Question and answer or discussion	✓	✓	✓	✓	✓	✓	✓	7
4.	Text production	✓	○	○	✓	✓	✓	✓	5
5.	Topic recommendation	✓	✓	✓	✓	✓	✓	✓	7
6.	Developing ideas	○	✓	✓	✓	✓	✓	✓	6
7.	Sentence structured	○	✓	✓	✓	○	✓	✓	5
8.	Vocabulary	○	✓	✓	✓	○	✓	○	4

Description:

○ : Not used the indicator.

✓ : use the indicator.

S : students.

The explanation of each indicator in the tables above can be found in the following explanation:

1) Translation

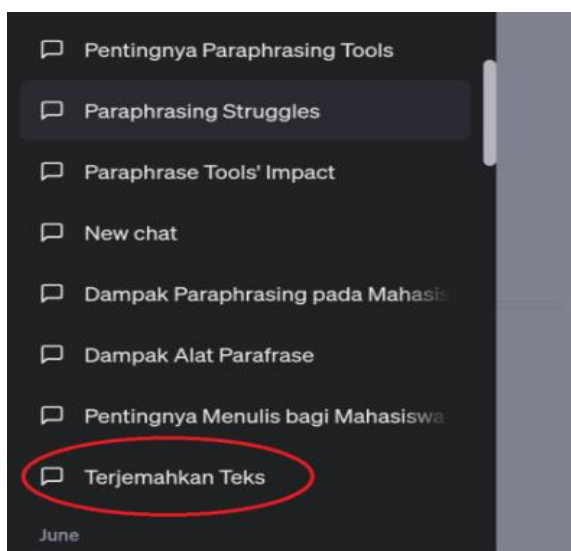
Translation is the switching between two languages. Foreign language learners usually use translation to understand a sentence or word. ChatGPT has the ability to translate various languages, including English. From the data, researchers found 4 students (S2, S4, S6, and S7) who often use ChatGPT as a tool to translate difficult sentences and vocabulary. It can be seen from



one statement of the student about the used of translation in ChatGPT.

*“...yes I use both of them (search vocabulary and translate), with the instruction “please translate this sentence/explain this vocabulary” and the ChatGPT show the answer.”<sup>70</sup>*

From that statement, the researcher found the use of translation capabilities on ChatGPT in students' writing tasks. This shows that the translation feature on ChatGPT is very useful to help students complete their tasks, especially for students who are learning a foreign language. The researcher asked for the history of ChatGPT usage from the students being interviewed, Can be seen in figure 4.1.



**Figure 4.1: The ChatGPT history for translation.**

From that figure researcher seen “*terjemah teks*” it means that student used ChatGPT for translating their text. In the other

<sup>70</sup> RT student 4, interview result, on October, 25<sup>th</sup> 2023.

interview, the researcher saw that students were a little hesitant to answer the questions about translation because, before using ChatGPT, they used Google Translate more often. It can be seen from one statement below.

*“...for the translating..., I'm not really use ChatGPT. I just use Google Translate itself. So sometimes I translate in ChatGPT to make me easier to understand the task when I searching in ChatGPT....”<sup>71</sup>*

From that statement student said the ChatGPT are not their main tools for translating text, similar to the statement that follow.

*“hmm, not really I use Google translate.”<sup>72</sup>*

## 2) Summarize

From the interview, the researcher found 7 (seven) students use ChatGPT's summarizing ability, which means all the informants use that tool. Summarizing abilities are one of ChatGPT's many useful features because it can reduce the sum of time needed to do a task, In line with this one of student statement below.

*“yes of course, I always use that ability, because summarizing really takes time. ChatGPT makes my work faster.”<sup>73</sup>*

From that statement, students used summarize ability on ChatGPT to assist their task. From the data all of the students used

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<sup>71</sup> DN, Student 1, interview result, on October, 23<sup>Rd</sup> 2023

<sup>72</sup> MD Student 3, interview result, on October 24<sup>th</sup> 2023.

<sup>73</sup> RT Student 4, interview result,

that ability. Students can identify the main points of a text or material by summarizing. It can be seen from one statement below.

*“yes, when I do my task for find some information and use ChatGPT for summarize that information so I can easy find the key points from that.”<sup>74</sup>*

ChatGPT assists students in finding key points in information. They need references for writing task, which require them to read an article or journal. As seen by the statement below.

*“I summarize journal and article because sometimes I couldn’t understand the words, it’s too high for me.”<sup>75</sup>*

From the statement above, researchers see that there are obstacles for students in summarizing information such as journals and articles because the language is complex, In line with student statement below.

*“yes, I ask ChatGPT to summarize the difficult text into key points. I summarize journal...”<sup>76</sup>*

From that statement, Student summarizing complex information on ChatGPT so they can quickly grasp the main ideas.

### 3) Question and answering or discussion

ChatGPT's name suggests that this application simulates a discussion with the user, as if the user were speaking with someone. ChatGPT has been trained to respond to questions like a human. The researcher's findings from the interviews indicate that

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<sup>74</sup> RH Student 5, interview result, on October, 26<sup>th</sup> 2023.

<sup>75</sup> ID Student 2, Interview result, on October, 24<sup>th</sup> 2023.

<sup>76</sup> TY Student 6, interview result, on October, 27<sup>th</sup> 2023.

all 7 (seven) informants use ChatGPT's question and answer or discuss feature. Students who use ChatGPT regularly discuss their homework, as seen by the statement below.

*“yes I use that, for example I use ChatGPT to discuss about my homework last night.”<sup>77</sup>*

From the student statement, asking and answering or discussing many things is the basic ability of ChatGPT, in the line with statement below.

*“...yes I discuss so many things with ChatGPT. Like discuss about my entire task including writing. Last task I discuss with is TEFL and Grammar.”<sup>78</sup>*

From the data taken, all students answered this question confidently because they all used this ChatGPT ability to carry out questions and answer or discuss anything related to writing tasks as well.

*“yes of course, I often discuss something that I don't know before. I give the problem and then I ask ChatGPT to solve that.”<sup>79</sup>*

From that statement, the word "of course" shows that students use question-and-answer abilities. because that is their goal of using ChatGPT; they just need to give a question and then ChatGPT will answer it. The ChatGPT system really understands how to respond or continue a chat.

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<sup>77</sup> MD Student 3, interview result, on October, 24<sup>th</sup> 2023.

<sup>78</sup> ID Student 2, Interview result,

<sup>79</sup> TY Student 6,

#### 4) Text production

According to the data, 5 students (S1, S4, S5, S6, and S7) utilized ChatGPT to produce text, but there was some hesitation in answering this question. They continued to say that after obtaining the text from ChatGPT, students revised it before submitting it to the teacher. It can be seen from one statement below.

*“yes, but I don’t put all the text from that, I add my own word and also revised that. Because as we know ChatGPT is from other human opinion from the internet.”<sup>80</sup>*

From that answer, the student claim that revised the text from ChatGPT not just copy and paste that, in line with the statement below.

*“yes, my lecture gave me the writing task to made several text from ChatGPT but we also need to add our text not just rely on ChatGPT text.”<sup>81</sup>*

From the statement above, researcher has seen that the lecture gives students tasks to use ChatGPT. In contrast to other institutions that prohibit students from using AI, here the lecture even instructs students to use AI tools such as ChatGPT. Students benefit ChatGPT's ability to produce text, as seen by the statement below.

*“yes I’m trying to make an essay, I give the ideas and then I ask ChatGPT to complete my final task, but after that I*

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<sup>80</sup>TY Student 6,

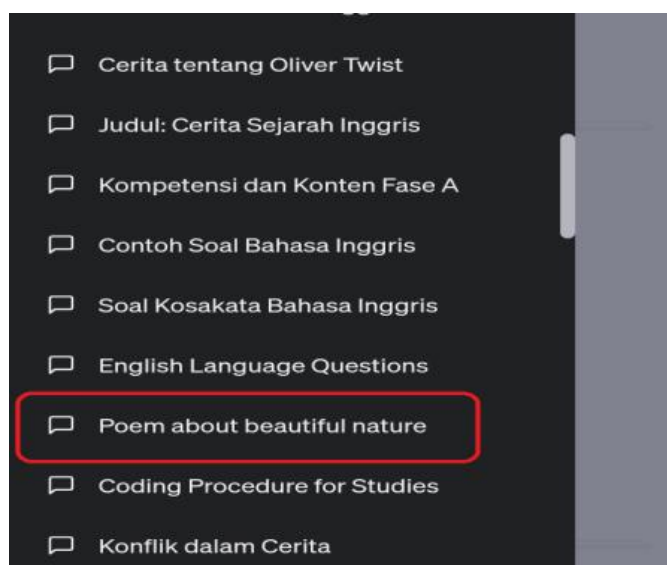
<sup>81</sup>RH Student 5,

*revised and edited that. Because ChatGPT sometimes make some mistaken so I must check that.*<sup>82</sup>

From the student's statement above, they use ChatGPT to complete their writing tasks, same as in the statement below.

*“yes I do, ChatGPT help me to do my text production, for example make poem.”*<sup>83</sup>

From those statements student produce text such as essay and poem, but the student makes sure to cross check the text result first, because ChatGPT can also made mistakes. The researcher asked about the history of students' ChatGPT and saw the use of text production, as shown in figure 4.2.



**Figure 4.2: The ChatGPT history for text production.**

<sup>82</sup> MG Student 7, interview result, on October, 27<sup>th</sup> 2023.

<sup>83</sup> RT Student 4,

## 5) Topic recommendation

In the interviews, all students used ChatGPT to examine a topic or search for recommendations. Students use it to examine difficult topics or search for interesting topics. It can be seen from one statement below.

*“yes examine the topic and then try to find some interesting topic in ChatGPT. I use ChatGPT for difficult topic, I don't use ChatGPT for easy topic which I can handle with my background knowledge”<sup>84</sup>*

The statement *“I don't use ChatGPT for easy topics”* indicates that student use ChatGPT as a tool when they cannot solve difficult topic or task. The expression *“interesting topic”* indicates that in order to deliver interesting information or topics, ChatGPT collects data from all over the internet; that's why students use it, in the line with this statement.

*“yes sometimes I use it for asking the recommendation about some topic, so I send the theme and ChatGPT will explain”<sup>85</sup>*

From that statement, students can use ChatGPT to give an interesting topic and ask to explain it. Finding an interesting topic is very important in writing. Students at universities are required to find an interesting topic for their final task, as stated in the statement below.

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<sup>84</sup> MG Student 7,

<sup>85</sup> RH Student 5,

*“yes...like the title of proposal and then some references of a journal...”<sup>86</sup>*

According to the student's interview, the statement "title of proposal" implies that the student tried searching for an engaging topic for their final work.

#### 6) Developing ideas

ChatGPT employs natural language processing to develop ideas. That is why the answers from ChatGPT are simple to comprehend because they have been trained for it so that students can utilize them to develop ideas. From the data obtained, 6 students (S2, S3, S4, S5, S6, and S7) used it as assistance in developing ideas for writing tasks. It can be seen in one statement below.

*“Yes, first I search the main idea from ChatGPT after that I developing the ideas by myself. When I feeling stuck of my work and don't have ideas I asking ChatGPT again. ChatGPT could trigger my critical thinking because it could show the brilliant ideas.”<sup>87</sup>*

According to the statement above, students look for ideas on ChatGPT and then develop them again. When, in the middle of the writing process, students lose ideas, ChatGPT becomes their solution. The ideas generated by ChatGPT can also stimulate student critical thinking, in the line with statement below.

*“this is how I developing ideas, First I'm seeking for the topic I like to elaborate and I want to examine then I'll ask*

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<sup>86</sup> DN Student 1,

<sup>87</sup> ID Student 2,



*ChatGPT to provide me some beautiful ideas. Next I take it and elaborate it with my own self.”<sup>88</sup>*

Different from the previous statement, this student first determines the topic and asks ChatGPT to develop it into a more brilliant idea. Student said that ChatGPT become the tool to assist their writing task. It can be seen in statement below.

*“yes ChatGPT always help me to develop ideas, I use it for my writing task, I asking ChatGPT to give more explanation about the topic I want to write.”<sup>89</sup>*

From that statement, developing ideas is the part of writing that usually takes time. Students have benefited from AI tool such as ChatGPT because this tool not only generates ideas but also provides explanations.

#### 7) Sentence structure

A proper writing structure is essential for the writer or student. From the data, only 5 students (S2, S3, S4, S6, and S7) used ChatGPT for sentence structure, searching for an explanation regarding structure or grammar. Other students stated that Grammarly was the tool to assist their grammar in writing. MD state that.

*“yes I asking some explanation about grammar on ChatGPT.”<sup>90</sup>*

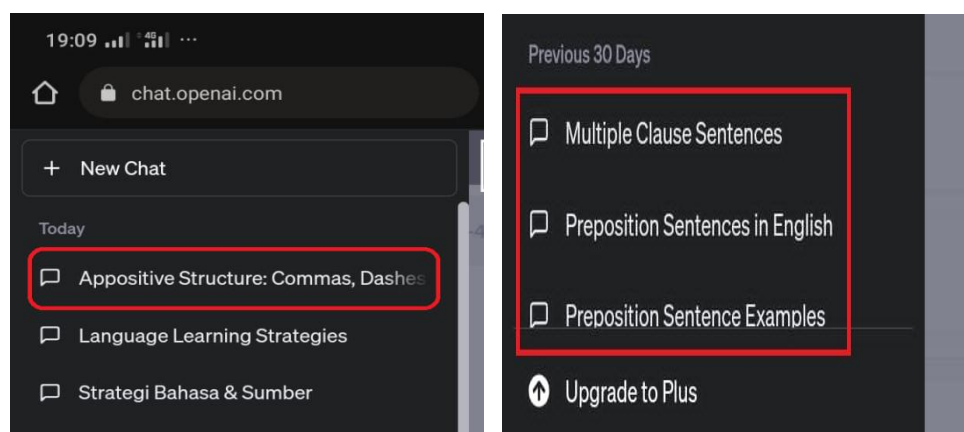
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<sup>88</sup> MG Student 7,

<sup>89</sup> TY Student 6,

<sup>90</sup> MD Student 3,

The sentence structure capability in ChatGPT is used by students to help them explain grammar and sentence structure, can be seen in figure 4.3.



**Figure 4.3: The ChatGPT history for sentence structured.**

As seen in the figure above, “*appositive structure...*” “*multiple clause sentence*” “*preposition sentences*” means that student have ask explanation about grammar. Besides ChatGPT, some students also use grammarly to compose structure sentences. It can be seen in the statement below.

*“yes sometimes, I ask about the explanation of the structured that I don’t know, But I often use grammarly.”<sup>91</sup>*

#### 8) Vocabulary

For foreign language learners, in this era, searching for vocabulary is not a big thing anymore because of technology. Now students feel easier to look for the explanations of vocabulary because of ChatGPT. From the data only 4 students (S2, S3, S4,

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<sup>91</sup> MG Student 7,

and S6) often use it to search vocabulary, as seen in the statement below.

*“Yes I ask ChatGPT for explaining the unfamiliar vocabulary.”<sup>92</sup>*

From that statement, student search unfamiliar vocabulary in ChatGPT. Students also use ChatGPT to paraphrase their writing to a higher language level, in the line with statement below.

*“yes I do, I can use ChatGPT for paraphrase my text into good English, I mean I search the advance vocab.”<sup>93</sup>*

## **2. The reason students use ChatGPT in their writing task**

To address the second research question, How and why do students use ChatGPT in their writing task, the researcher also conducted an in-depth interview with the students from October 23<sup>rd</sup> to October 27<sup>th</sup>, 2023. The researcher conducted interviews with 5<sup>th</sup> (fifth) semester English Study Program students at IAIN Curup during the academic year 2022/2023. There were 7 (seven) students who agreed to be interviewed and fulfilled the criteria of using ChatGPT in their writing tasks. The interview took place in the English Study Program classroom at IAIN Curup.

Previously, researcher had discovered how students used ChatGPT in writing tasks from the data obtained. Students used ChatGPT significantly in their writing tasks. Next, the researcher

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<sup>92</sup> ID Student 2,

<sup>93</sup> MD Student 3,

investigated the reasons behind using ChatGPT in their writing tasks. Researchers found that students use ChatGPT because it has many benefits in doing their writing tasks. In line with Stephen Atlas who stated that “ChatGPT can be a useful resource in higher education for enhancing writing by generating texts, summarizing information, and creating outlines to save time and increase work quality. It may also detect grammar and style issues, making written text more understandable.”<sup>94</sup> Researcher has detailed findings regarding the reasons why students use ChatGPT.

Researcher gathered information on why students used ChatGPT, and four of them stated that it was simple to use. Three others stated that ChatGPT assisted them in developing ideas, as stated by one of the students below.

*“...because ChatGPT easy to use everywhere and every time, ChatGPT can shorten the time in completing tasks. More efficient and helps me with tasks that are close to deadlines.”<sup>95</sup>*

According to the statement above, ChatGPT genuinely helps students with tasks because it is simple to use; students only need a Smartphone to receive the information they need. It can help with tasks when the deadline is approaching because ChatGPT does not take a long time to deliver information, and the solutions provided are also detailed, in line with the statement below.

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<sup>94</sup> Stephen Atlas.

<sup>95</sup> ID Student 2,

*“Because ChatGPT is very practical, easy to use, and more accurate, the point that ChatGPT gave are appropriate and detail.”<sup>96</sup>*

From the student answer above, "appropriate and detailed" ChatGPT can elaborate information into points so it can be easily understood. This can make students' work easier because, usually, if students want to get information from a source, it takes a long time to get the points they want, as seen in the statement below.

*“Because it make my effort to complete my task become effortless, and I feel easier to catch new ideas because of that tool. It’s really helpful.”<sup>97</sup>*

From that statement, it can be seen that ChatGPT helps students get new ideas, and makes completing tasks easier. Developing ideas is not always easy. When a writer is stuck for ideas, ChatGPT can help, in line with the statement below.

*“When I don’t have ideas I ask ChatGPT, so I use ChatGPT for search some inspiration. When I stuck with my writing I ask ChatGPT to develop that.”<sup>98</sup>*

From those statements above, the reason students use it is because ChatGPT has many benefits that can help students complete their task. Therefore, the researcher asks questions to get more information about the benefits of ChatGPT in students' writing tasks, can be seen in the following statement.

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<sup>96</sup> RT Student 4,

<sup>97</sup> MG Student 7,

<sup>98</sup> RH Student 5,

*“ChatGPT has many benefits like make my text more understandable.i use it for change difficult sentence into easy sentence.”<sup>99</sup>*

ChatGPT can generate text that is easy to understand, which is one of its benefits. Because the sentences are simple, students may find inspiration in ChatGPT's responses, such as the statement below.

*“Its shorten my time I also can get many inspirations from ChatGPT. Make me more creative in writing because ChatGPT language it's inspired me.”<sup>100</sup>*

From the interview above, ChatGPT can produce writing in a short time. The text produced is also organized and can inspire students and trigger creativity, in line with the statement below.

*“easier to find ideas, easier to make us understand about an idea, easier to search some topic, and got new information. Before that we don't know that idea and then we open ChatGPT we got the idea that we never thought. Because of that the ideas will appear in my mind.”<sup>101</sup>*

From student statement above, ChatGPT can provide information that the student has never thought of before and stimulate the student's ideas. Therefore the researcher asked more questions related to the benefits of ChatGPT to get more detailed information. In the literature review, researcher have shared several benefits of ChatGPT, such as “language comprehension capability”, “providing responses in real-time”, and “enhancing information accessibility”. Further explanation is provided below.

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<sup>99</sup> MD Student 3,

<sup>100</sup> TY Student 6,

<sup>101</sup> MG student 7

### 1) language comprehension capability

ChatGPT has been trained and can understand natural language. So ChatGPT can answer all students questions, but to get the desired answer, students must use the right instructions. So researcher ask question about “is ChatGPT able to elaborate on a conversation? Please explain!” all students stated that, if users give the right keyword ChatGPT could elaborate on a conversation. As seen in the statement below.

*“Yes ChatGPT could elaborate on a conversation but sometimes not, it’s depends on the instruction/keyword.”<sup>102</sup>*

From the student statement, ChatGPT could elaborate a conversation it depend on the user instructions. Student said that ChatGPT gives a general reply if they give an inappropriate prompt, so the user's job is to give the correct prompt so that ChatGPT can elaborate on the conversation, as stated in the statement below.

*“ChatGPT just provide the text in general so user job is ask ChatGPT to give detail information, it depends on the question.”<sup>103</sup>*

The next question is still related to language comprehension capability. The question is, "Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain" From the interview, all students agreed that ChatGPT provides a

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<sup>102</sup> ID Student 2,

<sup>103</sup> RH Student 5,

holistic answer, but some students said that ChatGPT cannot provide original references. As seen in statement below.

*“Yes ChatGPT can provide a holistic answer but sometimes cannot show the reference.”<sup>104</sup>*

ChatGPT can answer all students' questions holistically, but when they ask about references, ChatGPT cannot give an answer. ChatGPT can answer all students' questions holistically, but when they ask about references, ChatGPT cannot answer. That has become a limitation for ChatGPT because it cannot provide real sources, in line with the statement below.

*“Perhaps yes, but in some point is no, because in ChatGPT couldn't provide reliable journal, I mean they couldn't show the real resources.”<sup>105</sup>*

As stated above, ChatGPT is best used for discussions and question-and-answer sessions. It is not the ideal tool for finding references, because the sources provided may not be reliable. ChatGPT has language comprehension capability; that's why ChatGPT can give a reasonable answer. So the researcher asked the question, "Does ChatGPT give a reasonable answer towards your question?please explain!". All students agreed that the answer from ChatGPT was reasonable, but students should recheck the answer from ChatGPT, as shown in the statement below.

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<sup>104</sup> ID Student 2,

<sup>105</sup> MG Student 7,



*“Based on my experience the text from ChatGPT is reasonable, it’s logical but we must check the fact.”<sup>106</sup>*

In the statement above, student stated that the answer from ChatGPT was logical or reasonable, but once again, student said to check the information in advance. Because ChatGPT's language is so easy to understand, it might inspire student to think critically and help them generate ideas. As stated in the statement below.

*“Yes is reasonable and the answer of ChatGPT is understandable. I mean the sentences shown on ChatGPT is easy to understand. So from that I can develop the ideas for my homework.”<sup>107</sup>*

## 2) providing responses in real-time

Students in higher education sometimes complain about a lack of time to complete their tasks. But nowadays, students could use ChatGPT to help them complete their tasks quickly. ChatGPT only requires a stable connection to answer user questions, which is very beneficial for students who want to discuss or find information. Researchers found that all students said that ChatGPT gave them answers in real time. As seen in the statement below.

*“Yes, the answer always shown in a real time.”<sup>108</sup>*

According to the student statement above, ChatGPT always gives a quick answer. It depends on the connection, in line with the statement below.

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<sup>106</sup> RH Student 5,

<sup>107</sup> ID Student 2,

<sup>108</sup> ID Student 2,

*“yes, it’s not takes too much time to get ChatGPT result. Its depends on the connections.”<sup>109</sup>*

Next, the researcher asked, "Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!" All students said that ChatGPT's ability to provide answers in real time really helped them complete tasks that were close to the deadline. This means that the use of ChatGPT is very efficient and quick. As seen in the statement below.

*“Yes of course, because ChatGPT it easy to use and could shorten time, it help me when I do homework near deadline.”<sup>110</sup>*

From the statements above, student said that ChatGPT shortened their time doing tasks and was also efficient or easy to use. Doing writing tasks takes a long time, such as reading various references in journals. As shown in the student statement below.

*“yes of course, because I usually spend days doing tasks like reading journals looking for articles, but with ChatGPT I get ideas quickly. The explanation of ChatGPT help me a lot to develop ideas and then after that I continue looking for other reference.”<sup>111</sup>*

From the statement above, it shows that completing tasks with ChatGPT is very efficient and quick, which usually takes a long time to find ideas, but now there is ChatGPT that can help students. Therefore, students can use ChatGPT as their independent

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<sup>109</sup> TY Student 6,

<sup>110</sup> RT Student 4

<sup>111</sup> TY Student 6,

learning tool. Then the researcher asked the question, "Does ChatGPT help you to do personalized learning? Please explain!" From the data obtained, all students agreed that ChatGPT helped them with personal learning, as seen from the student answer below.

*"Yes, because as a student at a university you are required to be able to learn more independently and not just rely on the lecturer. When I use google search it's hard to find the explanation like I want and I must open the article one by one, but with ChatGPT I could receive the explanation clearly and detail."*<sup>112</sup>

According to the statement above, independent learning for university students is an obligation. Students stated that using Google search to get the information they need takes a long time. ChatGPT can provide students with the information they need quickly, clearly, and in detail. This is very helpful for students in personalized learning, as stated in the statement below.

*"Yes it really helpful, Instead of opening Google which is uncertain, it's better to open ChatGpt which has a clear explanation."*<sup>113</sup>

### 3) enhancing information accessibility

ChatGPT has been trained to answer human questions based on data it collects from the internet. So the answers from ChatGPT are not entirely based on the results of ChatGPT itself. But all the information provided by ChatGPT is very easy for

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<sup>112</sup> RH Student 5,

<sup>113</sup> RH Student 5,

humans to understand; that's the greatness of AI. but users must check first before taking information from ChatGPT. From the data that researchers found, all students agreed with enhancing information accessibility on ChatGPT, such as providing solutions or information on questions and tasks. but students said that sometimes they hesitate over ChatGPT answers and have to recheck, can be seen from the student answers below.

*“Yes it depends on the instruction, so ChatGPT can show the great solution. But we don't know exactly where the answer came from. But the answer it's really logical.”<sup>114</sup>*

The phrase "we don't know exactly where the answer came from" indicates that the information provided by ChatGPT is not certain, but ChatGPT can provide solutions to the problems faced by students. However, because there is no clear source for the information provided by ChatGPT, students cannot rely on it. As shown in the statement below.

*“Sometimes yes, but we cannot rely on that we must check it first. But ChatGPT always give the right solution.”<sup>115</sup>*

### **3. Students address the limitations found on ChatGPT when completing their writing task.**

To address the second research question, What are the limitations and how the students address the limitations found on ChatGPT when completing their writing task, the researcher also

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<sup>114</sup> ID Student 2,

<sup>115</sup> RT student 4,

conducted an in-depth interview with the students from October 23<sup>rd</sup> to October 27<sup>th</sup>, 2023.

Previously, the researcher explained the discovery of the reason why students use ChatGPT. The researcher discovered that students use ChatGPT because it provides them with some benefits that assist them with their writing tasks, but besides experiencing the benefits of ChatGPT, did students also feel the limitations of ChatGPT? and how students handle that.

The researcher concluded that some of the limitations that students may experience from some of the theories discussed in the literature review. These consist of “ChatGPT occasionally produce inaccurate information, occasionally produce causing harm instructions or biased materials, and have limited awareness of the world and events beyond 2021.” The detailed explanation of the findings will be discussed below.

#### 1) occasionally produce inaccurate information

ChatGPT can give incorrect information, so this is a warning for students not to directly copy text from ChatGPT because it will cause plagiarism in writing assignments. ChatGPT is only a tool created by humans, so it cannot be perfect. The researcher asked the question, “Does ChatGPT have a limit in comprehending complex real-world contexts? please explain!” and all students said they felt that ChatGPT sometimes could not

understand complex real-world contexts. As seen in statement below.

*“Sometime, because I ever do that and then the result shows that we cannot find what you are looking for. Because ChatGPT just AI that human create It's not perfect.”<sup>116</sup>*

From the statement above, ChatGPT sometimes cannot understand complex questions related to the real-world context. While ChatGPT can maintain context to some extent in a conversation, it may struggle to keep track of complex or lengthy discussions. It doesn't have a memory of past interactions in the same way humans do. As shown in statement below.

*“yes sometimes ChatGPT not understanding my question so I try to ask another question”<sup>117</sup>*

According to the answer above, students stated that ChatGPT did not understand the content of the questions. Furthermore, the researcher asked about the results provided by ChatGPT and whether or not students could comprehend the replies provided by ChatGPT. The question is, "Do you have any experience in not comprehending the text result from ChatGPT? Please explain." From the interviews obtained, 4 (four) students (S1,S2,S4, and S6) have experienced not understanding the text result of chatGPT, and 3 (three) others have not experienced this. The detailed information can be seen below.

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<sup>116</sup> DN Student 1,

<sup>117</sup> MD Student 3,

*“Sometimes, I don't understand the answer from ChatGPT. I just tried to put the correct key word. For example, when it's not detailed enough. “Please detail point 1. Explain point 1.”<sup>118</sup>*

From the statement above, the student has not understood the results of the text from ChatGPT, and the student overcomes it by asking for further explanation of the points that have not been understood. It can be seen in the statement below.

*“I have that experiences, I handle that with repeat the specific question but in the easy word”<sup>119</sup>*

Based on the statement, students handle the limits by resending the question and requesting ChatGPT to make the text language easier.

Because ChatGPT may produce inaccurate information and cannot provide credible sources, then it will lead students to plagiarism. Therefore, the researcher asked, "Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?" From the interview, 6 (six) students (S1, S2, S3, S5, S6, and S7) assume that if they directly take the results from ChatGPT without editing, it will lead to plagiarism, so they handle it by paraphrasing. As shown in student statement below.

*“I feel that ChatGPT bring me to plagiarism so I handle with not just copy and paste the text result from that or always paraphrase the text result”<sup>120</sup>*

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<sup>118</sup> DN Student 1,

<sup>119</sup> ID Student 2,

<sup>120</sup> ID Student 2,

From the statement above, students address plagiarism by paraphrasing. Students paraphrase the information from the ChatGPT, summarizing the information and then making it into their own writing, like the answers below.

*“I handle that with not copy all the answer from ChatGPT and revised that with my own language. ChatGPT just gave me the information and then I conclude that with my own language.”<sup>121</sup>*

2) occasionally produce causing harm instructions or biased materials

The information gathered from ChatGPT is not completely accurate because it is basically a human-made tool. Because ChatGPT may provide biased information, students need to double-check the information received from it. From the interview, 6 (six) students (S1, S2, S4, S5, S6, and S7) believe that ChatGPT can provide biased information, as seen in the student statements below.

*“I have that experience, I ever ask something about some topic and I try to compare with book with the same topic and both of them are different. So we must check the information in other reference because ChatGPT can give the biased data”<sup>122</sup>*

From the statement above, student have compared information from ChatGPT with information from other sources, and there is a difference. ChatGPT takes data from the internet, and

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<sup>121</sup> TY Student 6,

<sup>122</sup>RT Student 4,



not necessarily all information is on the internet, so it could have provided biased data. As seen in the statement below.

*“I’m not really sure about that, because ChatGPT is already trained, and we know that ChatGPT is a tool not human, sometimes it can be biased too. We check the fact in another reference to make sure the information not bias if we worry.”<sup>123</sup>*

3) have limited awareness of the world and events beyond 2021

ChatGPT has a limit on information only until 2021; if the user is looking for data information from 2022 forward, ChatGPT cannot provide the answer. From the interviews obtained, 5 (five) students ( S1, S2, S3, S4, S6) felt that it bothered them because they really needed new information. It is a shame that ChatGPT cannot provide the new information they need. However, the other 2 (two) students thought they could turn to other sources if ChatGPT could not answer their questions. as shown in statement below.

*“Sometimes it’s disturb me. Because they just update until 2021. So maybe the information is a bit stuck.”<sup>124</sup>*

From that statement, student feel disturbed by the limit because they need the latest information. Students are given tasks by lecture to find the latest references, but ChatGPT cannot help them with that. As seen in the statement below.

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<sup>123</sup> TY Student 6,

<sup>124</sup> DN Student 1,

*“yes of course I need new information. Because my lecture said to me that I must search the reference or source from 21 until 23”<sup>125</sup>*

Those statements above are the limitations of ChatGPT, and then the researcher asked, "Do you feel that ChatGPT restricts creativity or the authenticity of your writing? Why or why not?" From this question, the researcher explored whether ChatGPT limits students' creativity.

From the interview results, all students said that ChatGPT might limit their creativity if they only rely on it without looking for other sources first. However, they added that ChatGPT is very helpful for them and could stimulate them to think creatively. They also think that the collaboration between their skills and the help of ChatGPT could produce good writing. The interview can be seen below.

*“I think no because it helps me, I think it depend on the person if they just copy and paste it will restrict their own ability, we cannot blame the ChatGPT we must blame the person, why they just rely on AI instead using their ability.”<sup>126</sup>*

From the statement above, students said technology cannot be controlled and it is the user's job how they manage not to depend on technology. If they only copy the writing from ChatGPT, it can limit their creativity. Other students stated that

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<sup>125</sup> TY Student 6,

<sup>126</sup> MG Student 7,

they use ChatGPT to find ideas when they feel stuck. can be seen from the statement below.

*“it depend on the person for me I use it when I don’t have idea or stuck.”<sup>127</sup>*

From the student's opinion above ChatGPT clearly helps students in developing ideas. Developing ideas also requires thoughts from students as well, ideas from ChatGPT alone are not completely finished, there needs to be additional ideas from students as well. So ChatGPT could be a collaborative tool between humans and technology.

*“It depends on the user. If we are dependent on technology, when will we be creative? But if we have no idea we can use ChatGPT. ChatGPT is good for collaborative tools.”<sup>128</sup>*

## **B. Discussion**

In this part, the researcher presented the discussion of results provided on finding. Along with the kind of this research, descriptive study, so the researcher described the things found.

### **1. The use of ChatGPT in students’ writing task**

From the interviews obtained, 5<sup>th</sup> semester students of English Study Program at IAIN Curup have used ChatGPT as a tool in their writing completion. The researcher have combine two theories from cotton et. al. and Mohd javaid et. al. From the theories the researcher has divided some of the ChatGPT abilities that students used. Students

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<sup>127</sup> TY Student 6,

<sup>128</sup> RT Student 4,

have used various tools on ChatGPT to help them with their writing task such as “language translation, summarization, a discussion or question and answer and text production, writing topic recommendations, develop ideas, sentence structure, and vocabulary.”

From the findings, there were 3 ChatGPT capabilities that all students used. which is, summarize, question and answer or discussion, and topic recommendation.

Therefore the findings from the interview data reveal a notable pattern among the students, with all 7 (seven) informants utilizing ChatGPT's summarizing ability. The summarizing feature, considered to be one of ChatGPT's beneficial features, showed up as a key asset for reducing task completion time. It indicates that everyone prefers and depends on the ChatGPT to increase task efficiency. The students' consistent use of the summarizing ability underlines its practical uses in assisting with their tasks. They used this feature to identify key points in the text or material. For students who struggle to understand complex language, especially in journals and articles, this shows that ChatGPT can help solve language barriers and facilitate the gathering of important data.

In summary, this discussion emphasized the students' appreciation of ChatGPT's summarizing ability and its instrumental role in improving task efficiency, overcoming language barriers and facilitating comprehension of complex information. Same as Sajan B.

Patel and Kyle Lam statement that, “ChatGPT has demonstrated outstanding performance in a variety of use situations. One potential application for ChatGPT could be the generation of discharge summaries.”<sup>129</sup>

From the findings, the 7 (seven) informants interviewed demonstrated a consistent and confident use of ChatGPT's question-and-answer or discussion features, particularly among students. The participants used ChatGPT to discuss tasks frequently and found the system to be obtainable, developing its capabilities in multiple academic fields such as TEFL and grammar.

The students' trust in ChatGPT's ability to understand and respond to their questions was evident, highlighting the app's effectiveness in imitating human-like interactions for educational support. As stated by Mohd Javaid, et al. “ChatGPT understands common language and can deliver accurate solutions to requests...”<sup>130</sup>

Overall, the study emphasizes ChatGPT's significant function in facilitating discussions and assisting students with their academic desires, demonstrating its adaptability and reliability in achieving user expectations.

In conclusion, ChatGPT's question-and-answer or discussion functionalities serve as integral components for users, especially

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<sup>129</sup> Sajan B Patel & Kyle Lam ChatGPT: the future of discharge summaries? (2023) DOI: [https://doi.org/10.1016/S2589-7500\(23\)00021-3](https://doi.org/10.1016/S2589-7500(23)00021-3)

<sup>130</sup> Mohd Javaid, et al. Unlocking the opportunities through ChatGPT Tool towards ameliorating the education system, *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, (2023), 100115, ISSN 2772-4859, <https://doi.org/10.1016/j.tbench.2023.100115>.

students, seeking assistance in a diverse range of academic subjects. The system's consistent performance in understanding and responding to user questions positions it as a valuable tool for collaborative problem-solving and idea exploration in the academic context, affirming its credibility as a robust conversational AI platform.

The last ChatGPT capability that all informants used was topic recommendation. According to student interviews, ChatGPT is a valuable resource for topic exploration and recommendation-seeking in academic settings. When confronted with difficult subjects, students use ChatGPT, taking advantage of its ability to get into difficult topics beyond their personal competence. The preference for using ChatGPT for difficult subjects instead of having easier ones in their knowledge base highlights the tool's role as a beneficial tool for dealing with academic complexity. Additionally, the system's ability to provide recommendations was highlighted as students reported using ChatGPT to inquire about and explore interesting topics, indicating the system's ability to draw on various kinds of internet data.

Furthermore, the interviews highlight the importance of ChatGPT in the early stages of academic initiatives. Students use ChatGPT to create interesting titles for their proposals, demonstrating its usefulness for coming up with ideas and helping students with the first stages of their academic study. In basically, ChatGPT emerges as a versatile tool that not only assists students in navigating difficult

academic content but also significantly contributes to the early conceptualization and development of academic projects, establishes its role as a valuable tool for students in their educational pursuits. In line with Mohd Javaid's statement, "ChatGPT may provide detailed explanations and examples for numerous concepts and topics, supporting students in handling difficult material."<sup>131</sup>

The second most frequently used ChatGPT capability was developing ideas. The data from student interviews underlined the important role of ChatGPT in supporting idea development for writing tasks. 6 (Six) students (S2, S3, S4, S5, S6, and S7) highlighted how ChatGPT's natural language processing capabilities make its responses easily comprehensible, facilitating students in the crucial process of generating and perfecting ideas. As expressed by one student on the findings above. This demonstrates that ChatGPT serves as both an idea generator and for critical thinking, particularly when students encounter challenges or seek additional inspiration during the writing process.

The data also revealed a diverse range of approaches to using ChatGPT, from improving self-selected topics to seeking explanations for chosen subjects, highlighting the adaptability and flexibility of ChatGPT in facilitating individual writing workflows. In conclusion, ChatGPT emerged as a multifunctional tool in the writing process, assisting students not only in generating ideas but also in perfecting and

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<sup>131</sup> *Ibid.*,

developing them. The impact goes beyond generating ideas; ChatGPT plays a significant role in shaping and improving the quality of students' writing assignments. The interviews collectively confirmed ChatGPT's effectiveness in facilitating critical thinking, offering beautiful ideas, and providing explanations, making it an invaluable tool for students in navigating the complexities of academic writing. Sam as Marzuki statement that “this study looked at the impact of AI writing tools (such as Quilbot, Jenni, ChatGPT, WordTune, Copy.ai, Paperpal, and Essay writer) on the content and organization of second-language writing. AI writing tools have demonstrated great potential in the domain of content, which relates to the development of ideas and their expression.<sup>132</sup>

The third most used ChatGPT capabilities were text production and sentence structure. 5 students used it.

The data reveals that 5 (five) students (S1, S4, S5, S6, and S7) actively use ChatGPT to produce text, although there is a common trend of hesitancy among them when admitting to this practice. Interestingly, the students emphasize that they actively avoid copying and pasting the text generated by ChatGPT. Instead, they adopt a careful approach, revising and adding their own words to the content received. This indicates that students are aware of the origins of

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<sup>132</sup> Marzuki, et. al. The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective, *Cogent Education*, (2023) 10:2, 2236469, DOI: 10.1080/2331186X.2023.2236469



ChatGPT's responses and take the initiative to enhance the content by infusing their own thoughts.

In some cases, students receive explicit assignments from lecturers to use ChatGPT to assist with their text production. This institutional push further emphasizes the acceptance and integration of AI tools into academic workflows. The students found value in ChatGPT's assistance for a variety of writing tasks, including essays and even creative writing such as poetry. In line with Stephen Atlas's statement "college students can use ChatGPT for a variety of activities, including research and writing tasks, text summaries and paraphrases, and even the creation of creative writing prompts."<sup>133</sup>

However, they were careful of the potential for errors in ChatGPT responses and emphasized the need for comprehensive review and revision. This dual approach, in which students utilized the AI's creative input but also conducted their own judgment through careful revision, reflects a balanced use of ChatGPT in text production.

From the data collected, it is clear that only a small number of students (S2, S3, S4, S6, and S7) utilized ChatGPT specifically to ask about sentence structure and grammar. For example, one student mentioned, "Yes, I asked about grammar on ChatGPT." This suggests that ChatGPT serves as a resource for students seeking clarification on grammar rules and sentence structure.

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<sup>133</sup> Stephen Atlas. P. 3,

The capabilities of ChatGPT in providing explanations about grammar and sentence structure are further illustrated in Figure 4.3. These examples demonstrate the students' use of ChatGPT to enhance their understanding and application of grammatical concepts in their writing.

In conclusion, the data revealed a varied approach among students to using language tools for sentence structure and grammar. While some students relied on ChatGPT for explanations of specific grammar concepts, same as Xingzhi Wang statement “ChatGPT is effective at giving information, generating coherent and structured content, and presenting preliminary solutions.”<sup>134</sup> Others found Grammarly more suitable for general sentence structure help. This diversity in tool selection emphasizes the importance of catering to individual writing needs and preferences in the areas of grammar and sentence construction.

Lastly, the least used ChatGPT capabilities are translation and vocabulary.

Among the students interviewed, 4 (four) (S2, S4, S6, and S7) frequently used ChatGPT to translate complicated sentences and unfamiliar vocabulary, as indicated by statements such as, “*Yes, I use both (vocabulary search and translation) with the instruction 'please translate this sentence or explain this vocabulary', and ChatGPT will*

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<sup>134</sup> Xingzhi Wang . ChatGPT for design, manufacturing, and education,Procedia CIRP P. (2023) 7-14, ISSN 2212-8271,https://doi.org/10.1016/j.procir.2023.04.001

*show the answer.*” This underlines the practical application of ChatGPT's translation feature in assisting language learners with writing tasks. Similar to the statement of Mohd Javaid et. al. “.... ChatGPT is useful in education since it may be used for a variety of tasks such as language translation, a discussion, summarization, and text production.”<sup>135</sup>

Figure 4.1 further confirms the use of ChatGPT for translation, which is seen in the phrase “*translate text,*” indicating the translation of text. However, it is important to note that some students, despite recognizing ChatGPT's translation capabilities, still lean towards using Google Translate as their primary translation tool. The statements, “*To translate..., I don't really use ChatGPT. I just use Google Translate itself.*” and “*Hmm, not really. I use Google Translate,*” revealing the coexistence of ChatGPT with established tools in the language learning landscape.

In summary, while ChatGPT plays an important role in language translation for certain students, this discussion highlights the diversity of preferences among language learners, with both ChatGPT and Google Translate having different roles in aiding foreign language comprehension.

In the current era, technology has significantly eased the vocabulary search process for foreign language learners, with ChatGPT

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<sup>135</sup> Mohd Javaid, et al. Unlocking the opportunities through ChatGPT Tool towards ameliorating the education system, *BenchCouncil Transactions on Benchmarks, Standards and Evaluations*, (2023), 100115, ISSN 2772-4859, <https://doi.org/10.1016/j.tbench.2023.100115>.

emerging as a valuable tool for this purpose. Among the students in the study, 4 (four) (S2, S3, S4, and S6) actively used ChatGPT to look up and understand unfamiliar vocabulary. One student exemplified this by stating, *“Yes, I ask ChatGPT to explain unfamiliar vocabulary,”* indicating that students found ChatGPT very helpful in providing explanations for challenging words.

Moreover, the data showed that students utilized ChatGPT not only for vocabulary searches but also to paraphrase their writing to achieve a higher level of language proficiency. As expressed by one of the students, *“Yes, I can use ChatGPT to paraphrase my text into good English. I mean, I am looking for advanced vocabulary.”* This highlights the versatility of ChatGPT as a language improvement tool, assisting students in refining their written expression by including advanced vocabulary. According to Stephen Atlas *“Vocabulary acquisition is an important element of language learning, and ChatGPT can help with this process in a variety of ways. These models can be trained on massive amounts of data, such as language dictionaries and text corpora, to produce responses that include new vocabulary words and their definitions.”*<sup>136</sup>

In conclusion, these findings underline the important role of ChatGPT in supporting foreign language learners. The tool's ability to explain unfamiliar vocabulary and assist in paraphrasing contributes to

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<sup>136</sup> Stephen Atlas.

a better language learning experience, demonstrating the multifaceted benefits of technology in language education.

## **2. The reason students use ChatGPT in their writing task**

The passage provides insights into the researcher's investigation of students using ChatGPT for their writing tasks and highlights various reasons and benefits associated with its usage. Particularly, the simplicity and accessibility of the tool contributed to its widespread use, enabling students to use it easily across a variety of contexts and within tight time deadlines. In addition, ChatGPT proved to be efficient and time-saving, providing practicality, ease of use, and quick delivery of accurate and detailed information. ChatGPT's role is not just limited to assistance, as it actively helps in the development of ideas, providing a valuable source for inspiration when students face creative blocks. Furthermore, the tool improves the overall quality of writing by making texts easier to understand, simplifying complex sentences, and providing appropriate and detailed bullet points. As Stephen Atlas said “ChatGPT can be a useful resource in higher education for enhancing writing by generating texts, summarizing information, and creating outlines to save time and increase work quality. It may also detect grammar and style issues, making written text more understandable.”<sup>137</sup>

In summary, students use ChatGPT because it is a multifunctional tool that fulfills a variety of needs in the writing

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<sup>137</sup> Stephen Atlas.

process. Its ease of use, efficiency, support in idea development, impact on writing quality, ability to uncover new perspectives, and time-saving features collectively make it a valuable resource for students in their writing tasks. The tool not only aids in overcoming practical challenges but also contributes to the cognitive aspects of the writing process, offering a platform for inspiration and intellectual exploration. As technology continues to play a role in education, this discussion highlights the importance of understanding and utilizing the potential benefits of tools such as ChatGPT in supporting students.

As a result, the researcher asked more questions about the benefits of ChatGPT in order to obtain more specific information. Researchers have discussed various benefits of ChatGPT in the literature study, including “language comprehension capability, providing responses in real-time, and enhancing information accessibility.” A more detailed discussion follows.

#### 1) Language comprehension capability

Based on the findings, the researcher divided them into three language comprehension capabilities, which can be seen below.

##### a. Language Comprehension and Elaboration

The students' answers provided insight into ChatGPT's capacity for discussion elaboration and language comprehension. ChatGPT can clearly elaborate on discussions if the user inserts the correct instructions or phrases. The tool's response depends on the

specificity and appropriateness of the instructions given by the user. This emphasizes the importance of users crafting appropriately prepared requests in order to get detailed and useful information from ChatGPT. As stated by Vivian Weiwen Xue “ChatGPT is a highly advanced language model that employs 'transformer architecture' for a wide range of natural language processing tasks, including language generation and comprehension.”<sup>138</sup>

b. Holistic answer

Students agreed that ChatGPT could provide thorough answers to their writing-related questions. According to Kaushik Bhattacharya, “it has the capacity to elaborate on a conversation and deliver holistic answer based on the full dialogue through follow-up questions.”<sup>139</sup> However, an important limitation emerged in terms of referencing. ChatGPT failed in offering real sources or references, which was identified as a constraint by the students. This limitation suggests that while ChatGPT excels at generating information and ideas, users should be cautious about relying on it as a reference in academic or research contexts.

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<sup>138</sup> Vivian Weiwen Xue et al, The potential impact of ChatGPT in clinical and translational medicine. *Clin Transl Med.* (2023); 13:e1216. <https://doi.org/10.1002/ctm2.1216>

<sup>139</sup> . Kaushik Bhattacharya et al. ChatGPT in Surgical Practice—a New Kid on the Block. *Indian J Surg* (2023). <https://doi.org/10.1007/s12262-023-03727-x>

c. Reasonable Answers and Critical Evaluation

The overall agreement among the students was that ChatGPT provided a reasonable and logical answer. The tool's language comprehension capabilities contributed to the generation of responses that made sense in the context of the question asked. Mohammad Aljanabi said that "ChatGPT may create responses with a variety of tones and structures according on the user's selections and needs."<sup>140</sup> However, the students emphasized the importance of fact-checking. Although the answers from ChatGPT were considered reasonable, the students recognized the need to independently verify the information to ensure its accuracy and reliability.

The ease of understanding ChatGPT responses emerged as a valuable aspect. The students felt that the language used by ChatGPT was clear and easy to understand, thus not only facilitating comprehension of the information provided but also inspiring critical thinking. The tool served as an idea development tool, allowing students to utilize its simplicity to generate creative concepts for their writing tasks.

In conclusion, although ChatGPT proved good at interpreting conversations and offering holistic and reasonable answers, users should be aware of its limitations, especially in

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<sup>140</sup> Mohammad Aljanabi & ChatGPT. ChatGPT: Future directions and open possibilities. *Mesopotamian Journal of Cyber Security*, (2023), 16–17. <https://doi.org/10.58496/MJCS/2023/003>



providing real references. Understanding the strengths and weaknesses of ChatGPT ensures its responsible and effective use, emphasizing the importance of thoughtful formulation and independent verification in scientific activities.

## 2) Providing responses in real-time

The findings show that ChatGPT answer students question in real time, ChatGPT proved to be a valuable tool for students in higher education due to its ability to provide real-time responses. The students interviewed expressed their satisfaction with the quick and efficient answers offered by ChatGPT. The tool significantly shortens the time needed to complete assignments that are close to deadlines, allowing students to work more efficiently. In line with Jianyang Deng and Yijia Lin statement “ChatGPT uses an advanced natural language processing model to comprehend complicated questions and give pertinent responses in real-time.”<sup>141</sup>

In addition, ChatGPT facilitates personalized learning by providing clear and detailed explanations, unlike traditional search engines such as Google. Overall, ChatGPT emerges as a reliable and effective resource for students to enhance self-directed learning and improve task completion.

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<sup>141</sup> Jianyang Deng and Yijia Lin. The benefits and challenges of ChatGPT: An overview. *Frontiers in Computing and Intelligent Systems*, (2022) 2(2), 81–83. <https://doi.org/10.54097/fcis.v2i2.4465>

### 3) Enhancing information accessibility

Based on the findings, ChatGPT enhances information accessibility by delivering simple answers and information to users' questions and actions. However, users should proceed with thinking twice and double-checking the information provided by ChatGPT because the answers are based on data gathered from the internet rather than their own understanding. as Marco Cascella said “ChatGPT can discover and summarize essential data.”<sup>142</sup>

Although the students enjoyed ChatGPT's logical and often right replies, they expressed concerns and the need to double-check the information due to a lack of obvious sources. As a result, while ChatGPT can be a significant resource, it should be utilized to supplement and guide studies rather than as the only source of information.

### **3. Students address the limitations found on ChatGPT when completing their writing task.**

The researcher discovered that students use ChatGPT because it provides them with some benefits that assist them with their writing tasks, but besides experiencing the benefits of ChatGPT, did students also feel the limitations of ChatGPT? and how students handle that. The findings show that students aware with the limitations of ChatGPT. The

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<sup>142</sup> Marco Cascella et al. Evaluating the feasibility of ChatGPT in healthcare: An analysis of multiple clinical and research scenarios. *Journal of Medical Systems*, (2023) 47 (1), 1–5. <https://doi.org/10.1007/s10916-023-01925-4>

researcher conclude three limitations of ChatGPT “occasionally produce inaccurate information, occasionally produce causing harm instructions or biased materials, and have limited awareness of the world and events beyond 2021”, are formulated as follows:

1) Occasionally produce inaccurate information

It is evident that, although ChatGPT is a useful tool, it sometimes produces inaccurate information, posing a risk of plagiarism for students. The students interviewed were cautious about copying text directly from ChatGPT because of the potential for plagiarism in their writing assignments. They recognized that ChatGPT, as a human-created AI tool, is not perfect and may provide incorrect information.

In addition, the students pointed out that ChatGPT has limitations in understanding complex real-world contexts. ChatGPT may struggle to understand questions or discussions involving complicated or lengthy topics. Although it can maintain context to some extent during conversations, ChatGPT does not have the ability to remember past interactions as humans do. In line with statement by Jun Gao et al., “ChatGPT doesn't have an in-depth comprehension of the meaning of the words it processes.”<sup>143</sup> This may lead to students needing to repeat or ask alternative questions to get a desired response.

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<sup>143</sup> Jun Gao et al., Exploring the feasibility of ChatGPT for event extraction. arXiv. (2023). <https://doi.org/10.48550/arXiv.2303.03836>.

Concerns regarding plagiarism in writing tasks were shared by students. They noticed that using ChatGPT results without necessary editing could result in plagiarism. As stated by Elham Tajik and Fatemeh Tajik state, “GPT has inherent limitations, including an unwillingness to reason about the physical and social worlds, temporal reasoning, factual errors, bias and discrimination, spelling/grammar errors, a lack of self-awareness, ethics/morality, emotions and idioms, transparency, reliability, endurance and security, and plagiarism.”<sup>144</sup> To solve this difficulty, students took steps such as paraphrasing, summarizing, and presenting information in their own terms. They hoped to avoid explicitly copying and pasting content from ChatGPT by incorporating it into their own writing, ensuring originality and avoiding plagiarism.

Overall, the discussion highlights the need to use ChatGPT as a supplement to and guide to research rather than depending only on its output. It emphasizes the importance of students practicing caution, critically evaluating the material offered by ChatGPT, and taking the required actions to avoid plagiarism in their writing tasks.

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<sup>144</sup> Elham Tajik & Fatemeh Tajik. A comprehensive Examination of the potential application of ChatGPT in Higher Education Institutions. (2023) 7. <https://doi.org/10.36227/techrxiv.22589497.v1>

2) Occasionally produce causing harm instructions or biased materials

In this study, the focus shifted towards a critical discussion of the perceived bias in the information provided by ChatGPT, as expressed by the 6 (six) students interviewed. These students submitted experiences that raised questions regarding the accuracy of the information generated by ChatGPT. One of the students mentioned the contrasts between information gained from ChatGPT and information obtained from traditional sources, emphasizing the significance of cross-referencing to verify accuracy. This emphasized the argument that ChatGPT, which draws data from the hugeness of the internet, may give incorrect data accidentally. Other students shared concern about ChatGPT's inherent bias, emphasizing the tool's non-human nature and the need for fact-checking against other sources to reduce potential bias. Zhai stated that “the information on ChatGPT could be biased in terms of ethnicity, gender, or socioeconomic level.”<sup>145</sup>

Notably, the students recognized the changing and developing nature of the internet as a source of information, acknowledging the challenges posed by inaccuracies and biases. These findings highlight the importance of developing critical thinking skills among students. As Som Biswas said that “

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<sup>145</sup> Xiaoming Zhai. ChatGPT user experience: Implications for education. (2022) Available at SSRN 4312418. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4312418](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4312418)

ChatGPT cannot replaced writing abilities, critical thinking, and clinical problem comprehension.<sup>146</sup>

3) Have limited awareness of the world and events beyond 2021

This study focuses on the limitations of ChatGPT in providing information beyond 2021. It begins by recognizing that ChatGPT has information limitations, namely only until 2021. This limitation poses a challenge for some students who need up-to-date information. Interviews conducted with 7 students revealed that 5 of them were bothered by this limitation as they needed fresh information for their assignments.

This chapter highlights a statement from one of the students interviewed, indicating that students are bothered by the limitation as they need the latest information. The lecturer had instructed them to look for references from 2021 to 2023, but ChatGPT could not help them with this.

This chapter then explores the question of whether ChatGPT limits the creativity or originality of students' writing. The researcher aimed to understand whether ChatGPT restricts students' creativity. The interview results show that students believe that ChatGPT can limit their creativity if they rely solely on it without looking for other sources first. However, they also recognized that ChatGPT can be very helpful and stimulate

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<sup>146</sup> Som Biswas. ChatGPT and the Future of Medical Writing. (2023) 1–13. <https://doi.org/10.1148/radiol.223312>

creative thinking. The students stated that combining their own abilities with the help of ChatGPT can result in high quality writing.

One student stated, “.....*I think it depend on the person if they just copy and paste it will restrict their own ability, we cannot blame the ChatGPT we must blame the person, why they just rely on AI instead using their ability.*” This statement highlighted the importance of not relying on technology and the need for students to take responsibility for their own creative process. Other students mentioned using ChatGPT when they lacked ideas or felt stuck, indicating that it served as a valuable tool for generating ideas.

From the students' opinions, it became evident that ChatGPT could aid in idea development, but it should be used in collaboration with human creativity. Students emphasized the need to contribute their own thoughts and ideas to complement the suggestions provided by ChatGPT.

In conclusion, this discusses ChatGPT's limitations in providing up-to-date information beyond 2021. Chris Stokel-Walker & Richard Van Noorden noted that ChatGPT does not have Internet connectivity and has no knowledge of global events beyond 2021.<sup>147</sup>

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<sup>147</sup> Chris Stokel-Walker & Richard Van Noorden. *What ChatGPT and generative AI mean for science*. (2023) <https://www.nature.com/articles/d41586-023-00340-6>

Although students were frustrated by the lack of new information, they also realized the importance of leveraging their own capabilities and not relying on AI. ChatGPT is seen as a valuable tool for generating ideas and stimulating creative thinking when students encounter difficulties. This chapter emphasizes the need for collaboration between human skills and technological assistance to achieve the best results in writing.



## CHAPTER V

### CONCLUSION AND SUGGESTION

The next section is a conclusion and suggestion, after the investigation and description of the data acquired in the previous section. The conclusion below provides an answer to the research questions, while the suggestion is provided to inform readers who are interested in conducting further research in this area of study.

#### **A. Conclusion**

Based on the finding and discussion in previous chapter, the conclusions are:

Based on the findings, researcher found the use of ChatGPT in students writing tasks at the English Study Program in IAIN Curup. Almost all students use ChatGPT capabilities. First, there were 3 (three) ChatGPT capabilities that all students used, which are summarize, question and answer or discussion, and topic recommendation. The second most frequently used ChatGPT capability was developing ideas; 6 (six) students used it. The third most used ChatGPT capabilities were text production and sentence structure. 5 (five) students used it. Lastly, the least used ChatGPT capabilities are translation and vocabulary; 4 (four) students used them. ChatGPT plays a significant role in shaping and improving the quality of students' writing tasks. The interviews collectively confirmed ChatGPT's effectiveness in facilitating critical thinking, offering beautiful ideas, and providing explanations, making it an invaluable tool for students in navigating the complexities of writing. The

ChatGPT is a useful tool for collaborative problem-solving and exploring ideas in educational contexts because of its consistent ability to comprehend and respond to user questions.

The reason students use ChatGPT because it is a tool with multiple functions that can fulfill a variety of purposes during the writing process. The ease of usage, efficiency, helping with idea development, impact on writing quality, potential for showing new views, and time-saving features make it a valuable tool for students in their writing tasks.

The findings show that students aware with the limitations of ChatGPT. Students handle ChatGPT limitations with steps such as paraphrasing, summarizing, and presenting information in their own terms. From the students' opinions, it became clear that ChatGPT could aid in idea development, but it should be used in collaboration with human creativity. And also is required to check the text result from ChatGPT to get the credible data.

## **B. Suggestion**

Regarding the findings and discussion mentioned above, the researcher would like to give some suggestions that may be useful for:

1. For students, the researcher hopes that this research can be useful for students in using ChatGPT technology wisely and not just rely on the technology. It is essential that students use AI tools only as a supportive tool, not as the main tool. The main tool for doing the task is the student's own critical thinking.

2. For lecture/teacher, the researcher hopes that this research will help lecturers and teachers deal with technology as both an opportunity and a challenge in education.
3. Further researchers, the result of this research is intended to enrich the reference for other researchers who are interest in the research of the use of ChatGPT in student writing task. The researcher came up with the hope that future researchers will have further discussions on this topic, related to the use of AI tools in the education area, especially the ChatGPT tool, which can be studied in a more detailed manner.

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b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
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2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor :B-141/FT.5 /PP.00.9/06/2023  
2. Berita Acara Seminar Proposal Pada Hari Rabu, 21 Juni 2023

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **Dr. Sakut Anshori, M.Hum** **19811020 200604 1 002**  
2. **Meli Fauziah, M.Pd** **19940523 202012 2 003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**N A M A** : **Aprilia Mutmainatun Khasanah**

**N I M** : **19551009**

**JUDUL SKRIPSI** : **The Use of ChatGPT in Students' Writing Task (a Descriptive Study of Fourth Semester Students' of English Study Program)**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 20 Juli 2023  
Dekan,  
  
**Hamengkubuwono**



**Tembusan :**

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)21010  
Fax.(0732) 21010 Homepage [http:// www.iaincurup.ac.id](http://www.iaincurup.ac.id) E-Mail : [admin@iainCurupa.id](mailto:admin@iainCurupa.id)

27 Juli 2023

Nomor : 701 /In.34/FT/PP.00.9/07/2023  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

Kepada Yth. **REKTOR IAIN CURUP**


Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Aprillia Mutmainatun Khasanah  
Nim : 19551009  
Fakultas/Prodi : Tarbiyah/ Tadris Bahasa Inggris  
Judul Skripsi : The Use of ChatGPT in Students' Writing Task (A Descriptive Study of Fourth Semester Students of English Tadris Study Program at IAIN Curup)

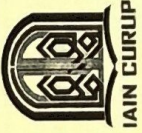
Waktu Penelitian : 27 Juli - 27 Oktober 2023  
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan. Demikian atas kerja sama dan izinnnya diucapkan terima kasih

A.n Dekan  
Wakil dekan I  
  
Dr: Sakut Anshori, S.Pd.I.,M, Hum  
NIP.1981102 1200604 1 002

Tembusan disampaikan Kepada :

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip



### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : APRILLIA MUTMAINATUN KHASANAH  
 NIM : 19551009  
 FAKULTAS/PRODI : TARBIYAH / TADRIS BAHASA INGGRIS  
 PEMBIMBING I : DR. SAKAT ANSHORI, S.Pd., M. Hum  
 PEMBIMBING II : MELI FAUZIAN, M. Pd.  
 JUDUL SKRIPSI : THE USE OF ChatGPT in Students' Writing Task (A Descriptive Study of Fourth Semester Student of English Study Program)

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : APRILLIA MUTMAINATUN KHASANAH  
 NIM : 19551009  
 FAKULTAS/PRODI : TARBIYAH / TADRIS BAHASA INGGRIS  
 PEMBIMBING I : DR. SAKAT ANSHORI, S.Pd., M. Hum  
 PEMBIMBING II : MELI FAUZIAN, M. Pd.  
 JUDUL SKRIPSI : THE USE OF ChatGPT in Students' Writing Task (A Descriptive Study of Fourth Semester Student of English Study Program)

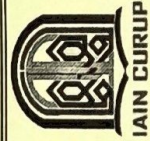
Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Dr. Sakat Anshori, S.Pd., M. Hum  
 NIP. 19811020 200604 1 002

Pembimbing II

Meli Fauzian M. Pd.  
 NIP. 19940523 2020122003



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	16 Mei 2023	Perbaikan Bab I, II, III		
2	18 Mei 2023	Perbaikan Bab III		
3	6 September 2023	Perbaikan Bab III (teknik pengumpulan data)		
4	22 September 2023	Revised instrument		
5	29 Desember 2023	Revised Chapter IV and V		
6	- 11 -	ACC for thesis exam		
7				
8				



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	15 Mei 2023	Perbaikan Bab I, II, III (Teori, Subject, Metode)		
2	17 Mei 2023	Perbaikan Bab II, III		
3	3 Juli 2023	Perbaikan Bab III		
4	13 Agustus 2023	Perbaikan instrument		
5	5 September 2023	Perbaikan Research & Perbaikan instrument		
6	30 November 2023	Revised Chapter IV		
7	28/12/2023	Revised Chapter IV and V		
8	28/10/2023	ACC for thesis Exam		

## Appendix 4 : Expert Validation

### Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The **blue color words or statements** mean the validator's additional point for your instrument.

The **red color** means something that you need to revise or delete.  
Make sure you know the purpose of asking The limitations of using ChatGPT in Student's Writing Tasks to make it relevant to your research questions.

Curup, October 2023

Validator

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Nastiti Handayani, M.Pd

## Appendix 5 : Transcript interview

### Transcript interview result

Informant by 7 students:

No.	Initial	Time		Date
1.	DN	after class	12.00	Monday, 23 <sup>rd</sup> October 2023
2.	ID	after class	12.00	Tuesday, 24 <sup>th</sup> October 2023
3.	MD	after class	12.20	Tuesday, 24 <sup>th</sup> October 2023
4.	RT	after class	16.00	Wednesday, 25 <sup>th</sup> October 2023
5.	RH	after class	11.20	Thursday, 26 <sup>th</sup> October 2023
6.	TY	after class	12.10	Friday, 27 <sup>th</sup> October 2023
7.	MG	after lunch	13.30	Friday, 27 <sup>th</sup> October 2023

The environment when I conducted the interview was very comfortable because it was conducted in the TBI IAIN Curup classroom. The interview was conducted face to face, so the informant could comfortably answer the questions asked. The time of the interview was also adjusted to the time that the informant wanted. The researcher also allowed the informants to use both English and Bahasa if they had difficulty explaining their answers.

<b>Interview result DN Student 1</b>	
No.	Questions and answer
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences? How do you use.....
	Actually, for the translating, I'm not really use Chatgpt. I just use Google Translate itself. So sometimes I translate in Chatgpt to make me easier to understand the task when I searching in Chatgpt. Because we can type the intruction. For the example Can you give me the... Children language. So ChatGPT will give the easy text or the answer more understandable.
2.	Do you use ChatGPT for summarizing information? How do use.....

	Sometimes I do that
3.	Please specify what information you often request to ChatGPT to summarize?
	For the information, like several assignment that the lecturer gave to me, like maybe for looking for some reference for some journal that I don't know. So you summarizing the journal in ChatGPT? Yes.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....
	Yeah. I always do the discussion.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	For that, for text productions, sometimes I do that for my task in academic writing subject. Yes, in this semester. -Could you explain how you use Chatgpt for production in your text production? Yes, of course. I remember that I ever do that when I make poetry, Poetry in English. For creative writing, right? All right. Actually, the use of ChaGPT is very easy. We can click in the Google and then we just open the ChatGPT itself. And then, yeah, we just log in if you don't log in before. And then you just give the clue in that ChatGPT and you can see the result.
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	yes...like the title of proposal and then some references of a journal and then we can also make a short story even in ChatGPT.
7.	Do you use ChatGPT for developing ideas? How do you use...
	For developing ideas, I'm not quite sure about that because I also have

	several tools to get the information like, you know, U.com or Perplexity.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	For that, I don't use ChatGPT if I want to check my grammar. I just use Quillbot and Grammarly.
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	No, for that, I just open the Google Translate. I mean, I've never asked for an explanation to ChatGPT about unfamiliar vocabulary.
	<b>The benefits of using ChatGPT in Student's Writing Task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?
	Because it is the easiest way to do that. Because every people can access ChatGPT and its free.
11.	What are the benefits of using ChatGPT for your writing tasks?
	the benefits is searching for reference, sometimes searching on Google really takes time and I choose to use ChatGPT. After I got the text result from ChatGPT I check it first.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	For elaborate, it depends on the word. If the word is complex, it can give a complex result too. sometimes we don't understand it and then i try to use the language that I can understand and it changes the words. But the meaning is the same.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	If it's appropriate, it's very appropriate. Like, the answer is like this. It's correct. Like, beyond our prediction. The answer that we haven't thought of. It can even break itself. It can divide itself. ChatGPT provide the answer with detail.
14.	Does ChatGPT give a reasonable answer toward your question?



	Yes. It's really reasonable. And could you explain why ChatGPT is so reasonable?
15.	Does ChatGPT provide responses in real time? Please explain!
	Yes. Its depend on the signal
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!
	Yes, of course. That's the purpose of ChatGPT or AI itself. To make user work easier.
17.	Does ChatGPT help you to do personalized learning? Please explain!
	Yes, it helps a lot.
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	hmm it depends on your key word. If you put the correct key word, the result shows the correct one.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
19.	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	Sometimes. Because I ever do that and then the result shows that we cannot find what you are looking for. Because ChatGPT just AI that human create It's not perfect.
20.	Do you have any experience in not comprehending the text result from ChatGPT? Please explain.
	Sometimes, I don't understand the answer from ChatGPT. I just tried to put the correct key word. For example, it's not detailed enough. Please detail point 1. Explain point 1.
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	For plagiarism? Not really. I choose paraphrase. Paraphrase? So you handle that with paraphrase first? I just copy from ChatGPT and then I put the paraphrase tools. I use quilbot Because it's free. But limit for 115 words.

22.	Do you feel that ChatGPT provides biased information?
	yes we cannot rely on information that ChatGPT gave, it could give biased information.
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	Sometimes it's disturb me. Because they just update until 2021. So maybe the information is a bit stuck.
24.	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	It depends on the user. If we are dependent on technology, when will we be creative? But if we have no idea we can use ChatGPT. ChatGPT is good for collaborative tools.

<b>Interview result ID Student 2</b>	
<b>No.</b>	<b>Questions and answer</b>
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences? How do you use.....
	yes, I use it for translate difficult sentence or vocabulary.
2.	Do you use ChatGPT for summarizing information? How do use.....
	yes I summarize article and journal on ChatGPT, I use ChatGPT for all my homework and I use other AI like perplexity,quilbot.
3.	Please specify what information you often request to ChatGPT to summarize?
	I summarize journal and article because sometimes I couldn't understand the word, it's too high for me.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....
	yes I discuss so many things with ChatGPT. Like discuss about my entire

	task including writing. Last task I discuss with is TEFL and Grammar.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	I never use ChatGPT for text production
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	yes I ask ChatGPT to give me the recommendation of article or journal. ChatGPT show me the sources but for this case I often use perplexity. Because I'm not sure that the source in ChatGPT related in the real world.
7.	Do you use ChatGPT for developing ideas? How do you use...
	yes, first I search the main idea from ChatGPT after that I developing the ideas by myself. When I feeling stuck of my work and don't have ideas I asking ChatGPT again. ChatGPT could trigger my critical thinking because it could show the brilliant ideas.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	for create structure I'm not using ChatGPT, I just use ChatGPT for asking about material/explanation about grammar task.
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	Yes I ask ChatGPT for explaining the unfamiliar vocabulary.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?
	because ChatGPT easy to use anywhere and anytime, ChatGPT can shorten the time in completing tasks. More efficient and helps me with tasks that are close to deadlines.
11.	What are the benefits of using ChatGPT for your writing tasks?

	ChatGPT more flexible and could developing my ideas.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	yes ChatGPT could elaborate on a conversation but sometimes not, it's depends on the instruction/keyword.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	yes ChatGPT can provide a holistic answer but sometimes cannot show the reference.
14.	Does ChatGPT give a reasonable answer toward your question?
	yes is reasonable and the answer of ChatGPT is understandable. I mean the sentences shown on ChatGPT is easy to understand. So from that I can develop the ideas for my homework.
15.	Does ChatGPT provide responses in real time? Please explain!
	yes, the answer always shown in a real time
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!
	absolutely yes, because it doesn't take a lot of time as I do the task independently or don't use the help of any AI tools.
17.	Does ChatGPT help you to do personalized learning? Please explain!
	Yes, because as a student at a university you are required to be able to learn more independently and not just rely on the lecturer. When I use google search it's hard to find the explanation like I want and I must open the article one by one, but with ChatGPT I could receive the explanation clearly and detail.
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	yes it depends on the instruction, so ChatGPT can show the great solution. But we don't know exactly where the answer came from. But the answer it's really logical.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>

19	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	it's not always like that, ChatGPT cannot understand the real world context.
20.	Do you have any experience in not comprehending the text result from ChatGPT? Please explain.
	I have that experiences, I handle that with repeat the specific question but in the easy word
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	I feel that ChatGPT bring me to plagiarism so I handle with not just copy and paste the text result from that or always paraphrase the text result.
22.	Do you feel that ChatGPT provides biased information?
.	I think yes because ChatGPT just tool that human made, it could be bias.
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	That's very limiting me because it would be a shame if a tool this easy didn't have the most up-to-date information
24	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	I think no, it can even help me in developing ideas and I can be more creative. I use ChatGPT in all lesson.

<b>Interview result MD Student 3</b>	
<b>No.</b>	<b>Questions and answer</b>
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences? How do you use.....
	hmm not really I use Google translate.
2.	Do you use ChatGPT for summarizing information? How do use.....

	yes sometimes I use ChatGPT for summarizing information and searching some reference
3.	Please specify what information you often request to ChatGPT to summarize?
	the information I summarize is from journal or article.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....
	yes I use that, for example I use ChatGPT to discuss about my homework last night.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	no never
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	yes I use it for make background for my proposal and I ask the framework.
7.	Do you use ChatGPT for developing ideas? How do you use...
	yes I use it when I feel stuck after I read some reference from journal n article so I asking ChatGPT for the solution.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	yes I asking some explanation about grammar on ChatGPT.
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	yes I do, I can use ChatGPT for paraphrase my text into good English, I mean I search the advance vocab.
	<b>The use of ChatGPT in student writing task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?

	because ChatGPT easy to use and help my task.
11.	What are the benefits of using ChatGPT for your writing tasks?
	ChatGPT has many benefit like make my text more understandable.i use it for change difficult sentence into easy sentence.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	it depend on the question we send, if the question clearly ChatGPT give clearly answer.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	yes it's depend on question
14.	Does ChatGPT give a reasonable answer toward your question?
	sometimes ChatGPT not give the reasonable question so we must sending the question again and ChatGPT will give the other answer. Another way is we ask the resources like "whose statement it is?"
15.	Does ChatGPT provide responses in real time? Please explain!
	yes, depend o the connection
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!
	yes ChatGPT really efficiently and quickly
17.	Does ChatGPT help you to do personalized learning? Please explain!
	yes it's really helpful
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	yes ChatGPT always gives me solution based on the reference.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
19.	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	yes sometimes ChatGPT not understanding my question so I try to ask another question.
20.	Do you have any experience in not comprehending the text result from

	ChatGPT? Please explain.
	so far no, text result from ChatGPT is easy to understand.
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	I use Quilbot for paraphrase my text and then read the other resource.
22.	Do you feel that ChatGPT provides biased information?
	I think no, I always asking ChatGPT “where do you got that information” and the result show, I think text from ChatGPT not bias.
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	yes because I always need the up to date information.
24.	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	not really because I revise the result and I need to search the other reference.

<b>Interview result RT Student 4</b>	
<b>No.</b>	<b>Questions and answer</b>
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences? How do you use.....
	yes I use both of them (search vocabulary and translate), with the instruction “please translate this sentence/explain this vocabulary” and the ChatGpt show the answer.
2.	Do you use ChatGPT for summarizing information? How do use.....
	yes of course, I always use that ability, because summarizing really takes time. ChatGPT makes my work faster.
3.	Please specify what information you often request to ChatGPT to summarize?
	last time I summarize CV for makes the biography and I also summarize



	essay to get the key points. And the information I often ask is explanation of something, translating and summarizing to get the conclusion.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....
	yes of course, I often discuss something that I don't know before. I give the problem and then I ask ChatGPT to solve that.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	yes I do, ChatGPT help me to do my text production, for example make poem.
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	I ask ChatGPT to give me movie recommendation and I ask to analysis that. and I ask ChatGPT to give opinion with someone statement.
7.	Do you use ChatGPT for developing ideas? How do you use...
	yes I use that, I often ask the recommendation like theme, vocabulary so I get the ideas to write something. It's really help me to developing ideas.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	yes of course, I using it for creating structure and paraphrase text.
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	yes I often use for more explanation to ChatGPT because they can give the detail information
	<b>The use of ChatGPT in student writing task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?
	because ChatGPT is very practical, easy to use, and more accurate, the point

	that ChatGPT gave are appropriate and detail.
11.	What are the benefits of using ChatGPT for your writing tasks?
	it can develop my ideas for writing task, it can help me find the key word, and make me more creative.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	yes, it depend of our question.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	yes ChatGPT give a holistic answer.
14.	Does ChatGPT give a reasonable answer toward your question?
	Yes, the answer is reasonable because the points in the journal and the points conveyed by ChatGPT are the same and easy to understand so I am very trust with ChatGPT's answer.
15.	Does ChatGPT provide responses in real time? Please explain!
	yes I receive the responses in real time
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!
	yes of course, because ChatGPT it easy to use and could shorten time, it help me when I do homework near deadline.
17.	Does ChatGPT help you to do personalized learning? Please explain!
	yes I do, I'm doing personalized learning with ChatGPT.
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	sometimes yes, but we cannot rely on that we must check it first. But ChatGPT always give the right solution.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
19.	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	yes, because ChatGPT has limit information about real world situation.
20.	Do you have any experience in not comprehending the text result from

	ChatGPT? Please explain.
	yes I have, sometimes ChatGPT gave me the high level of language that I couldn't understand
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	I believe that ChatGPT create their own answer, so I trust ChatGPT cannot lead me to the plagiarism.
22.	Do you feel that ChatGPT provides biased information?
	I have that experience, I ever ask something about some topic and I try to compare with book with the same topic and both of them are different. So we must check the information in other reference because ChatGPT can give the biased data
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	actually yes, sometimes I need more information about specific date or year.
24.	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	I think yes because I rely on ChatGPT sometimes to build some ideas, and make me not thinking more. But after that I get the new ideas and new information. I like to mix my ideas and AI ideas so that will become best collaborative work.

<b>Interview result RH Student 5</b>	
<b>No.</b>	<b>Questions and answer</b>
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences? How do you use.....
	actually not
2.	Do you use ChatGPT for summarizing information? How do use.....

	yes, when I do my task for find some information use ChatGPT for summarize that information so I can easy find the key points from that.
3.	Please specify what information you often request to ChatGPT to summarize?
	the information I often request is related of my writing task.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....
	yes I often ask many things with ChatGPT.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	yes, my lecture gave me the writing task to made several text from ChatGPT but we also need to add our text not just rely on ChatGPT text.
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	yes sometimes I use it for asking the recommendation about some topic, so I send the theme and ChatGPT will explain.
7.	Do you use ChatGPT for developing ideas? How do you use...
	yes I use it when I don't have idea about some topic and I develop again with my own word.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	I using grammarly instead.
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	hmm never.
	<b>The use of ChatGPT in student writing task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?

	when I don't have ideas I ask ChatGPT, so I use ChatGPT for search some inspiration. When I stuck with my writing I ask ChatGPT to develop that.
11.	What are the benefits of using ChatGPT for your writing tasks?
	to develop ideas, get more knowledge and we can take the text easily.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	ChatGPT just provide the text in general so user job is ask ChatGPT to give detail information, it depend on the question.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	it depends on the instructions.
14.	Does ChatGPT give a reasonable answer toward your question?
	based on my experience the text from ChatGPT it reasonable, its logical but we must check the fact.
15.	Does ChatGPT provide responses in real time? Please explain!
	yes it's really instan
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!
	yes exactly, I often use ChatGPT when do task near deadline.
17.	Does ChatGPT help you to do personalized learning? Please explain!
	yes it really helpful, Instead of opening Google which is uncertain, it's better to open ChatGpt which has a clear explanation.
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	sometimes yes
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
19.	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	yes, sometimes the result from ChatGPT different from what I want.
20.	Do you have any experience in not comprehending the text result from ChatGPT? Please explain.

	so far I understand the result.
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	I use paraphrase tool but better we add our own ideas to that text.
22.	Do you feel that ChatGPT provides biased information?
	yeah I have that experience
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	hmm I just know that right now, so far I don't have that experience.
24.	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	in my opinion no, ChatGPT could give good benefit for me like helps me for developing the ideas.

<b>Interview result TY Student 6</b>	
<b>No.</b>	<b>Questions and answer</b>
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences? How do you use.....
	yes I search the meaning of difficult vocabulary and sentence, I ask more explanation about that.
2.	Do you use ChatGPT for summarizing information? How do use.....
	of course I ask ChatGPT to summarize the journal, paper and article.
3.	Please specify what information you often request to ChatGPT to summarize?
	yes, I ask ChatGPT to summarize the difficult text into key points. I summarize journal, correct incorrect grammar, paragraph writing etc.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....

	yes last night I discuss about how to make a number of question. And then ChatGPT make the guideline for that.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	yes but I don't put all the text from that, I add my own word and also revised that. Because as we know ChatGPT is from other human opinion from the internet.
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	yes of course because we can find all of the information that I want, but we must check that and analysis too.
7.	Do you use ChatGPT for developing ideas? How do you use...
	yes ChatGPT always help me to develop ideas, I use it for my writing task, I asking ChatGPT to give more explanation about the topic I want to write.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	yes I often ask the explanation about structure but not for creating the structure
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	yes, because I can't understand journal language and the I ask ChatGPT for help me.
	<b>The use of ChatGPT in student writing task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?
	because ChatGPT has many information that I need to know, ChatGPT always explain something clearly and detail.
11.	What are the benefits of using ChatGPT for your writing tasks?

	its shorten my time I also can get many inspirations from ChatGPT. Make me more creative in writing because ChatGPT language it's inspired me.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	yes, but depend on the instruction.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	yes but we must do cross check again.
14.	Does ChatGPT give a reasonable answer toward your question?
	so far it's reasonable.
15.	Does ChatGPT provide responses in real time? Please explain!
	yes, it's not takes too much time to get ChatGPT result. Its depend on the connections.
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please explain!
	yes of course, because I usually spend days doing tasks like reading journals looking for articles, but with ChatGPT I get ideas quickly. The explanation of ChatGPT help me a lot to develop ideas and then after that I continue looking for other reference.
17.	Does ChatGPT help you to do personalized learning? Please explain!
	yes is really helpful, but after I use it I don't want to find the other reference, I just rely on information that ChatGPT gave. (but me conditional when I really frusted about my task I open ChatGPT ask for help)
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	yes sometimes ChatGPT give me solution about my problem and also my task.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
19.	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	I have that experience, I cannot ask the real world context like news or



	something.
20.	Do you have any experience in not comprehending the text result from ChatGPT? Please explain.
	I have ask about something last night, I think I ask the correct instruction but ChatGPT didn't understand, I was thinking whether there was something wrong with me or ChatGPT was wrong. Sometimes ChatGPT gave the wrong answer because I compare with my answer and the other reference.
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	I handle that with not copy all the answer from ChatGPT and revised that with my own language. ChatGPT just gave me the information and then I conclude that with my own language.
22.	Do you feel that ChatGPT provides biased information?
	I'm not really sure about that, because ChatGPT is already trained, and we know that ChatGPT is a tool not human, sometimes it can be biased too. We check the fact in another reference to make sure the information not bias if we worry.
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	yes of course I need new information. Because my lecture said to me that I must search the reference or source from 21 until 23.
24.	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	it depend on the person for me I use it when I don't have idea or stuck.

<b>Interview result MG Student 7</b>	
<b>No.</b>	<b>Questions and answer</b>
	<b>The use of ChatGPT in student writing task</b>
1.	Do you use ChatGPT for translating vocabulary or grasp difficult sentences?

	How do you use.....
	yes sometimes
2.	Do you use ChatGPT for summarizing information? How do use.....
	yes I'm using ChatGPT for summarize information for my task.
3.	Please specify what information you often request to ChatGPT to summarize?
	I summarize the transcript of the some Youtube video to get the key point of that video. I summarize the detail of some information in ChatGPT.
4.	Do you use ChatGPT for question and answer or discuss something? How do you use.....
	yes like casually doing question and answer with ChatGPT.
5.	Do you use ChatGPT for text production in your writing task? How do you use.....
	yes I'm trying to make an essay, I give the ideas and then I ask ChatGPT to complete my final task, but after that I revised and edited that. Because ChatGPT sometimes make some mistaken so I must check that.
6.	Do you use ChatGPT to examine a topic or search recommendations for related topics? Could you explain how and what kind of topic do you often request?
	yes examine the topic and then try to find some interesting topic in ChatGPT. I use ChatGPT for difficult topic, I don't use ChatGPT for easy topic which I can handle with my background knowledge. For example the instruction I ever ask how to be good in this idea" what kind of things that quiet interesting in climate change?" and then ChatGPT will show the beautiful ideas to me and I will elaborate that with my own self.
7.	Do you use ChatGPT for developing ideas? How do you use...
	this is how I developing ideas, First I'm seeking for the topic I like to elaborate and I want to examine then I'll ask ChatGPT to provide me some

	beautiful ideas. Next I take it and elaborate it with my own self.
8.	Do you use ChatGPT for creating structure sentence? How do you use...
	yes sometimes, I ask about the explanation of the structured that I don't know. But I often use grammarly.
9.	Do you use ChatGPT for searching unfamiliar vocabulary or searching explanation of existing vocabulary? How do you use...
	not really but sometimes I got new vocabulary from ChatGPT.
	<b>The use of ChatGPT in student writing task</b>
10.	What are your reasons for using ChatGPT in your writing tasks?
	because it make my effort to complete my task become effortless, and I feel more easier to catch new ideas because of that tool. It's really helpful.
11.	What are the benefits of using ChatGPT for your writing tasks?
	easier to find ideas, easier to make us understand about an idea, easier to search some topic, and got new information. Before that we don't know that idea and then we open ChatGPT we got the idea that we never thought. Because of that the ideas will appear in my mind.
12.	Is ChatGPT able to elaborate on conversation? Please explain!
	ChatGPT always give detail information.
13	Is ChatGPT able to provide a holistic answer toward your question on writing tasks? Please explain!
	perhaps yes, but in some point is no, because in ChatGPT couldn't provide relatable journal, I mean they couldn't show the real resources.
14.	Does ChatGPT give a reasonable answer toward your question?
	yes it's reasonable, it's really logical and trigger how I thought about some ideas.
15.	Does ChatGPT provide responses in real time? Please explain!
	yes depend on our connection
16.	Does ChatGPT help you to do tasks more efficiently and quickly? Please

	explain!
	yes ChatGPT make my thought easier to complete my task, because ChatGPT could provide more ideas that I never think before.
17.	Does ChatGPT help you to do personalized learning? Please explain!
	yes for sure, it helps me answer my question for just 3 seconds, I can finish my task faster.
18.	Does ChatGPT have a variety of sources to provide solutions to raise concern? Please explain!
	I'm not sure, because ChatGPT couldn't show credible journal, I mean the real resources because ChatGPT just give general result. We must search the other reference like taylor and francis.
	<b>The limitations of using ChatGPT in Student's Writing Task</b>
19.	Does ChatGPT have a limit in comprehending complex real-world contexts? Please explain!
	yes ChatGPT couldn't give the real resource.
20.	Do you have any experience in not comprehending the text result from ChatGPT? Please explain.
	never, because the text result from ChatGPT so clearly, complete and detail.
21.	Does ChatGPT lead you to concern about plagiarism in your writing? How do you handle that?
	as far as I use ChatGPT, I never experience ChatGPT lead me to plagiarism because I always edit and add my own language, or I paraphrase and put my own comment, I didn't take all of text result from it.
22.	Do you feel that ChatGPT provides biased information?
	perhaps yes, because the information from ChatGPT is from the internet as well. so it could show biased too.
23.	Does the limitation of information about world events after 2021 in ChatGPT cause difficulties for you? Please explain!
	not really, because I can search the other platform, I use ChatGPT just for helping me to develop my ideas.
24.	Do you feel that ChatGPT restrict creativity or the authenticity of your writing? Why or why not?
	I think no because it helps me, I think it depend on the person if they just copy and paste it will restrict their own ability, we cannot blame the ChatGPT we must blame the person, why they just rely on AI instead using their ability.

Appendix 6: Interview of the Respondent through the picture



## **BIOGRAPHY**



The researcher name is Aprillia Mutmainatun Khasanah. She was born in Rejang Lebong on April 28<sup>th</sup> 2000, She is the second child from mr Mardijono and ms Mahmudah, she has 1 sibling, the researcher has finish her elementary school in 2012 at SDN 08 Curup Timur, then she finish junior high school in 2015 at SMPN 03 Curup Timur, for senior high school she finish it in 2018 At MAN 03 Jombang East Java. In 2019 the researcher decided to continue her study in English Tadris study program IAIN Curup.