

**“EFL Students’ Perceptions of ChatGPT in Completing Writing-
Based Tasks in the Pragmatics Course at English Tadris Study
Program of IAIN Curup”**

THESIS

**This thesis is submitted to fulfil the requirement
for ‘Sarjana’ degree in English Language Education**



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Assalamualaikum Warohmatullahi Wabarokatuh

Semoga bapak selalu dalam kesehatan dan lindungan dari Allah SWT. dalam setiap urusannya.

Setelah mengadakan pemeriksaan dan juga perbaikan, maka kami berpendapat bahwa skripsi atas nama **FADEL MUHAMAD (21551014)** sebagai mahasiswa dari program studi Tadris Bahasa Inggris, dengan judul **“EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at TBI”** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar bapak dapat menyetujui hal ini. Terima kasih.

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PREFACE

Bismillahirrahmanirrahiim

Alhamdulillahirabbil'alamiin, all praise be to Allah SWT, who has given the researcher strength and guidance to complete this thesis **entitled "EFL Students' Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at English Tadris Study Program of IAIN Curup."** *Shalawat* and *salam* are always conveyed to our Prophet Muhammad SAW.

With the rapid development of artificial intelligence in education, understanding how students perceive and utilize these tools has become increasingly important for language educators. This research examines EFL students' experiences with ChatGPT in their pragmatics coursework, exploring both the benefits and challenges they encounter.

I extend my gratitude to my advisors, Dr. Eka Apriani, M.Pd and Meli Fauziah, M.Pd, for their guidance throughout this research. I also thank all participants who shared their experiences and perspectives.

I acknowledge that this thesis may have limitations and welcome constructive feedback for improvement. May this research contribute meaningfully to understanding AI integration in EFL education.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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MOTTO

**“DON’T WAIT TO BE RESCUED, SOMETIMES THE ONLY HERO IS
YOU”**

**“Jangan menunggu untuk diselamatkan, terkadang pahlawan satu-satunya
adalah dirimu sendiri.”**

(FADEL MUHAMAD)

AR- RAHMAN Ayat ke-

13, 16, 18, 21, 23, 25, 28, 30, 32, 34, 36, 38, 40, 42, 45, 47, 49, 51, 53, 55, 57, 59,

61, 63, 65, 67, 69, 71, 73, 75, dan 77.

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

(fa bi’ayyi ala i rabbikuma tukadzdziban)

“Maka nikmat Tuhanmu yang manakah yang kamu dustakan?”

ONE PIECE

EPS 620, MENIT 15:24 (Trafalgar D. Water Law)

**“Seperti kata mereka, jika kau baik terhadap orang, maka hal baik akan
terjadi padamu”**

DEDICATION

1. **To my beloved Father Mr. Venus,** To my beloved father, thank you for raising me with such love, strength, and sacrifice. Your unwavering support has shaped me into who I am today. I will never forget your words, “I will do anything for education,” which have stayed with me throughout this journey. I promise not to take that for granted. I may not become the greatest scholar, but I will always strive to be someone who makes you proud.
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Hidayah, M.Pd, I would like to express my deepest gratitude for your continuous support, guidance, and leadership throughout my academic journey in this program. Your role as the Head of the Department goes far beyond administrative responsibilities you have been an inspiring figure who consistently encourages both academic and personal growth among students. Despite your many obligations, you have always been approachable, understanding, and caring toward the needs of the students. I feel truly fortunate to have studied under a program led by someone as wise and compassionate as you. Thank you for creating a supportive academic environment that motivates students to strive for excellence. May Allah bless you with strength, good health, and success in all that you do.

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The researcher finished this thesis entitled **“EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at TBI”**. This thesis is obtained in partial fulfillment of the requirement for Degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer like to express the deepest appreciation to:

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Finally, the writer realized that this thesis is still far from being perfect. So, the writer is really contented, if there are criticisms or suggestion directly to the writer to make this thesis better and more perfect. Hopefully, the result of this research can give a beneficial contribution mainly for readers and English Lecturer in English Tadris Study Program. Wassalamu'alaikum Wr. Wb.

Curup, July 2025
Author

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ABSTRACT

FADEL MUHAMAD : **“EFL Students’ Perceptions of ChatGPT in
Completing Writing-Based Tasks in the
Pragmatics Course at TBI”**
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This study investigates EFL students’ perceptions and perceived challenges in using ChatGPT for writing-based tasks in the Pragmatics course at the English Tadris Study Program of IAIN Curup. A descriptive qualitative design was employed, with data collected through two sets of questionnaires. The first questionnaire explored students’ perceptions, while the second examined the challenges they encountered. The findings show that the majority of students hold positive perceptions of ChatGPT, recognizing its usefulness in improving grammar, vocabulary, sentence coherence, and overall writing quality. Students also reported increased motivation, confidence, and engagement, with many expressing high satisfaction and strong intentions to continue using the tool. However, several challenges were identified. These include overdependence on ChatGPT, reduced originality and critical thinking, limited accuracy in assessing pragmatic aspects of writing, technological barriers, data privacy concerns, and a lack of institutional readiness to support AI integration. In conclusion, ChatGPT is perceived as a valuable support tool for EFL writing tasks, but its effective use requires careful guidance, infrastructure support, and ethical considerations to maximize its educational benefits.

Keywords: Students Perception, ChatGPT, Perception, EFL Students, Writing Task, Pragmatic Course.

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CHAPTER I

INTRODUCTION

A. Background of the research

Indonesian EFL students encounter significant challenges in academic writing, especially in advanced courses like Pragmatics, which demand a nuanced understanding of language use in context. Linguistic difficulties, such as grammar, vocabulary, and sentence structure, often hinder students' writing performance. Toba, Noor, and Sanu identified persistent issues in content development, grammar, and mechanics among Indonesian EFL students writing comparison and contrast essays¹. In addition to linguistic challenges, students face cognitive challenges, including organizing ideas coherently, developing arguments effectively, and maintaining logical flow in their writing. Psychological factors, such as writing anxiety, fear of errors, and low motivation, further impede their performance. These multifaceted challenges demonstrate the need for innovative approaches to support EFL students in developing their academic writing skills, particularly in courses like Pragmatics that require both linguistic and contextual competence.

Writing-based tasks in a Pragmatics course are designed to develop students' ability to use language appropriately according to social context, intention, and audience². Such tasks often require students not only to produce grammatically correct sentences but also to convey meaning effectively through appropriate speech acts, politeness strategies, and contextually

¹ Toba, R., Noor, W. N., & Sanu, L. (2019). *The Current Issues of Indonesian EFL Students' Writing Skills*. *Dinamika Ilmu*, 19(1), 63-75.

² Leech, G. (2014). *The Pragmatics of Politeness*. Oxford University Press.

suitable language forms. The purpose of these tasks is to enhance students' pragmatic competence, which includes understanding implied meanings, indirect requests, and culturally influenced language norms, all of which are essential for effective communication in real-life situations.

Despite their importance, students often face several difficulties when completing writing-based tasks in Pragmatics. Coherence and cohesion can be challenging, as students must logically connect ideas while maintaining contextually appropriate language. Additionally, applying pragmatic features, such as speech acts, politeness markers, and register, requires both linguistic knowledge and sensitivity to social norms, which many learners struggle to integrate into their writing³. These challenges are compounded when students attempt to adapt their writing to different communicative contexts, as inappropriate language use can lead to misunderstandings or misinterpretations. Consequently, supporting students in mastering both linguistic accuracy and pragmatic appropriateness is a critical component of teaching writing in Pragmatics courses.

ChatGPT, as an advanced language model, has been increasingly utilized in language learning contexts, offering various functions and benefits for students. One of its primary advantages is providing assistance in drafting, editing, and summarizing written texts. Students can use ChatGPT to generate ideas, organize content, and produce coherent paragraphs, which is particularly helpful when they encounter writer's block or struggle to structure their essays. In addition, ChatGPT provides immediate feedback on grammar,

³ Taguchi, N. (2015). *Context, Individual Differences, and Pragmatics in Second Language Acquisition*. Routledge

vocabulary, and sentence structure. By suggesting corrections and alternative phrasing, it helps students identify and learn from their mistakes, improving both accuracy and fluency in writing. This feature is especially valuable for EFL learners who often face challenges in expressing complex ideas correctly and effectively in English.

The integration of ChatGPT has extended beyond writing courses. In content-based courses such as Pragmatic which focuses on the contextual use of language and interpretation of meaning students are still required to perform writing-based tasks. These may include analyzing conversations, interpreting speech acts, and reflecting on language in social interaction. While writing is not the main focus of the Pragmatics course, it remains a necessary tool for expressing critical understanding of pragmatic phenomena. Consequently, students often use ChatGPT to help them compose these analytical and reflective assignments more efficiently.

In Pragmatics courses, a text-based approach is important for helping students develop their overall communicative competence. This includes understanding not just the literal meaning of language, but also the speaker's intention, the social context, and how language should be used in different situations. The ability to understand and produce both spoken and written texts is seen as a key part of learning pragmatics. Although Pragmatics is not a writing-focused course, students are still expected to complete written tasks

such as analyzing conversations, explaining language use in context, and reflecting on real-life communication.⁴

The researcher focused this phenomenon study on the students of the English Tadris Study Program at IAIN Curup because they are simultaneously developing both language proficiency and pedagogical skills. Pre-observations and preliminary interviews revealed that many students experienced difficulties in completing writing-based tasks in the Pragmatics course. These challenges were not limited to linguistic aspects such as limited vocabulary and grammatical errors but also included difficulties in achieving coherence, maintaining unity, and ensuring logical connections between ideas. As a result, their writing often lacked smooth transitions, well-structured arguments, and contextual appropriateness, which are essential in academic tasks requiring pragmatic analysis. These difficulties highlight the need for tools that can support both idea generation and linguistic accuracy. Since Pragmatics requires students to produce contextually appropriate and well-organized texts, they represent an ideal group to examine the integration of AI tools such as ChatGPT.

As a writing assistant, ChatGPT provides support in drafting, editing, summarizing, and idea generation, along with immediate feedback on grammar, vocabulary, sentence structure, and paragraph development. Previous studies have shown that the use of ChatGPT has a positive impact on students' writing quality, particularly in improving grammatical accuracy,

⁴ Zoran Pervan, "Using Tasks in Teaching Pragmatics," *Methodological Horizons* 17, no. 1 (2022): 51-68, DOI:10.32728/mo.17.1.2022.03 — showing how text-based task design can bring real-world pragmatics into the classroom.

enriching vocabulary, and enhancing coherence of ideas.⁵ Moreover, students reported increased motivation, confidence, and satisfaction when using ChatGPT to complete writing tasks. Therefore, investigating students' perceptions of ChatGPT not only reveals its role in enhancing individual learning experiences but also demonstrates its potential to address challenges of coherence and unity in academic writing, making the findings relevant to both language acquisition and teacher education.⁶

However, raised concerns regarding its impact on the quality of the learning process, especially in terms of developing students' critical thinking and independent writing skills. Some lecturers have begun to observe a growing dependence on ChatGPT, which may hinder the development of students' analytical abilities and individual creativity. Therefore, it is important to conduct an in-depth investigation into students' perceptions of ChatGPT use in the learning process particularly in the Pragmatics course as well as the challenges they face in integrating this technology into meaningful and responsible learning practices.

This study aims to investigate how EFL students in the Tadris Bahasa Inggris program at IAIN Curup perceive the use of ChatGPT for completing writing tasks in the Pragmatics course. It explores both their experiences and the challenges they face, offering insights into how AI tools can be effectively integrated into language learning. While ChatGPT is increasingly used in education, especially by university students, few studies have examined its

⁵ Rahmah, Dinda Aulya. *The Effectiveness of Shadowing Technique for Improving Students' Pronunciation Skills*. Bachelor's thesis, FITK UIN Syarif Hidayatullah Jakarta, 2024.

⁶ Sumakul, Dian Toar Y. G., Fuad Abdul Hamied, and Didi Sukyadi. "Students' Perceptions of the Use of AI in a Writing Class." In *67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*. Atlantis Press, 2022.

impact in content-specific courses like Pragmatics. Most research focuses on general skills, such as writing or vocabulary. There is still limited evidence on how students engage with AI tools for complex tasks requiring contextual and pragmatic understanding. Additionally, concerns like over-reliance, lack of originality, and verifying AI output remain underexplored. This study addresses these gaps by analyzing both the advantages and limitations of using ChatGPT in academic writing.⁷ Based on this phenomenon, the researcher is interested in conducting a study entitled **“EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at TBI”**.

B. Research Questions

Based on the title of the study, “EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at TBI”, the following research questions can be posed:

1. What are EFL student’s perceptions toward of ChatGPT in completing writing-based task in the pragmatics course at English Tadris Study Program of IAIN Curup?
2. What are perceived challenges faced by EFL students when using ChatGPT for writing-based tasks in the pragmatics course at English Tadris Study Program of IAIN Curup?

⁷ Apriani, E., Daulay, S. H., Aprilia, F., Marzuki, A. G., Warsah, I., & Supardan, D. (2025). A Mixed-Method Study on the Effectiveness of Using ChatGPT in Academic Writing and Students’ Perceived Experiences. *Journal of Language and Education*, 11(1 (41)), 26-45.

C. Research Objectives

Based on the title of the study, “EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at TBI”, the objectives of this study are as follows:

1. To identify EFL students’ perceptions of using ChatGPT to complete writing-based tasks in Pragmatics courses at English Tadris Study Program of IAIN Curup
2. To identify the challenges students’ face when using ChatGPT to fulfill writing-based assignments at English Tadris Study Program of IAIN Curup

D. Significances of the research

The study titled “EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at at English Tadris Study Program of IAIN Curup” holds significant importance for various stakeholders, particularly students, lecturers, and future researchers.

1. For students

This study can help EFL students in the English Tadris (TBI) program, especially those in the Pragmatics course, understand how using ChatGPT affects their writing tasks. By learning the benefits and challenges of ChatGPT, students can decide when and how to use it effectively. For example, they can use ChatGPT to generate ideas or improve grammar and sentence structure while still practicing their own writing skills. The study also reminds students not to rely too much on AI so they can continue developing independent writing abilities.

2. For educators (lecturers)

This study provides useful insights for lecturers in the English Tadris (TBI) program by examining how EFL students use and perceive ChatGPT in completing writing tasks in the Pragmatics course. It highlights the benefits, challenges, and ethical issues of using ChatGPT in academic writing. These findings can help lecturers create better teaching strategies, guide students on using AI appropriately, and support learning while maintaining academic integrity. The study can also help improve course design and assessment to encourage students' creativity, independence, and engagement in writing tasks.

3. For future research

This study adds to research on using AI in education, especially for language learning and academic writing in courses like Pragmatics. By looking at EFL students' perceptions of ChatGPT, it can provide a basis for future studies on AI in different learning contexts, including its long-term effects on writing skills, critical thinking, and learning independence. The study also encourages further research on ethical issues, such as academic honesty, data privacy, and the role of AI in teaching. Therefore, its findings are useful for both current educational practices and future research on AI in education.

E. Delimitation of the research

Data will be collected through a specially designed questionnaire to measure student perceptions. This study will also limit its discussion to the challenges faced by students when using ChatGPT. This study was conducted

in a TBI environment, so the results obtained may not be generalizable. Respondents in this study were students enrolled in pragmatics courses who had used ChatGPT to complete writing assignments.

F. Definition of key term

1. Artificial intellegent

Refers to the branch of computer science that is concerned with creating systems capable of performing tasks that normally require human intelligence. These tasks include reasoning, learning, problem-solving, understanding natural language, and decision-making.⁸ In the context of education, AI-based technologies can support learning by providing personalized feedback, generating content, and assisting students in developing skills such as writing, critical thinking, and language use.

2. Perception

The term “*perception*” originates from the Latin words *perception* and *percipio*, which mean to receive, collect, take possession, and understand through the mind or senses.⁹

3. Chat GPT

ChatGPT is an advanced language model developed by OpenAI that uses transformer-based neural networks to generate human-like text responses based on the input it receives.¹⁰ In educational contexts, ChatGPT

⁸ Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson

⁹ Amaliah, U. *An Analysis of Students' Perception on the Use of Problem-Based Learning in Writing at MA Darul Ikhlas Mandailing Natal*. Doctoral diss., Universitas Islam Negeri Sultan Syarif Kasim Riau, 2021.

¹⁰ Brown, T., Mann, B., Ryder, N., Subbiah, M., Kaplan, J., Dhariwal, P., ... & Amodei, D. (2020). *Language models are few-shot learners*. *Advances in Neural Information Processing Systems*, 33, 1877–1901

functions as an AI-assisted learning tool that supports students in developing writing skills, enhancing creativity, and improving accuracy in grammar and vocabulary.

4. Writing Based-Task

According to Hyland, writing tasks are designed to engage learners in meaningful use of language, integrating both linguistic accuracy and communicative purpose¹¹ In the context of EFL education, writing-based tasks not only assess students' grammar and vocabulary but also their ability to convey meaning appropriately in context, reflecting pragmatic competence and critical thinking skills.

¹¹ Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical foundation that underlies this research study. It begins with an exploration of key concepts including the definition and types of perception, factors that influence perception, and how these relate to students' experiences with AI technology. The chapter then examines the nature of ChatGPT and artificial intelligence in educational contexts, followed by an analysis of writing-based tasks and their challenges in EFL settings. Additionally, it discusses the theoretical framework for understanding students' perceptions of ChatGPT across multiple dimensions, including cognitive awareness, emotional response, and behavioral intention. The chapter concludes with a review of previous studies that have investigated similar phenomena, highlighting gaps in current research and establishing the rationale for this investigation.

A. Review of related Theories

1. Definition of Perceptions

Perception is defined as the way you notice things, especially with the sense. Perception deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose), and taste (tongue). It means that perception and human sense involve the organization of the acquired data or information. In other words, the human senses and reaction involved in human senses happens as an instinct. For example, the speed with which an individual bats the eye lid on sighting an object moving rapidly in the

direction of the eyes, the reaction of people to sound and sharp objects that touches the skin are example of instinctive behaviors based on processed information¹².

According to Elliot, perception is the process of assigning meaning to discrete and initially meaningless stimuli that trigger awareness. The meaning attributed to any stimulus depends on how an individual organizes and interprets it based on personal experience, background knowledge, and context. In the educational setting, particularly in language learning, perception plays a crucial role in shaping how students interact with tools, tasks, and content. When students engage with AI-based platforms such as ChatGPT, their perception of its usefulness, reliability, and impact directly influences their willingness to use it in academic contexts. Especially in a complex subject like Pragmatics, which requires an understanding of speaker intention, contextual meaning, and real-life communication, students' perceptions determine whether they view ChatGPT as a helpful support or a potential obstacle. This study, therefore, investigates EFL students' perceptions of ChatGPT in completing writing-based tasks within the Pragmatics course to understand how they interpret its role and effectiveness in supporting their learning process.¹³

¹² *Oxford English Dictionary. Learner's Pocket Dictionary*. 7th ed. Oxford: Oxford University Press, 2007.

¹³ I. Febriana, S. Anshori, and H. S. Utami, "Students' Perception Toward Phonetic Notation in English Language Learning: A Descriptive Quantitative Research of Seventh and Fifth Semester Student at English Department Study of IAIN Curup Academic Year 2017/2018," in *English Language and Literature International Conference (ELLiC) Proceedings*, vol. 3 (April 2021), 23–34.

2. Types of perceptios

There are many types of perception there are person perception, social perception, and situation perception.¹⁴

a. Person perception

Person perception refers to the process by which we understand and form impressions about others their traits, qualities, and inner states. We create an image of others to help us understand and predict their behavior, which then guides how we interact with them. For example, someone without sight may hear sounds differently than someone who can see, showing that perception is influenced by personal experience. In this type of perception, every student may have their own views about the teacher, teaching style, media used, and the material taught. Therefore, person perception involves individual interpretations and judgments based on personal experiences.

b. Situation perception

Situation perception refers to how social factors influence a person's behavior in a specific time and place. The same person may act differently in different situations depending on their surroundings and the information available to them. The context in which a stimulus occurs affects how it is understood.

In this study, students' perceptions of ChatGPT may vary depending on the situation, such as the task they are working on, the instructions from the lecturer, or their familiarity with technology. As

¹⁴ Zaden, James W. Wander. *Social Psychology*. New York: Random House, 1984.

students gain more knowledge and adapt to digital tools, their perceptions can also change over time.

c. Social perception

Social perception involves understanding other people their thoughts, emotions, and intentions based on their behavior, speech, and expressions. This is a complex process that depends on the observer's ability and knowledge. People with broader knowledge may have deeper and more accurate perceptions.

In the context of this research, students' social perception can influence how they view the role of ChatGPT in the learning process, how they respond to peers who use it, and how they interpret the tool's presence in an academic setting. Students with more advanced digital literacy may perceive ChatGPT more positively and be better able to evaluate its role in their learning process.

Perception can generally be categorized into two types:

1) Positive Perception

Refers to an individual's understanding and response toward an object that leads to acceptance, support, and active engagement with it. In this case, individuals tend to view the object as beneficial or helpful, which motivates them to continue using or interacting with it. Conversely

2) Negative perception

Reflects knowledge and responses that are inconsistent or in conflict with the perceived object. This typically results in

rejection, opposition, or passive attitudes toward its use. Both types of perception significantly influence how individuals behave and make decisions in various contexts. In the field of language education, particularly in the use of AI-based tools such as ChatGPT for writing-related tasks, students' perceptions whether positive or negative play a crucial role in determining how effectively such tools are adopted in academic settings. Therefore, understanding students' perceptions is essential to evaluate the impact of AI integration in courses like Pragmatics, where language use and contextual understanding are central¹⁵.

Matthen in (Rizky & Kurniawan,) Stated that perceptions can be classified as either positive or negative. Negative perception is the perception that characterizes information (known or unknown) adversely or as unfit for the perceived object. Positive perception is the perception that characterizes all knowledge (known or unknown) positively. Every person has a unique inclination to perceive the same item. There are a number of internal and external elements that can influence the difference. The initial factor comes from an individual and last factor comes from outsides of individual such as stimulus, environment culture, believe, and so forth.¹⁶

¹⁵ Shandi. *Community Perceptions of Promiscuity During the Engagement Period (Case Study in Banarjoyo Village, Batanghari Sub-District, East Lampung District)*. 2020.

¹⁶ M. Fauziah, R. Vrika, and A. Amrullah, "EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill," JELITA 5, no. 2 (2024): 459–470.

3. Factors affected perception

According to Sobur, the factors that affect perception can generally be categorized into two main types: internal and external factors. These categories are further explained below ¹⁷:

a. Internal factors

1) Physiological

Information enters through the senses, and this input influences and supports the process of interpreting the surrounding environment. Since each individual has a different sensory capacity to perceive, their interpretation of the environment may also vary.

2) Caution

Individuals require a certain amount of energy to focus their attention on the physical and mental aspects of an object. Since each person possesses a different level of energy, their attention to the object may vary, which in turn influences their perception of that object.

3) Interest

An individual's perception of an object is influenced by the amount of energy or perceptual alertness directed toward it. Perceptual vigilance refers to a person's tendency to pay attention to specific types of stimuli that are considered interesting or relevant.

¹⁷ Sobur, Alex. *Psikologi Umum*. Bandung: Pustaka Setia, 2003.

4) Need that direction

This factor relates to how strongly a person seeks out objects or messages that they believe can provide answers or fulfill their needs.

5) Experience and memory

Experience is closely linked to memory, as perception depends on how well a person can recall past events to help interpret stimuli in a broader context.

6) Mood

A person's emotional state can significantly influence their behavior. Mood reflects how someone feels at a particular moment, which can affect how they perceive, respond to, and remember information.

b. External factors

External factors that influence perception are related to the characteristics of the surrounding environment and the objects within it. These elements can alter an individual's view of the world and impact how they feel about or respond to it. The external factors that affect perception include the following:

1) Size and placement of the object or stimulus

This factor suggests that the larger and more strategically placed an object is, the easier it is to perceive and understand. The shape and size of an object can influence an individual's

perception, as larger and more prominent objects tend to attract more attention.

2) Color of the object

Objects with brighter or more vivid colors are generally easier to perceive and understand compared to those with dull or faint colors.

3) Uniqueness of contrast of the stimulus

A stimulus that visually stands out from its background or appears unexpected tends to attract more attention from individuals due to its distinctive nature.

4) Intensity and strength of the stimulus

Stimuli that are more intense or frequently encountered tend to carry more meaning and have a stronger impact on perception than those that are subtle or only experienced once.

5) Motion or movement

People are more likely to pay attention to objects that exhibit movement rather than those that remain still, as motion naturally draws the eye and enhances perceptual awareness.

4. Student's perception of chatGPT in writing-based pragmatics tasks

In this study, the term student perception refers to the cognitive, emotional, and behavioral interpretations of EFL students in response to their use of ChatGPT during writing-based tasks in the Pragmatics course. These perceptions are shaped by multiple psychological and academic factors, and can be analyzed using a synthesis of frameworks developed by

Idroes et al.¹⁸ and Khairuddin et al.¹⁹ The following dimensions serve as the basis for understanding how students experience the presence and role of ChatGPT in academic writing activities.

a. Cognitive awareness

Cognitive awareness refers to students' level of understanding regarding the role, functionality, and operation of AI tools, particularly ChatGPT, within an academic setting. It reflects their familiarity with how AI can be utilized for specific purposes such as drafting text, revising grammar, and generating ideas. When students have sufficient awareness of what ChatGPT does, they are more likely to set realistic expectations and utilize the tool effectively in writing tasks. This awareness includes understanding how AI supports the learning of abstract Pragmatic concepts such as implicature, deixis, and speech act

b. Attitudes and beliefs

This dimension encompasses students' evaluative judgments and personal beliefs toward the integration of AI in education. Attitudes are shaped by students' values, ethical considerations, and prior experiences with technology. In writing-based Pragmatics tasks, these beliefs may determine whether students see ChatGPT as a tool that enhances learning autonomy or as a threat to academic integrity and

¹⁸ Idroes, G. M., Noviandy, T. R., Maulana, A., Irvanizam, I., and Idroes, R. "Student Perspectives on the Role of Artificial Intelligence in Education: A Survey-Based Analysis." *Journal of Educational Management and Learning* 1, no. 1 (2023).

¹⁹ Khairuddin, Z., Shahabani, N. S., Ahmad, S. N., Ahmad, A. R., and Zamri, N. A. "Students' Perceptions on the Artificial Intelligence (AI) Tools as Academic Support." *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 9, no. 11 (2024): e003087.

critical thinking. Positive beliefs are likely to encourage usage, while skepticism may lead to avoidance or limited engagement.

c. Emotional response

Emotional responses reflect how students feel when interacting with AI, ranging from excitement and curiosity to distrust and anxiety. Such emotional reactions influence students' willingness to use ChatGPT, especially in tasks that involve higher-order thinking and linguistic nuance. When students feel emotionally secure and supported by the tool, they are more likely to explore its features to support their academic writing. Conversely, fear of misinformation, overdependence, or ethical misuse may trigger emotional resistance.

d. Perceived usefulness

Refers to how effective students believe ChatGPT is in supporting their academic writing. Students may perceive the tool as useful if it helps them generate coherent text, construct logical arguments, improve grammar and coherence, or understand difficult Pragmatics concepts. A high perception of usefulness often correlates with frequent and deeper use of the tool in writing activities²⁰.

e. Engagement

Engagement refers to the degree of active participation and motivation students experience when using AI tools in their learning process. tools like ChatGPT can increase students' willingness to engage with complex and context-driven tasks such as those found in

²⁰ Idroes, G. M., Noviandy, T. R., Maulana, A., Irvanizam, I., and Idroes, R. "Student Perspectives on the Role of Artificial Intelligence in Education: A Survey-Based Analysis." *Journal of Educational Management and Learning* 1, no. 1 (2023).

Pragmatics. Students may feel more motivated to explore nuanced meanings, improve their written arguments, and participate in learning activities when supported by responsive AI assistance.

f. Interaction

This dimension highlights students' perception of the flexibility and responsiveness of AI tools. ChatGPT, for example, allows students to interact without judgment, making it easier for them to ask questions, revise text, and clarify their understanding independently. This fosters a sense of academic freedom and supports the development of autonomous learning strategies, especially in language tasks that require sensitivity to context and intention.

g. Satisfaction

Satisfaction reflects the extent to which students are content with their learning experience and academic outcomes when using AI tools. When ChatGPT helps students clarify ideas, produce quality writing, and achieve better comprehension, this leads to higher satisfaction. In the context of EFL writing, satisfaction may also relate to reduced stress and increased confidence in managing complex tasks.

h. Academic performance

This dimension focuses on students' belief that AI tools contribute to their academic improvement. ChatGPT may be seen as a source of support for enhancing language skills, expanding vocabulary, developing writing structure, and improving conceptual clarity—especially for challenging subjects like Pragmatics. When students

associate AI use with progress and achievement, they tend to have more positive perceptions overall.

i. Behavioral intention

Behavioral intention refers to students' plans and willingness to continue using ChatGPT in their academic practices. It includes the likelihood of integrating the tool into future assignments, recommending it to others, or relying on it as a consistent writing aid. Behavioral intention is the product of earlier dimensions when students are aware, emotionally comfortable, satisfied, and see clear benefits, they are more inclined to adopt the technology sustainably²¹.

5. Challenges in Using AI-Based Writing Tools in EFL Context

The integration of AI tools such as ChatGPT in EFL writing tasks provides numerous benefits in terms of accessibility, efficiency, and personalized assistance. However, the widespread adoption of such technology also introduces a series of pedagogical, ethical, and technical challenges that significantly affect learning outcomes. The following subsections outline the major categories of challenges encountered by EFL students when using ChatGPT in writing-based tasks.

a. Limitations in Assessment and Feedback Accuracy

One of the most critical issues with AI-based writing tools is their limited capacity to provide accurate and meaningful feedback. Although ChatGPT can improve surface-level aspects such as grammar, vocabulary, and sentence structure, it lacks the capability to

²¹ Khairuddin, Z., Shahabani, N. S., Ahmad, S. N., Ahmad, A. R., and Zamri, N. A. "Students' Perceptions on the Artificial Intelligence (AI) Tools as Academic Support." *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 9, no. 11 (2024): e003087.

assess deeper elements of writing. These include creativity, coherence of argumentation, and the demonstration of critical thinking or authorial voice. This is particularly problematic in courses such as Pragmatics, where students must analyze implicit meanings, contextual cues, and cultural nuances. The inability of AI to evaluate such complex and context-sensitive dimensions can hinder students' development of pragmatic awareness and critical reflection²².

b. Bias and Fairness in AI-Generated Content

AI systems like ChatGPT are trained on massive datasets that may contain implicit cultural, linguistic, or ideological biases. Consequently, the generated content may not always be neutral, inclusive, or culturally sensitive. This becomes a concern in multicultural classrooms where students may interpret or experience AI outputs differently based on their backgrounds. Such biases can lead to unfair or inconsistent educational experiences and potentially undermine students' trust in AI tools as reliable learning aids.

c. Reduced Originality and Critical Thinking

AI-generated responses often follow patterns derived from pre-existing data, which may lack originality or depth. As a result, students might engage with writing tasks at a more superficial level, merely accepting AI-generated ideas without critically analyzing or modifying them. Over time, this pattern can reduce students' opportunities to cultivate independent thinking, creativity, and

²² Mishra, A. "Enhancing Personalized Learning with Artificial Intelligence: Opportunities and Challenges." *Research Review International Journal of Multidisciplinary* 8, no. 8 (2023): 73–80.

argument construction—skills that are essential in both academic and real-world communication. This challenge also aligns with the notion of cognitive disengagement in AI-supported writing²³.

d. Limited Adaptability to Individual Learning Needs

Unlike human teachers who can adapt instruction based on students' emotional conditions, cognitive profiles, or learning preferences, AI lacks the sensitivity to respond dynamically to individual differences. This limitation is significant in EFL classrooms, where learner variability is high. Without adaptive feedback and personalized instruction, students may find AI less helpful or even confusing, especially when trying to grasp abstract or nuanced topics such as speech acts and conversational implicature in Pragmatics²⁴.

e. Digital Divide and Infrastructure Barriers

The implementation of AI tools like ChatGPT requires stable internet access and digital literacy. However, many students, particularly in developing countries or under-resourced settings, face technological barriers. Poor internet connectivity, outdated devices, and limited access to digital platforms hinder the equal use of AI in the learning process. These infrastructural gaps may create inequality, where only students with better technological access benefit fully from AI integration²⁵.

²³ ibid

²⁴ Ibid

²⁵ ibid

f. Data Privacy and Ethical Concerns

Using ChatGPT often involves inputting personal or academic information, raising concerns about data security and privacy. Students may not be fully aware of how their data is stored or used by AI platforms, and in educational environments lacking strong digital policies, this can pose serious risks. The lack of transparency about data handling may reduce students' confidence in using AI tools, especially when sensitive academic information is involved²⁶.

g. Lack of Teacher Guidance and Institutional Readiness

Another significant challenge stems from inadequate teacher readiness and lack of institutional guidelines on AI use. Many educators are not sufficiently trained to integrate AI tools into their teaching strategies, which may result in misalignment between instructional goals and students' AI usage. Moreover, insufficient regulation or ambiguous policies can leave students without clear ethical or academic standards for AI use, potentially leading to misuse or over-reliance²⁷.

h. Overdependence and Academic Laziness

Ahmad et al. assert that frequent use of AI tools can lead to dependency and diminished intellectual engagement. Students may rely heavily on ChatGPT to generate content, reducing their effort in planning, drafting, and revising independently. This phenomenon, often referred to as academic laziness, weakens students' decision-

²⁶ ibid

²⁷ ibid

making and analytical abilities. Consequently, learners may become passive recipients of information rather than active participants in knowledge construction.²⁸

i. Questionable Validity of AI-Based Assessment

Although some AI tools offer automated writing evaluation, their ability to measure complex linguistic and cognitive outcomes remains questionable. In Pragmatics, assessment involves interpreting tone, intent, social context, and inference—elements that are not easily captured by AI algorithms. Therefore, there is a risk that AI-based evaluation could misrepresent students' actual comprehension and progress, leading to misleading feedback and unreliable academic assessment²⁹.

To Shorten the theory, the researcher reviews the theory in table format:

Tabel 2.1
Challenges in Using AI-Based Writing Tools in EFL Context

No	Challenge	Description
1	Assessment & Feedback Accuracy	ChatGPT can correct grammar and vocabulary but cannot assess creativity, coherence, or critical thinking, which are important in Pragmatics.
2	Bias & Fairness	AI may show cultural, linguistic, or ideological biases, affecting fairness and inclusivity in a multicultural classroom.
3	Reduced Originality & Critical Thinking	Students may rely on AI-generated ideas without analyzing them, reducing creativity and independent thinking.

²⁸ Ahmad, S. F., Han, H., Alam, M. M., Rehmat, M., Irshad, M., Arraño-Muñoz, M., and Ariza-Montes, A. "Impact of Artificial Intelligence on Human Loss in Decision Making, Laziness and Safety in Education." *Humanities and Social Sciences Communications* 10, no. 1 (2023): 1–14.

²⁹ *ibid*

4	Limited Adaptability	AI cannot adjust to individual learning needs or respond to students' emotional or cognitive differences.
5	Digital Divide & Infrastructure	AI use requires good internet and devices; students in under-resourced areas may face difficulties.
6	Data Privacy & Ethics	Using AI involves inputting personal or academic data, raising privacy and ethical concerns.
7	Lack of Teacher Guidance & Institutional Readiness	Teachers may be untrained in AI integration, and unclear policies can lead to misuse or over-reliance.
8	Overdependence & Academic Laziness	Heavy reliance on AI can reduce student effort in planning, drafting, and revising, weakening analytical skills.
9	Questionable Validity of AI Assessment	AI cannot fully assess tone, intent, or social context, risking inaccurate evaluation of student performance.

6. Artificial intelligent

Over the next decade, artificial intelligence (AI) technology is expected to establish a foothold in smart systems for business decision making and then see significant expansion. AI refers to the ability of machines, especially computer systems, to perform tasks that usually require human intelligence, such as understanding language, solving problems, and learning from experience. In education, AI is increasingly used through tools like ChatGPT, which helps students with language-based tasks, including writing. The future progression of AI technology holds great potential, though some commenters consider it alarming and worth serious consideration.³⁰ AI has the potential to introduce benefits, but also drawbacks including employment displacement, biased decision

³⁰ Federspiel, F., R. Mitchell, A. Asokan, C. Umana, and D. McCoy. "Threats by Artificial Intelligence to Human Health and Human Existence." *BMJ Global Health* 8 (2023): e010435. <https://doi.org/10.1136/bmjgh-2022-010435>.

making, and social exploitation and deceit. AI misapplication occurs when persons or organizations employ AI for malicious objectives, and it is linked to the deployment of untested and secret AI systems in crucial positions, as well as the potential illicit access to and abuse of a variety of domains. In educational settings like EFL writing courses, these risks raise important questions about how AI tools such as ChatGPT should be used, and whether they truly support students' learning or create new challenges.

7. Types of Artificial intelligent

Artificial Intelligence (AI) refers to the simulation of human intelligence by machines that are programmed to think, learn, and perform tasks such as problem-solving, decision-making, and language processing. Based on the level of intelligence and operational scope, AI is generally classified into three main types: Artificial Narrow Intelligence (ANI), Artificial General Intelligence (AGI), and Artificial Super Intelligence (ASI). Each type differs in functionality, adaptability, and the complexity of tasks it can handle.³¹

a. Artificial Narrow Intelligence (ANI)

Artificial Narrow Intelligence, also known as weak AI, is the most commonly implemented type of AI today. ANI systems are designed to perform specific tasks or solve particular problems within a limited domain. They operate under programmed parameters and cannot generalize knowledge beyond their intended function.

Examples of ANI include:

³¹ Sidabutar, H., and P. H. Munthe. "2022." *Journal of Christian Education Management* 2 (2022).

- 1) ChatGPT – used for generating human-like text and supporting writing tasks,
- 2) QuillBot – assists in paraphrasing, grammar correction, and text summarization,
- 3) Google Translate – performs automatic language translation,
- 4) Spotify’s recommendation algorithm – suggests songs based on listening history,
- 5) Facial recognition systems – used for security and biometric identification.

Despite their limited scope, ANI applications have significantly impacted education, business, healthcare, and communication. In EFL education, particularly writing-based courses, ANI tools such as ChatGPT and QuillBot are widely used to assist students in generating, revising, and organizing written content.

b. Artificial General Intelligence (AGI)

Artificial General Intelligence, or strong AI, refers to AI systems with the ability to perform any intellectual task that a human can do. AGI can learn from experience, understand context, and apply knowledge flexibly across different domains without explicit programming for each task.

AGI remains a theoretical concept, but proposed examples of potential AGI include:

Self-learning robotics capable of adapting to complex and changing environments,

- 1) Autonomous reasoning systems that can engage in high-level planning and problem-solving across fields (e.g., AI doctors diagnosing new diseases),
- 2) AI personal assistants that can think, reason, and converse like humans in multiple contexts.
- 3) As of now, AGI has not been realized due to the immense complexity of replicating full human cognitive processes in machines.

c. Artificial Super Intelligence (ASI)

Artificial Super Intelligence represents a hypothetical level of AI that would surpass human intelligence in all aspects, including logic, creativity, emotional intelligence, and strategic thinking. ASI would be capable of making autonomous decisions, innovating new technologies, and outperforming the best human minds in every field.

While ASI is still the subject of long-term theoretical research, some envisioned examples of ASI include:

- 1) Autonomous AI researchers capable of generating original scientific theories and solutions,
- 2) Strategic defense systems with decision-making capacities beyond human generals,
- 3) AI philosophers or ethicists capable of complex moral reasoning far exceeding human judgment.

The development of ASI raises significant ethical, philosophical, and existential concerns, including the potential loss of human control and societal disruption.

8. Writing

Writing, as one of the essential language skills, serves as a means through which individuals can express and demonstrate their understanding. Numerous scholars have provided definitions and explanations of writing in their academic works. Although writing is often perceived as a challenging and demanding process, it also presents valuable opportunities. Through writing, individuals can explore and articulate personal insights, communicate their ideas with others, and discover new knowledge that may not have been previously realized.³²

According to Harmer, there are four main types of writing: persuasive, descriptive, expository, and narrative writing. Persuasive writing states the opinion of the writer and attempts to influence the reader. Expository writing aims to inform or explain a subject to the reader. Descriptive writing is a type of expository writing that uses the five senses to paint a picture for the reader and incorporates imagery and specific details. In the context of language learning, especially in academic settings like the Pragmatics course, students are often expected to use a combination of these writing types to analyze conversations, explain language functions, or reflect on communication patterns. With the rise of AI tools like ChatGPT, many students now rely on these technologies to

³² Crimmon, Mc. *Writing with a Purpose*. New Jersey: Houghton Mifflin Company, 1984.

help them produce structured, detailed, and coherent texts in various writing formats. Therefore, understanding students' perceptions of using ChatGPT in handling such writing tasks is important to see how it supports or influences their writing development.³³

Writing is a skill that requires to be mastered by each student in university especially for English students for it is the core in writing scientific literature, paper, research, journal, etc Those are the product of one's creativities. Writing can also be broadened the author's knowledge so that students can express their ideas with more freedom.³⁴

a. Academic writing

is a type of formal writing used in schools and universities. It helps students improve their writing by learning different kinds of texts such as essays, reports, and research papers. Through this process, students build important skills like thinking critically, making strong arguments, and using sources to support their ideas. Academic writing also teaches students how to organize their thoughts clearly and follow certain rules in writing. In the end, it helps them take part in academic discussions and express their ideas in a thoughtful and well-structured way.

b. Essay writing

An essay is a brief written work that focuses on a specific topic and is often intended for publication. According to some sources, an

³³ Dwi Oktavianti, Paidi Gusmuliana, and Eka Apriani, "The Students' Strategies in Developing Their Ideas in Writing Essay," *Jadila: Journal of Development and Innovation in Language and Literature Education* 1, no. 4 (2021): 389–406.

essay is a form of composition that reflects the writer's personal perspective on a particular subject. The definition of an essay is somewhat flexible and may overlap with that of an article or even a short story. Fundamentally, essays are used to evaluate a writer's comprehension of certain concepts and their ability to explain, analyze, and argue ideas in response to a given question. Typically written in prose, essays adopt a discursive style that presents ideas, supports them with arguments, and includes relevant evidence to address a question or solve a problem.³⁵

c. Creative writing

Creative writing is commonly defined as a form of writing that originates from the imagination rather than relying on factual information³⁶. It often results in original and inventive literary works and can be applied across a wide range of writing genres. In a theoretical context, creative writing is considered a form of artistic expression that utilizes imagination to convey meaning through the use of imagery, storytelling, and dramatic elements.

Unlike writing-focused courses such as *Academic Writing*, *Essay Writing*, and *Creative Writing*, which are specifically designed to develop students' writing skills, this study examines the use of ChatGPT in completing writing-based tasks in the *Pragmatics* course. Although *Pragmatics* is not a writing course, students are still required to produce written work to explain implied meanings, speech acts, and

³⁵ Paul, F. *Strategies for Correct Writing*. Library of Congress Cataloguing in Publication Data. Amerika, 1995.

³⁶ Clabough, Casey. *Creative Writing*. New York: Penguin Group (USA) Inc., 2014.

social contexts in communication. Therefore, it is important to explore how students utilize ChatGPT in completing these tasks and how they perceive its use. However, excessive reliance on ChatGPT may present certain challenges, such as reduced critical thinking skills and increased dependence on instant answers. These issues can potentially affect the quality of learning and hinder the development of students' academic competence.

B. Review Previous Studies

In relation to this study, researchers refer to previous findings to understand the context and results of past research. Reviewing prior studies not only enriches the understanding of the topic but also helps identify gaps in knowledge that require further exploration.

A study conducted by Rahmah (2023) entitled *"Students' Perceptions of Artificial Intelligence as a Learning Tool in English Language Education at MTsN 4 North Aceh"* aimed to explore how students perceive the use of AI in learning English. This research employed a quantitative descriptive method with a sample of 40 students. Data were collected using Likert-scale questionnaires and semi-structured interviews, focusing on students' motivation and development in the four primary language skills: listening, speaking, reading, and writing. The findings showed that most students had a positive perception of AI. They appreciated how AI could help them better understand English materials, increase their learning motivation, and offer real-time feedback. Additionally, students highlighted that AI provided interactive and flexible learning experiences. However, the study also noted

that AI was not viewed as a substitute for traditional teaching, but rather as a supplementary tool. The researcher concluded that combining AI with teacher guidance would be the most effective strategy for enhancing English learning.³⁷

The second study by Dian Toar (2022), titled “*EFL Students’ Perceptions on the Use of Artificial Intelligence in Writing Classes*”, investigated students' views regarding the integration of AI in their learning process, particularly in EFL classrooms. This study was motivated by ongoing discussions about whether AI technology brings more benefits or drawbacks to language learning. Using a qualitative approach, the researcher collected data through semi-structured interviews with eight university students in Indonesia who had experience using an AI-based application in their writing class. The findings revealed that the students generally held positive attitudes toward the use of the AI tool. They reported enjoying the learning process and acknowledged that the AI application supported their writing activities effectively. Despite the positive responses, the study also highlighted the importance of considering various factors when implementing AI tools in writing instruction to ensure that the technology is used appropriately and effectively.³⁸

The third by Brodowski et al. (2024) conducted a qualitative study titled “*Student and Lecturer Perceptions of the Use of an AI to Improve Communication Skills in Healthcare*” to explore how students and lecturers

³⁷ Rahmah, Dinda Aulya. *The Effectiveness of Shadowing Technique for Improving Students' Pronunciation Skills*. Bachelor's thesis, FITK UIN Syarif Hidayatullah Jakarta, 2024.

³⁸ Sumakul, Dian Toar Y. G., Fuad Abdul Hamied, and Didi Sukyadi. “*Students’ Perceptions of the Use of AI in a Writing Class*.” In *67th TEFLIN International Virtual Conference & the 9th ICOELT 2021 (TEFLIN ICOELT 2021)*. Atlantis Press, 2022.

perceive the use of an AI-based feedback system (CoSy) in communication training. The research involved interviews with 20 students and 7 lecturers from various healthcare programs at the University of Lübeck. The results showed that both groups had positive attitudes toward AI, especially its ability to provide objective and detailed feedback on verbal and para-verbal communication. However, they emphasized that AI should support, not replace, human-led feedback and debriefing. Participants preferred feedback to be given after the learning activity and stressed the importance of proper implementation, including user control, clarity, and ethical considerations.³⁹

The fourth study with title of this study is “The Use of ChatGPT in Source-Based Writing Tasks”, International Journal of Artificial Intelligence in Education. By Christian Tarchi, Alessandra Zappoli, Lidia Casado Ledesma, Eva Wennås Brante. AI can be used to adapt instruction to the needs of different types of learners, to provide customized prompt feedback, and to develop assessment strategies. And conducted qualitative descriptive design AI can contribute to both teaching and learning processes at different educational levels, from primary education to university education. In a commentary on AI and education, Kasneci et al. (2023) foresaw for university students a few learning opportunities from the implementation of large language models (LLMs). LLMs can assist students in most reading and writing tasks and act as a support for critical thinking and problemsolving. Synthesis writing tasks can be interpreted as a variant of argumentative writing. This stems from the need to thoroughly examine both perspectives.

³⁹ Brodowski, Hanna, et al. *Student and Lecturer Perceptions of the Use of an AI to Improve Communication Skills in Healthcare: An Interview Study*. University of Lübeck, 2024. <https://doi.org/10.21203/rs.3.rs-4225671/v1>.

Consequently, several strategies can be employed to interrelate arguments and counterarguments linked to different points of view. When the arguments supporting a position are considered erroneous or insufficiently substantiated, a counter-argumentation strategy should be employed.

This current study differs from previous research in several important ways. While earlier studies have primarily focused on the general use of artificial intelligence in language learning or writing instruction, they often lack specificity in terms of course context or AI application. For instance, Rahmah (2023) examined AI in general English education at the secondary level, and Toar (2022) focused on AI in writing classes without detailing the type of tasks or the tools used. Other studies, such as those by Brodowski et al. (2024) and Tarchi et al. (2023), emphasized communication skills and source-based writing but did not explore student perceptions of chatgpt in academic courses that require contextual and critical language analysis. In contrast, this study specifically investigates EFL students' perceptions of using chatgpt for writing-based assignments in the **Pragmatics course**, a content-focused subject that emphasizes meaning, context, and speaker intention. By focusing on a content-based course in a higher education setting, this research addresses a gap in understanding how students utilize and experience AI tools like chatgpt in more complex and analytical language learning environments.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the systematic approach employed to investigate EFL students' perceptions of ChatGPT in completing writing-based tasks in the Pragmatics course. It describes the quantitative descriptive research design chosen for this study, along with detailed information about the population and sampling procedures involving sixth-semester students from the English Tadris Study Program at IAIN Curup. The chapter explains the data collection techniques using structured questionnaires, presents the research instruments developed based on established theoretical frameworks, and discusses the validity and reliability testing procedures. Finally, it details the data analysis techniques used to interpret students' responses and answer the research questions posed in this study.

A. Kind of The Research

This study uses a quantitative descriptive design to explore sixth-semester EFL students' perceptions of ChatGPT in completing writing-based tasks in the Pragmatics course. The quantitative approach allows the collection of numerical data that can be analyzed statistically to identify trends and patterns in students' responses. The descriptive design focuses on systematically portraying how students perceive and use ChatGPT, without testing hypotheses or determining causality⁴⁰. Data are collected through a structured questionnaire distributed to the selected students, and analyzed using descriptive statistics, such as frequencies, percentages, and mean scores.

⁴⁰ Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

The findings provide insights into the benefits, challenges, and ethical considerations of using AI tools in academic writing.

B. Population and sample

1. Population

A population is defined as the whole set of individuals or elements that meet a set of criteria for inclusion in a study⁴¹. The population in this study refers to the entire group of individuals who share certain characteristics relevant to the research objectives. Specifically, the population consists of all sixth-semester students enrolled in the Pragmatics course at the English Education Department (Tadris Bahasa Inggris), IAIN Curup, in the academic year 2024/2025. These students were chosen because they have already studied Pragmatics, regularly complete writing-based assignments, and have been introduced to the use of AI tools such as ChatGPT. The population can be seen in the tabel below:

Tabel 3.1
Population of the Reserach

No	Class	Number of students
1	6A	19 Students
2	6B	18 Students
3	6C	18 Students
4	Total	55 Students

2. Sample

This study employs a total sampling technique, in which all members of the defined population are included as participants in the study. This

⁴¹ Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston: Pearson Education, 2012.

approach is suitable when the population is relatively small and all members are accessible to the researcher⁴². By using total sampling, the researcher aims to obtain a complete and accurate picture of student perceptions without excluding any relevant participant. This method strengthens the internal validity of the study by eliminating sampling bias and ensuring that all relevant viewpoints are considered. So, the total sample of this research is 55 students

C. Technique For Collecting Data

1. Questionnaire

In this study, the research utilized questionnaires data collection techniques. Questionnaires used to collect quantitative data through structured questions designed to measure students' perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course. There are two questionnaires in this research. The first questionnaire to investigate students' perception on Chat GPT in completing writing task in pragmatic course and the second questionnaire to identify challenges faced by students in using Chat GPT in completing writing task.

The researcher distributed a structured questionnaire consisting of 45 closed-ended items aimed at exploring EFL students' perceptions of using ChatGPT to complete writing-based tasks in the Pragmatics course. Each item was presented using a 4-point Likert scale, offering respondents the following options: strongly agree, agree, disagree, and strongly disagree.

⁴² Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.

The questionnaire was created and administered through Google Form to ensure accessibility and efficiency in data collection. The researcher applied a total sampling technique, targeting all 55 sixth-semester students from classes 6A, 6B, and 6C in the English Education Department at IAIN Curup. The questionnaire link was distributed directly to the participants via WhatsApp, allowing them to respond at their convenience while maintaining data integrity and coverage.

Table 3.1
Alternative Respond Table

No	Respond	Score
1	Strongly agree'	4
2	Agree	3
3	Disagree	2
4	Strongly disagree	1

D. Instrument of Research

The instrument utilized in this research was a quantitative questionnaire. The researcher employed a closed-ended format, allowing participants to select from predefined response options. To measure respondents' perceptions effectively, the study implemented a Likert scale as the primary tool for gathering data. This study adopted the 4-point scale as it offers a more accurate and measurable reflection of students' perceptions. The absence of a neutral option encourages respondents to express a clearer stance, which is particularly important in assessing how EFL students perceive the use of ChatGPT in completing writing-based tasks in the Pragmatics course.

This approach aims to minimize ambiguity and enhance the validity of the data collected.⁴³

1. Questionnaire 1

Questionnaire 1 was designed to address the first research question: *What are EFL students' perceptions of ChatGPT in completing writing-based tasks in the Pragmatics course at the English Tadris Study Program of IAIN Curup?* The purpose of this questionnaire is to gather detailed information on students' experiences, attitudes, and opinions regarding the use of ChatGPT in their academic writing. By collecting structured responses, the researcher can identify patterns, trends, and general tendencies in how students perceive the effectiveness, challenges, and usefulness of ChatGPT in supporting their writing tasks. This instrument serves as a primary tool for capturing students' perspectives systematically and quantitatively.

The questionnaire for this study was developed based on the frameworks of Idroes et al. and Khairuddin et al., which explore students' perceptions of AI and ChatGPT in education. The researcher identified key dimensions from these frameworks, such as cognitive awareness, attitudes and beliefs, emotional response, perceived usefulness, engagement, interaction, satisfaction, academic performance, and behavioral intention. Each dimension was turned into specific questions to measure students' experiences with ChatGPT in writing tasks. For example, cognitive awareness included questions about understanding

⁴³ Williams, K. L., B. A. Burt, and A. A. Hilton. "Math Achievement: A Role Strain and Adaptation Approach." *Journal for Multicultural Education* 10, no. 3 (2016): 368–383.

ChatGPT's functions, while perceived usefulness focused on how it helps with drafting and revising. By linking each question to a theoretical dimension, the questionnaire ensures that all aspects of students' perceptions are covered, providing reliable data for analysis. The complete blueprint can be seen in the tabel below:

Table 3.2
Blueprint EFL Students' Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course (RQ 1)

No.	Indicator	Sub-Indicator	Item Statement
1	Cognitive Awareness (SP 1-2)	Understanding the how to operate role of ChatGPT	1. I understand how ChatGPT works in assisting academic writing tasks.
		Understanding the function of ChatGPT	2. I am aware of the benefits of using ChatGPT in completing writing Pragmatics tasks.
2	Attitudes and Beliefs (SP 3-4)	Understanding the Attitude toward the use of AI in education	3. I believe that ChatGPT as a tool to improve the quality of writing in pragmatics tasks .
		Improving critical thinking	4. I feel that ChatGPT improve critical thinking
3	Emotional Response (SP 5-6)	Feeling confident in writing by using ChatGPT	5. I feel confident using ChatGPT to support my writing in pragmatics tasks
		Increasing's willingness to engage with complex task	6. I feel comfortable in my writing task by using chatGPT
4	Engagement (SP 7-8)	Active participation in the learning process	7. ChatGPT encourages me to be more active completing writing in Pragmatics tasks.
		Increasing students motivation in completing task	8. I am more motivated to complete writing tasks when using ChatGPT.
5	Interaction (SP 9-10)	Feeling Freedom and flexibility in interaction	9. I feel free to ask questions to ChatGPT in composing my writing pragmatics.
		Developing autonomous	10. Chatgpt develop the autonomous learning

		learning strategies	strategies
6	Perceived Usefulness (SP 11-12)	Helping to generate coherent text	11. I feel ChatGPT help me to generate my text, and improve the grammar
		Helping to understand difficult pragmatic concept	12. i feel chatgpt help me to understand difficult pragmatics concept
7	Satisfaction (SP 13-14)	Reducing stress in completing	13. I am satisfied with the results of tasks I complete with ChatGPT assistance.
		Increasing confidence in managing complex task by Chatgpt	14. I feel more confident in managing pragmatic task
8	Academic Performance (SP 15-16)	Perceiving improvement in academic ability	15. I feel ChatGPT helps me to improve my understanding of Pragmatics concepts.
		Improving the Creativity and writing productivity	16. ChatGPT helps me to become more creative writing in pragmatics tasks.
9	Behavioral Intention (SP 17-18)	Planning to continue using ChatGPT	17. I intend to use ChatGPT in other future writing pragmatics tasks.
		Having Willingness to recommend ChatGPT	18. I will recommend using ChatGPT to my peers.

2. Questionnaire 2

Questionnaire 2 was designed to address the second research question: *What are the perceived challenges faced by EFL students when using ChatGPT for writing-based tasks in the Pragmatics course at the English Tadris Study Program of IAIN Curup?* The purpose of this questionnaire is to collect detailed information about the difficulties and obstacles students encounter while using ChatGPT in their academic writing. By gathering structured responses, the researcher can identify common challenges, such as issues with accuracy, originality, ethical

concerns, or technological barriers. This instrument provides systematic data to help understand the limitations and concerns of integrating AI tools like ChatGPT into students' learning processes.

The blueprint for Questionnaire 2 was developed based on the frameworks of Idroes et al. and Khairuddin et al., which explain the challenges students face when using AI tools like ChatGPT. The researcher identified key challenge areas, such as limited feedback, bias, reduced originality, low adaptability, technological barriers, data privacy, lack of teacher guidance, overdependence, and questionable AI assessment. Each area was turned into specific questions to capture students' experiences and opinions. For example, questions on feedback limitations asked about ChatGPT's ability to evaluate complex writing, while bias questions asked about fairness and inclusivity. By linking questions to these dimensions, the questionnaire ensures all major challenges are covered and provides reliable data for analysis. The complete blueprint can be seen in the tabel below:

Table 3.3
Blueprint EFL Students' Challenges of ChatGPT in Completing
Writing-Based Tasks in the Pragmatics Course (RQ 2)

No.	Indicator	Sub-Indicator	Statement / Question
1	Loss of Decision-Making (SC 1-4)	Overreliance on AI	1. ChatGPT is limited in providing feedback 2. ChatGPT can hinder the development of pragmatic awareness and critical reflection
		Diminished autonomy	3. The result of ChatGPT (content) contains biases 4. The biases of ChatGPT lead to unfair or inconsistent

2	Human Laziness (SC 5-8)	Reduced effort	5. ChatGPT reduce the opportunity to cultivate independent thinking 6. ChatGPT reduce the originality of the main data
		Passive learning behavior	7. ChatGPT lack of emotional questions in implicateure of pragmatic 8. ChatGPT lack of individual differences
3	Safety and Privacy (SC 9-11)	Data security concern	9. Limited stable internet access hinder ChatGPT work 10. Remote area is problem in using ChatGPT
		Lack of awareness	11. ChatGPT often involves personal and academic infomation
4	Bias and Fairness (SC 12-15)	Cultural/linguistic bias	12. ChatGPT can reduce the student confidence (in term with academic information)
			13. ChatGPT lacks of indiquate from teacher readiness
		Risk of unfair output	14. ChatGPT lacks of institutional guidelines
			15. ChatGPT can lead to dependency and diminished intelectual engagement
5	Digital Divide (SC 16-19)	Unequal access	16. ChatGPT can lead students' to be passive recipients
			17. ChatGPT can misrepresent student's actual comprehension
		Equity concern	18. ChatGPT present unreliable academic
			19. The use of ChatGPT can increase inequality among students.
6	Teacher Readiness (SC 20-23)	Lack of AI Pedagogical Integration	20. My lecturers do not include ChatGPT as part of structured writing instruction.

7	Assessment Validity (SC 24-27)	Lack of Student Guidance on AI Use	21. My lecturers do not discuss how AI can be used appropriately in writing tasks.
			22. I have not received clear rules from lecturers about using AI tools like ChatGPT.
			23. My lecturers rarely provide instruction on how to use ChatGPT appropriately.
		Evaluation limitation	24. I am unsure if ChatGPT can truly assess the quality of my writing.
		Shallow feedback	25. ChatGPT cannot evaluate whether my writing shows understanding of pragmatics.
			26. The feedback I receive from ChatGPT is too general.
			27. ChatGPT does not provide feedback that helps me improve deeply.

E. Analyzing Questionnaire Validity and Reliability

1. Validity

To ensure content validity, the questionnaire items were reviewed and validated by an expert in the field of English language education. This validation process aimed to confirm that all items appropriately represented the three main dimensions of the study: ChatGPT usage, perceived benefits, and perceived challenges experienced by students in completing writing-based tasks in the Pragmatics course.

a. Validity Try Out

Before using the questionnaire as the main research instrument, it was first tested through a validity try out to ensure that each item

accurately measured what it was intended to measure. The purpose of this process was to identify unclear, ambiguous, or irrelevant questions and refine them based on feedback from respondents. By conducting a validity try out, the researcher ensured that the questionnaire items were both reliable and aligned with the theoretical framework of the study, thereby increasing the accuracy and trustworthiness of the collected data

The referring to the r table, the researcher determined the standard threshold of validity for each item in the questionnaire :

Table 3.4
Validity of Quesionaire

No.	R hitung	R tabel	status
1	0.7658	0.2732	Valid
2	0.7388	0.2732	Valid
3	0.7891	0.2732	Valid
4	0.6855	0.2732	Valid
5	0.7478	0.2732	Valid
6	0.6550	0.2732	Valid
7	0.6833	0.2732	Valid
8	0.5405	0.2732	Valid
9	0.6472	0.2732	Valid
10	0.7212	0.2732	Valid
11	0.7614	0.2732	Valid
12	0.7582	0.2732	Valid
13	0.7296	0.2732	Valid
14	0.7652	0.2732	Valid
15	0.6390	0.2732	Valid
16	0.6635	0.2732	Valid
17	0.7267	0.2732	Valid
18	0.6689	0.2732	Valid

The validity test was conducted to determine whether each item in the instrument accurately measured what it was intended to measure. In this study, the instrument was validated using the Pearson Product Moment correlation formula, with the help of Microsoft

Excel. The number of respondents who participated in the test was 18 students, out of a total target of 55 respondents. Therefore, the critical r-value (r table) at the 5% significance level with $df = n - 2 = 18 - 2 = 16$ was 0.2732. The first instrument consisted of 18 statement items. Based on the calculation results, all r calculated (r count) values were greater than the r table, indicating that each item was valid. Consequently, all 18 items in the first instrument were deemed appropriate for use in the data collection process to address the first research question

Table 3.5
Interpretation of Cronbach Alpha

$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

b. Reability

The reliability test was conducted to measure the internal consistency of the questionnaire items. In this study, reliability was tested using Cronbach's Alpha formula. The results showed that the total variance of the scores was 68, and the sum of the item variances was 7.7, resulting in a Cronbach's Alpha coefficient of 0.9. The result analysis of questionnaire's try out could be seen on the table below:

Table 3.6
Reliability of Questionnaire

VAR TOTAL	68
SUM VAR BUTIR	7.7
ALPHA CHORN	0.9

F. Technique of Data Analysis

After obtaining the data, the researcher proceeded with data analysis. In this study, a descriptive analysis method was employed to explore students' perceptions of ChatGPT. The first step was scoring, which involved calculating the responses provided in the questionnaire. This research utilized a Likert Scale, a widely used instrument for measuring attitudes, opinions, and perceptions toward a particular subject. In this process, the researcher tallied the number of student responses for each questionnaire item.

The second step was to calculate the total score by dividing the overall frequency of responses by the total number of questionnaire items. This calculation was used to determine EFL students' perceptions of using ChatGPT in completing writing-based tasks in the Pragmatics course. The formula is presented as follows:

$$x = \{(fSA \times 4) + (fA \times 3) + (fD \times 2) + (fSD \times 1)\}$$

Description:

F : frequency

SA : Strongly agree

$$P = \frac{\Sigma \text{score}}{\text{Max Score}} \times 100p$$

A : Agree D : Disagree

SD : Strongly disagree

Description :

1. Percentage
2. Score : sum of score per item
3. Max score : maximal score per item

In order to generate a composite index for measuring the students' perception, the options in the questionnaire are summated and categorized into two categories, there are:

10 %-50% = Negative

51 %-100% = positive

Table 3.7
Aggrement of the term for perception

Scale	category	
Strongly aggre	Combined	Positive perception
Aggre		
Disaggre	Combined	Negative perception
Strongly disaggre		

Gliem explained that even if not all summated scales follow Likert's original method exactly, they still use the same basic idea combining responses to related items to show overall agreement. In this study, that idea is used to measure EFL students' perceptions of using ChatGPT for writing tasks in the Pragmatics course.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis and interpretation of data collected from 55 sixth-semester students regarding their perceptions of using ChatGPT for writing-based tasks in the Pragmatics course. The findings are organized according to the two main research questions, first revealing students' overall perceptions across nine key dimensions including cognitive awareness, attitudes and beliefs, emotional response, engagement, interaction, perceived usefulness, satisfaction, academic performance, and behavioral intention. The chapter then examines the challenges students face when using ChatGPT, covering areas such as decision-making limitations, academic dependency, privacy concerns, bias issues, digital divide, teacher readiness, and assessment validity. Each finding is discussed in relation to existing theoretical frameworks and previous research, providing comprehensive insights into both the benefits and obstacles of AI integration in EFL writing instruction.

A. Findings

The researcher analyzed a questionnaire completed by 55 sixth-semester students enrolled in the Pragmatics course at the English Education (Tadris Bahasa Inggris) Program of IAIN Curup to understand their perceptions of using ChatGPT for completing writing-based tasks. The questionnaire consisted of 20 items derived from nine primary indicators reflecting various cognitive, emotional, and behavioral dimensions. This research was conducted in the 2024/2025 academic year. The aim of this study was to explore how

EFL students perceived the integration of ChatGPT in their academic writing activities, particularly in a content-based course like Pragmatics. The term "perception" in this context refers to students' responses, thoughts, or evaluations based on their academic experiences with ChatGPT. To measure these perceptions, the researcher used a closed-ended questionnaire; the results were then categorized into either positive or negative perceptions based on students' responses.

1. EFL Students' Perceptions of Using ChatGPT to Complete Writing-based Tasks in Pragmatics Courses at English Tadris Study Program of IAIN Curup.

Based on the results gathered from the questionnaire, students were asked to evaluate the extent to which using ChatGPT influenced their critical thinking skills during writing-based tasks. The outcomes of this analysis are presented in the following table.

Table 4. 1
EFL Student's Perception Toward Of Chatgpt In Completing Writing-Based Task In The Pragmatics Course At TBI. (RQ1)

No	Indicator	Sub-Indicator (SP)	Findings	Conclusion
1	Cognitive Awareness	SP1–SP2	Majority of students (over 80%) understand how ChatGPT works and recognize its benefits.	Students are cognitively aware of ChatGPT and its role in supporting a writing task. In pragmatics task.
2	Attitudes & Beliefs	SP3–SP4	High positive responses (above 90%) show belief in ChatGPT's usefulness and its role in improving critical	Students hold positive attitudes and strong belief in ChatGPT as an educational tool.

			thinking.	
3	Emotional Response	SP5–SP6	Most students feel confident and comfortable when using ChatGPT for writing.	ChatGPT reduces anxiety and increases confidence in completing writing in pragmatics tasks.
4	Engagement	SP7–SP8	Over 85% agree ChatGPT motivates them and encourages active learning.	ChatGPT improves student engagement and motivation writing Pragmatics in tasks.
5	Interaction	SP9–SP10	Students feel free to interact with ChatGPT and believe it fosters autonomous learning.	ChatGPT supports independent learning and flexible interaction.
6	Perceived Usefulness	SP11–SP12	Majority agree ChatGPT helps generate coherent text and understand difficult concepts.	Students find ChatGPT very useful for improving writing pragmatics quality and comprehension.
7	Satisfaction	SP13–SP14	Students are satisfied with ChatGPT and feel more confident managing complex tasks.	High satisfaction level with ChatGPT use in pragmatics writing.
8	Academic Performance	SP15–SP16	Students perceive improvement in understanding Pragmatics and creativity in writing.	ChatGPT enhances academic ability, creativity, and productivity.
9	Behavioral Intention	SP17–SP18	Most students intend to keep using and recommend ChatGPT.	Strong intention to continue using ChatGPT in future learning.

The results of the questionnaire show that EFL students hold highly positive perceptions toward the use of ChatGPT in completing writing-based tasks in the Pragmatics course. Students demonstrated strong

cognitive awareness of how ChatGPT works and its benefits, alongside positive attitudes and beliefs regarding its role in improving critical thinking and writing quality. They also expressed confidence and comfort when using ChatGPT, which reduced anxiety and increased their motivation to engage actively in learning. Furthermore, students found ChatGPT useful for generating coherent texts and understanding complex Pragmatics concepts, while also reporting high satisfaction, improved academic performance, and enhanced creativity. Finally, most students showed a clear intention to continue using and recommending ChatGPT in future learning, indicating its strong potential as a supportive tool in EFL contexts

a. Cognitive Awareness

The findings show that most students demonstrated a high level of cognitive awareness regarding the use of ChatGPT. They understood how the tool operates and were aware of its potential benefits in supporting academic writing tasks. This indicates that students recognize ChatGPT not merely as a digital assistant but as a learning aid that can enhance their writing process. For instance, one student stated, *“I understand that ChatGPT can help me generate ideas and structure my Pragmatics assignments more clearly.”*

b. Attitudes and Beliefs

Students’ attitudes and beliefs toward ChatGPT were found to be positive. The majority believed that the tool contributes to improving the quality of their writing while also fostering critical thinking skills.

This suggests that ChatGPT is perceived not only as a mechanical tool but also as a means to encourage deeper thinking and reflection. As one student expressed, *“I believe using ChatGPT improves the quality of my writing because it gives me alternative sentences to choose from.”*

c. Emotional Response

Emotionally, students reported feeling more confident and comfortable in completing their writing tasks with the assistance of ChatGPT. The tool appeared to reduce writing anxiety, helping them approach assignments with greater assurance. This is reflected in a student’s comment: *“I feel more confident writing my assignments because ChatGPT helps me check grammar and vocabulary.”* Such responses highlight the emotional support role of AI in reducing hesitation and stress in academic work

d. Engagement

The findings also reveal that ChatGPT promotes student engagement in learning. By encouraging active participation and enhancing motivation, the tool makes students more willing to complete their Pragmatics tasks. They view it as an interactive partner in the writing process. As one student shared, *“ChatGPT motivates me to finish my Pragmatics tasks faster because I don’t get stuck too long on one idea.”* This illustrates how AI tools can increase persistence and involvement in learning.

e. Interaction

Students valued the freedom and flexibility that ChatGPT offers in interaction. They felt able to ask questions without hesitation, which supported the development of autonomous learning strategies. Unlike classroom settings where students might feel shy or hesitant, ChatGPT provided a safe space for inquiry. For example, a student remarked, *“I like that I can freely ask ChatGPT anything about Pragmatics without feeling shy, unlike in class.”* This reflects how AI can complement traditional teacher-student interaction.

f. Perceived Usefulness

ChatGPT was widely perceived as a useful tool in generating coherent texts, improving grammar, and clarifying difficult Pragmatics concepts. Students appreciated its practical role in both the mechanical and conceptual aspects of writing. One student explained, *“When I don’t understand a Pragmatics concept, I ask ChatGPT and it explains in simpler words.”* This demonstrates that students use the tool not only for writing assistance but also as a resource for deeper understanding of subject matter.

g. Satisfaction

Overall satisfaction levels were high, with students reporting that ChatGPT reduced their stress and made writing tasks more manageable. Many expressed that they felt more confident in handling complex tasks with AI assistance. This sense of relief and assurance

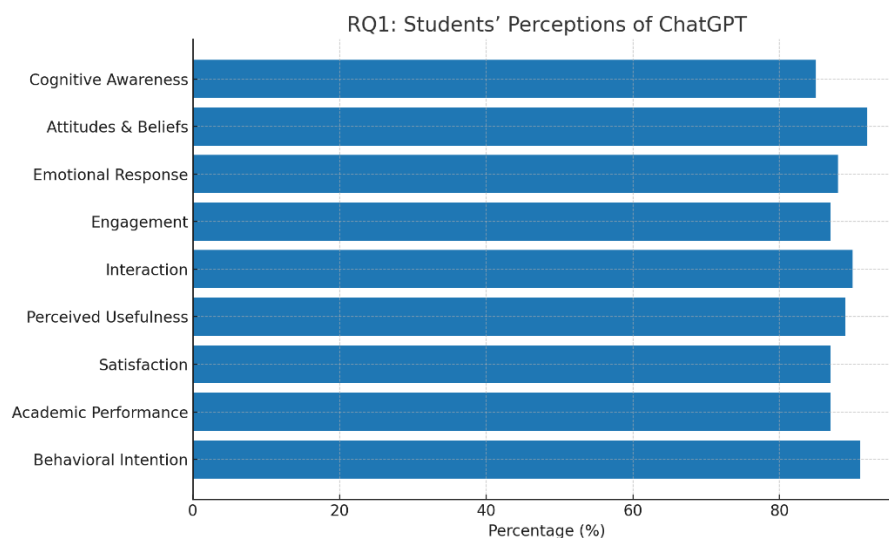
was captured in a student's reflection: *"I am satisfied because using ChatGPT makes my writing less stressful, and I feel my assignments are better organized."* Satisfaction therefore reinforces continued usage.

h. Academic Performance

Students also perceived improvements in their academic performance through the use of ChatGPT. They reported that it enhanced their understanding of Pragmatics concepts while fostering creativity and productivity in writing tasks. For instance, one student noted, *"ChatGPT helps me improve my Pragmatics knowledge and makes me more creative in writing examples."* This suggests that AI not only supports existing skills but also nurtures new learning abilities.

i. Behavioral Intention

Finally, the data indicate strong behavioral intention among students to continue using ChatGPT. They not only planned to apply it in future writing tasks but also showed willingness to recommend it to peers. This illustrates long-term acceptance and integration of AI into their academic practices. As one student affirmed, *"I will keep using ChatGPT in other courses and suggest it to my classmates because it really helps."* Such responses highlight the sustainability of ChatGPT use in EFL learning.



Picture 1. Students Perception on ChatGPT

2. Challenges Faced by EFL Students When Using ChatGPT for Writing-Based Tasks in the Pragmatics Course at English Tadrīs Study Program

Based on the results gathered from the questionnaire, students were asked to evaluate the challenges they experienced while using ChatGPT to complete writing-based tasks in the Pragmatics course. The outcomes of this analysis are presented in the following table.

Table 4.2
Perceived Challenges Faced by EFL Students When Using ChatGPT for Writing-Based Tasks in Pragmatics Course At TBI. (RQ2)

No	Indicator	Sub-Indicator (SP)	Findings	Conclusion
1	Loss of Decision-Making	SP1–SP2	About 78% of students agreed that ChatGPT gives only surface-level feedback (grammar, vocab) and does not support deeper skills like pragmatic awareness.	ChatGPT reduces autonomy and limits students' ability to critically reflect on writing tasks.

2	Human Laziness	SP3–SP4	Around 74% reported overreliance on ChatGPT makes them less original, creative, and independent in completing writing tasks.	ChatGPT use may encourage passivity and weaken students' higher-order thinking skills.
3	Safety & Privacy	SP5–SP6	Nearly 70% of students faced unstable internet and limited access; 65% expressed concern about personal/academic data misuse.	Technical and privacy issues remain barriers to fair and safe use of ChatGPT.
4	Bias & Fairness	SP7–SP8	About 68% agreed that ChatGPT sometimes produces culturally biased or inconsistent responses, with no clear institutional policy to guide use.	Without guidance, ChatGPT may produce biased outcomes and create unequal learning experiences.
5	Digital Divide	SP9–SP10	Roughly 72% of students reported unequal access due to poor connectivity or outdated devices.	Technological inequality widens the digital gap, limiting equal opportunities in AI-assisted learning.
6	Teacher Readiness	SP11–SP12	About 76% stated lecturers rarely integrate ChatGPT into coursework or provide guidelines for proper use.	Lack of teacher readiness and institutional regulation reduces effective AI integration in teaching.
7	Assessment Validity	SP13–SP14	Around 80% agreed ChatGPT's evaluation is too general and unreliable for Pragmatics (cannot assess context/implicature).	AI-based feedback cannot replace teacher evaluation, raising concerns about assessment validity

Based on the results of the questionnaire, students reported several challenges in using ChatGPT to complete writing-based tasks in the

Pragmatics course. Many students agreed that ChatGPT has limitations in providing accurate and in-depth feedback, and it lacks the ability to assess students' understanding of Pragmatics concepts. Some also perceived that ChatGPT content may contain bias and reduce their opportunities for critical thinking and originality.

a. Loss of Decision-Making

The findings show that about 78% of students agreed ChatGPT mainly improves surface-level aspects of writing, such as grammar and vocabulary, but fails to support deeper skills like coherence, argumentation, or pragmatic awareness. This indicates that while students benefit from ChatGPT in technical accuracy, they struggle to develop autonomy in handling complex pragmatic tasks. Consequently, their ability to critically reflect and make independent writing decisions becomes limited.

Example student response: *“ChatGPT helps me correct grammar, but it doesn’t tell me if my argument makes sense or fits the context.”*

b. Human Laziness

Around 74% of students admitted that overreliance on ChatGPT made them less original and independent in completing writing assignments. Many students tended to copy AI-generated content rather than engage in creative drafting or critical analysis. This reliance reflects a tendency toward academic laziness, where learners allow ChatGPT to do the thinking for them instead of cultivating their own problem-solving skills.

Example student response: *“Sometimes I just copy ChatGPT’s text because it is faster, even if I know I should try writing by myself.”*

c. Safety & Privacy

Nearly 70% of students reported struggling with unstable internet or outdated devices, and about 65% expressed concern about how their academic data might be stored or misused. These challenges highlight the technical and ethical barriers in integrating AI tools in learning. Without strong data protection policies and reliable infrastructure, students may feel unsafe or unequal in accessing AI support. Example student response: *“I worry that my data is not safe when I type my assignments into ChatGPT, but I don’t know how the system uses it.”*

d. Bias & Fairness

The findings indicate that about 68% of students believed ChatGPT sometimes produced biased or culturally insensitive responses. For example, certain expressions or cultural references were misunderstood or misrepresented by the AI. In the absence of institutional policies or teacher guidance, students are left unsure how to handle such biases, which can lead to unequal or inconsistent learning outcomes.

Example student response: *“ChatGPT sometimes gives examples that don’t match Indonesian culture, so I feel it’s not always fair or relevant.”*

e. Digital Divide

Approximately 72% of students reported experiencing unequal access due to poor internet connectivity or outdated devices. This digital divide prevents all students from benefiting equally from ChatGPT, particularly in rural or under-resourced areas. The problem creates inequality in learning opportunities, as some students are able to maximize the tool while others face constant limitations. Example student response: *“I can’t always use ChatGPT because the internet in my village is slow, so I fall behind compared to my friends.”*

f. Teacher Readiness

Around 76% of students stated that their lecturers rarely integrated ChatGPT into coursework or provided clear guidelines on its appropriate use. This lack of teacher readiness and institutional support leaves students without direction, often leading to misuse or over-reliance on AI. It also reduces the potential benefits of ChatGPT in enhancing learning outcomes in Pragmatics courses. Example student response: *“Our lecturers don’t really explain how we should use ChatGPT, so I just use it freely without knowing the limits.”*

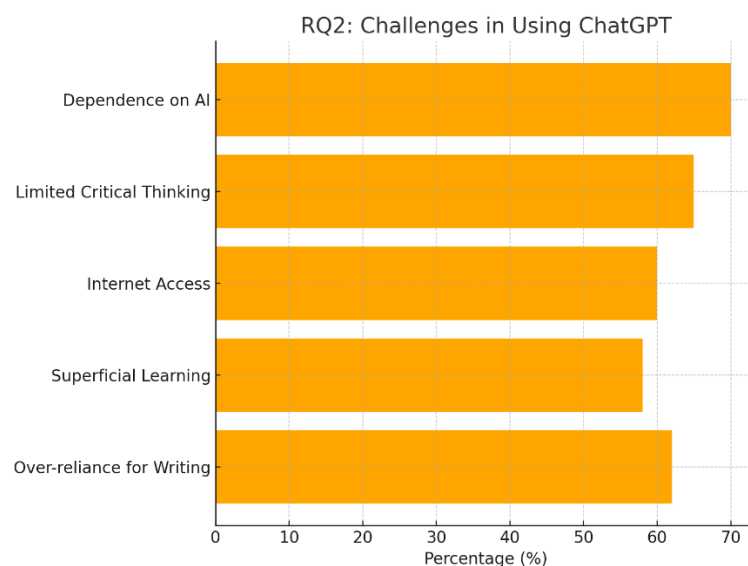
g. Assessment Validity

The findings reveal that about 80% of students agreed ChatGPT’s evaluation of writing was too general and unreliable, especially in Pragmatics. While the tool may point out grammatical errors, it cannot evaluate contextual meaning, implicatures, or pragmatic strategies. As

a result, students receive feedback that does not fully reflect their performance, creating doubts about the validity of AI-based assessment.

Example student response: “*ChatGPT can correct my sentences, but it doesn’t understand if my utterance is polite or fits the context in Pragmatics.*”

A significant number of students experienced issues related to internet access, especially those in remote areas, which affected their ability to use the tool effectively. Additionally, concerns about privacy and the lack of guidance from lecturers or institutional policies were also highlighted. Overall, these findings suggest that while ChatGPT is helpful, students face real challenges related to its accuracy, fairness, infrastructure, and instructional support.



Picture 2. Challenge faced by Students on ChatGPT

B. Discussion

In this section, to explore students' perceptions of using ChatGPT in completing writing-based tasks in the Pragmatics course, the researcher distributed questionnaires to sixth-semester students. Based on the research findings, several key points emerged and are discussed in the following section.

1. Students' Perceptions of Using ChatGPT to Complete Writing-based Tasks in Pragmatics Courses at English Tadris Study Program of IAIN Curup.

The findings of this study indicate that EFL students in the Tadris Bahasa Inggris Program at IAIN Curup have predominantly positive perceptions of using ChatGPT to complete writing-based tasks in the Pragmatics course. This is evident through high agreement levels across various dimensions such as cognitive awareness, emotional response, engagement, usefulness, satisfaction, and behavioral intention. Students demonstrated strong cognitive awareness, indicating they understood how ChatGPT functions and were aware of its benefits, especially in helping them brainstorm ideas, structure arguments, and revise grammar. This supports Idroes et al, who argued that awareness of AI features contributes to more effective usage in academic settings.⁴⁴ Furthermore, the majority of students believed that ChatGPT helps improve the quality of their academic writing, which reflects a positive attitude and belief toward AI as a writing aid. This aligns with Khairuddin et al., who stated that students'

⁴⁴ Idroes, M., et al. "Framework for Students' Digital Literacy in AI-Supported Language Learning." 2023.

beliefs about AI influence how they engage with it in their learning process.

Students also expressed emotional comfort and confidence while using ChatGPT, reporting that it helped them feel less anxious and more motivated in completing Pragmatics assignments. As noted by Sobur, emotional states affect perception and learning performance, suggesting that students' positive feelings contribute to their willingness to use AI.⁴⁵ This emotional response also supports active engagement, as most students agreed that ChatGPT encouraged them to be more active in learning.

The tool's perceived usefulness was another strong point in the findings. Students felt that ChatGPT supported their understanding of complex Pragmatics concepts such as implicature, deixis, and speech acts. These results resonate with the findings of Tarchi et al. who highlighted that large language models like ChatGPT can assist students in synthesis, interpretation, and critical writing in complex academic tasks.⁴⁶

Moreover, students showed high satisfaction with their experience and learning outcomes when using ChatGPT. Many stated that it made the writing process easier and more efficient. This led to strong behavioral intention, with most students planning to continue using ChatGPT in future assignments and recommending it to peers. These findings align with Toar, who found that students viewed AI positively in writing

⁴⁵ Sobur, Alex. *Psikologi Umum*. Bandung: Pustaka Setia, 2013.

⁴⁶ Tarchi, Christian, et al. "The Use of ChatGPT in Source-Based Writing Tasks." *International Journal of Artificial Intelligence in Education*, 2024.

classes,⁴⁷ and Rahmah, who concluded that AI increased motivation and enhanced learning in English education.⁴⁸

Compared to those studies, which were conducted in general writing or English classes, this research provides new insight by focusing on a content-based course like Pragmatics, where writing is not the main focus but is still essential for demonstrating understanding. Despite the complexity of the subject matter, students reported that ChatGPT was useful and supportive in helping them complete their writing tasks effectively.

In conclusion, the findings suggest that ChatGPT is well-perceived by students not only as a technical writing tool but also as a learning partner that supports understanding, creativity, and motivation. With proper guidance and ethical use, ChatGPT has the potential to enhance academic performance and critical thinking, especially in courses that demand both linguistic and contextual analysis.

2. Challenges Faced by EFL Students When Using ChatGPT for Writing-Based Tasks in the Pragmatics Course

One of the most frequently reported issues was the limited quality of feedback from ChatGPT. Students agreed that the responses provided were often too general and unable to evaluate deeper aspects such as critical thinking, creativity, and contextual understanding. This aligns with the theory presented in the literature review, which emphasizes that AI tools

⁴⁷ Toar, Dian. "EFL Students' Perceptions on the Use of Artificial Intelligence in Writing Classes." 2022.

⁴⁸ Rahmah. "Students' Perceptions of Artificial Intelligence as a Learning Tool in English Language Education at MTsN 4 North Aceh." 2023.

like ChatGPT are still limited in assessing the pragmatic depth of student writing. Tarchi et al. also noted that although AI can assist with surface-level writing tasks, it struggles with evaluating argumentative structure and contextual relevance.⁴⁹

Another concern is the potential for reduced originality and critical thinking. Many students admitted to depending heavily on ChatGPT, which in turn limited their own creativity and decision-making. This supports the view of Ahmad et al, who warned that overreliance on AI could lead to academic laziness and decreased intellectual engagement. Students may choose to accept AI-generated content without evaluating it critically, which contradicts the goal of higher-order thinking promoted in academic writing.⁵⁰

Students also expressed concern about bias and fairness in AI-generated content. Some noticed that the outputs were not always culturally sensitive or consistent across topics, reflecting what Brodowski⁵¹ observed in their study on AI use in healthcare communication: that AI tools may contain implicit biases based on their training data.

Technical barriers also played a significant role. Several students reported unstable internet connections and lack of proper devices, especially those in remote areas. These findings highlight the digital divide, which limits equal access to AI-based learning tools. Without

⁴⁹ Christian Tarchi et al., “*The Use of ChatGPT in Source-Based Writing Tasks*,” *International Journal of Artificial Intelligence in Education*, 2024.

⁵⁰ Ahmad et al., “*AI and Academic Laziness: Risks of Overreliance in Higher Education*,” *AI in Education Review*, 2023.

⁵¹ Brodowski, Hanna, et al. *Student and Lecturer Perceptions of the Use of an AI to Improve Communication Skills in Healthcare: An Interview Study*. University of Lübeck, 2024. <https://doi.org/10.21203/rs.3.rs-4225671/v1>.

consistent access, students cannot fully benefit from the support ChatGPT offers.

Another critical issue is the lack of institutional and pedagogical support. Students revealed that most of their lecturers did not include ChatGPT in formal instruction or provide guidance on how to use it ethically and effectively. This reflects Brodowski et al. finding that successful integration of AI requires clear instructions, policies, and teacher readiness. Without these, students are left to navigate AI tools independently, which can lead to misuse or confusion.⁵²

Lastly, concerns about data privacy were also present. Students were unsure how their inputs were stored or used, and this uncertainty affected their trust in the tool. As noted in the theoretical section, ethical concerns such as transparency and privacy remain under-addressed in AI implementation, especially in educational settings.

In conclusion, while ChatGPT offers many benefits, this study confirms that students still face a range of pedagogical, ethical, and infrastructural challenges. To maximize its positive impact, institutions and educators must provide proper training, guidance, and policies for AI use in the classroom. Without this support, AI risks becoming a shortcut rather than a meaningful learning aid.

⁵² Brodowski et al., “Student and Lecturer Perceptions of the Use of an AI to Improve Communication Skills in Healthcare,” in *Medical Education and AI*, 2024.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

1. Students' Perceptions of Using ChatGPT to Complete Writing-based Tasks in Pragmatics Courses at English Tadris Study Program of IAIN Curup

The findings reveal that most EFL students hold positive perceptions of ChatGPT as a helpful tool for academic writing. They recognize its usefulness in improving grammar, vocabulary, and sentence coherence, while also appreciating its ability to increase motivation, confidence, and engagement. A majority expressed satisfaction with the tool and reported enhanced creativity, critical thinking, and academic performance when using it. Moreover, many students intend to continue using ChatGPT and even recommend it to peers, showing strong acceptance of AI integration in their learning process. Overall, students view ChatGPT as an effective support system for writing-based tasks in Pragmatics, particularly in helping them overcome linguistic barriers and fostering autonomous learning.

2. Challenges Faced by EFL Students When Using ChatGPT for Writing-Based Tasks in the Pragmatics Course

Despite their positive perceptions, students also reported several **challenges** when using ChatGPT. These include a loss of decision-making ability, as the tool mainly improves surface-level writing without fostering deeper argumentative or pragmatic skills. Many students admitted to

becoming overly dependent on ChatGPT, which sometimes led to academic laziness and reduced originality. Technical barriers such as poor internet access, outdated devices, and concerns about safety and data privacy further limited effective use. Students also noticed biases in responses and cultural mismatches, reflecting fairness issues. Additionally, lack of teacher readiness and institutional guidance made students uncertain about how to use ChatGPT responsibly. Finally, students questioned the validity of ChatGPT's feedback, particularly in assessing pragmatic aspects of writing. These findings highlight the need for better guidance, infrastructure, and policies to ensure AI tools like ChatGPT can be used effectively and ethically in EFL contexts.

B. Suggestion

Based on the findings and conclusions of this study, several suggestions are proposed to help maximize the positive use of ChatGPT in academic writing and to guide future applications in teaching and research. These suggestions are directed toward students, lecturers, and future researcher :

1. For students

Students are advised to use ChatGPT as a supportive tool to enhance their writing tasks, especially in complex subjects like Pragmatics. They should use it wisely to develop ideas, structure arguments, and improve grammar, rather than relying on it fully. Students must also remain critical and reflective when using AI, ensuring the content aligns with academic standards and their own understanding.

2. For lecturers

Lecturers are encouraged to provide clear instructions regarding the use of AI tools such as ChatGPT in academic settings. This includes addressing ethical considerations, appropriate usage, and limitations. By integrating AI responsibly into writing tasks, lecturers can help students benefit from technology while promoting originality, academic integrity, and critical thinking in the learning process.

3. For future researchers

Lecturers are encouraged to provide clear instructions regarding the use of AI tools such as ChatGPT in academic settings. This includes addressing ethical considerations, appropriate usage, and limitations. By integrating AI responsibly into writing tasks, lecturers can help students benefit from technology while promoting originality, academic integrity, and critical thinking in the learning process.

4. For Institutions

Educational institutions are encouraged to play a more proactive role in integrating AI tools like ChatGPT into the academic environment. This includes developing clear policies, guidelines, and ethical standards for AI use in learning, particularly in writing-based tasks. Institutions should also provide professional development opportunities for lecturers to better understand and guide students in utilizing AI tools effectively. Moreover, incorporating AI literacy into the curriculum can help prepare students for responsible and informed use of technology.

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APPENDIX 1

VALIDATION OF DATA

Blueprint EFL Students' Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course (RQ 1)

No.	Indicator	Sub-Indicator	Item Statement	SD	D	A	SA
1	Cognitive Awareness (SP 1-2)	Understanding the function and usage of ChatGPT Understanding the how to operate role of ChatGPT	1. I understand how ChatGPT works in assisting academic writing tasks.				
		Knowledge of ChatGPT benefits Understanding the function of ChatGPT	2. I am aware of the benefits of using ChatGPT in completing Pragmatics tasks.				
2	Attitudes and Beliefs (SP 3-4)	Attitude toward the use of AI in education Understanding the Attitude toward the use of AI in education	I believe that ChatGPT helps improve the quality of academic writing 3. I believe that ChatGPT as a tool to improve the quality of academic writing.				
		Improving critical thinking	4. I feel that ChatGPT improve critical thinking				
3	Emotional Response (SP 5-6)	Trust or discomfort Feeling confident in writing by using ChatGPT	5. I feel confident using ChatGPT to support my writing				
		Concern or anxiety Increasing's willingness to	I am concerned about becoming				

		engage with complex task	overly dependent on ChatGPT 6. feel comfortable in my writing task by using chat gpt				
4	Engagement (SP 7-8)	Active participation in the learning process Increasing's willingness to engage with complex tas	7. ChatGPT encourages me to be more active in completing Pragmatics tasks.				
		Motivation in completing task Increasing students motivation in completing task	8. I am more motivated to complete writing tasks when using ChatGPT.				
5	Interaction (SP 9-10)	Feeling Freedom and flexibility in interaction Freedom and flexibility in interaction	I feel free to ask question to ChatGPT when composing writing 9. I feel free to ask questions to ChatGPT in composing my writing.				
		Responsiveness and comfort Developing autonomous learning strategis	ChatGPT provides resposes that help me understand pragmatics context. 10. Chatgpt develop the autonomous learning				

			strategis				
6	Perceived Usefulness (SP 11-12)	Effectiveness of ChatGPT in writing task Helping to generate coherent text	ChatGPT help me to generate ideas and arguments in pragmatics assignment 11. I feel ChatGPT help me to generate my text, and improve the grammar				
		Ability to improve writing Helping to understand difficult pragmatic concept	ChatGPT helps me improve the structure and clarity of my writing 12. i feel chatgpt help me to understand difficult pragmatics concept				
7	Satisfaction (SP 13-14)	Satisfaction with ChatGPT outcomes Reducing stress in completing	I am satisfied with the result of of tasks i complete with ChatGPT assistance 13. I feel fine in completing complex task				
		Comfort in learning process Increasing confidence in managing complex task by	I feel learning process becomes easier with the help of ChatGPT				

		Chatgpt	14. I feel more confident in managing pragmatic task				
8	Academic Performance (SP 15-16)	Perceived improvement in academic ability Perceiving improvement in academic ability	15. I feel ChatGPT helps me to improve my understanding of Pragmatics concepts.				
		Improving the Creativity and writing productivity	16. ChatGPT helps me to become more creative in writing tasks.				
9	Behavioral Intention (SP 17-18)	Intention Planning to continue using ChatGPT	17. I intend to use ChatGPT in other future writing tasks.				
		Having Willingness to recommend ChatGPT	18. I will recommend using ChatGPT to my peers.				

Blueprint EFL Students' Challenges of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course (RQ 2)

No.	Indicator	Sub-Indikator	Statement / Question	SD	D	A	SA
1	Loss of Decision-Making (SC 1-4)	Overreliance on AI	I rely on ChatGPT when writing instead of thinking for myself 1. ChatGPT is limited in providing feedback I find it hard to write without ChatGPT's help 2. ChatGPT can hinder the development of pragmatic awareness and critical reflection				
		Diminished autonomy	I feel that using ChatGPT reduces my decision-making ability 3. The result of ChatGPT (content) contains biases I often accept ChatGPT suggestion without considering alternatives 4. The biases of ChatGPT lead to unfair or inconsistent				

2	Human Laziness (SC 5-8)	Reduced effort	I make less effort to plan and organize my writing when using ChatGPT 5. ChatGPT reduce the opportunity to cultivate independent thinking ChatGPT makes me lazy to write using my own words 6. ChatGPT reduce the originality of the main data				
		Passive learning behavior	I use ChatGPT to do the thinking for me in writing tasks 7. ChatGPT lack of emotional questions in implicature of pragmatic I feel I learn less when I rely on ChatGPT 8. ChatGPT lack of individual differences				
3	Safety and Privacy (SC 9-11)	Data security concern	I am concerned that ChatGPT might misuse the personal data I enter 9. Limited stable internet access hinder ChatGPT work I avoid entering personal information into ChatGPT				

			due to privacy concerns. 10. Remote area is problem in using ChatGPT				
		Lack of awareness	I do not fully understand how my data is stored or used by ChatGPT 11. ChatGPT often involves personal and academic information				
4	Bias and Fairness (SC 12-15)	Cultural/linguistic bias	I have noticed that ChatGPT sometimes produces biased content. 12. ChatGPT can reduce the student confidence (in term with academic information)				
			ChatGPT responses do not always reflect cultural sensitivity 13. ChatGPT lacks of indiqute from teacher readiness				
		Risk of unfair output	I believe ChatGPT may be more accurate for certain topics or languages 14. ChatGPT lacks of institutional guidelines				
			I think ChatGPT recult can be unfair				

			for students from different backgrounds 15. ChatGPT can lead to dependency and diminished intellectual engagement				
5	Digital Divide (SC 16-19)	Unequal access	I have experienced difficulty accessing ChatGPT due to device 16. ChatGPT can lead students' to be passive recipients				
			17. ChatGPT can misrepresent student's actual comprehension				
		Equity concern	18. ChatGPT present unreliable academic				
			19. The use of ChatGPT can increase inequality among students.				
6	Teacher Readiness (SC 20-23)	Lack of AI Pedagogical Integration	20. My lecturers do not include ChatGPT as part of structured writing instruction.				
			21. My lecturers do not discuss how AI can be used appropriately in writing tasks.				

		Lack of Student Guidance on AI Use	22. I have not received clear rules from lecturers about using AI tools like ChatGPT.				
			23. My lecturers rarely provide instruction on how to use ChatGPT appropriately.				
7	Assessment Validity (SC 24-27)	Evaluation limitation	24. I am unsure if ChatGPT can truly assess the quality of my writing.				
			25. ChatGPT cannot evaluate whether my writing shows understanding of pragmatics.				
		Shallow feedback	26. The feedback I receive from ChatGPT is too general.				
			27. ChatGPT does not provide feedback that helps me improve deeply.				

VALIDATION LETTER

After verifying the documents' analysis that will be used in the research entitled **“EFL Students’ Perceptions of ChatGPT in Completing Writing-Based Tasks in the Pragmatics Course at TBI ”** arranged by :

Name : Fadel Muhamad
NIM : 21551014
Study Program : English Study Program (TBI)
Faculty : Tarbiyah

With my undersigned :

Name : Masita Arianie, M.Pd
Position : Lecturer at IAIN Curup

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for.

Curup, july 2025
Validator

Masita Arianie, M.Pd
NIP. 199103122025212009

APPENDIX 2

TRYOUT VALIDITY AND REABILITY

TRY OUT VALIDITY AND RELIABILITY INSTRUMENT 1

NO	NAME	CLAS S	GENDER	SP 1	SP 2	SP 3	SP 4	SP 5	SP 6	SP 7	SP 8	SP 9	SP1 0	SP1 1	SP1 2	SP1 3	SP1 4	SP1 5	SP1 6	SP1 7	SP1 8	TOTAL
1	R1	6B	FEMALE	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	4	68
2	R2	6B	MALE	4	4	4	4	3	4	3	3	4	4	3	4	2	4	4	3	4	3	64
3	R3	6B	FEMALE	3	3	3	2	3	3	3	3	3	3	3	3	3	4	3	2	3	3	53
4	R4	6B	MALE	1	1	2	2	1	1	2	1	1	1	1	1	3	2	1	1	1	2	25
5	R5	6B	MALE	2	2	1	3	2	2	2	2	2	2	2	2	1	1	2	1	3	2	34
6	R6	6B	FEMALE	3	3	4	3	4	3	2	3	4	3	3	4	4	4	3	3	3	4	60
7	R7	6B	FEMALE	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	35
8	R8	6B	FEMALE	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
9	R9	6B	FEMALE	4	4	4	4	3	4	3	3	3	4	4	4	3	3	3	3	2	2	60
10	R10	6B	FEMALE	3	3	3	2	3	4	3	4	4	3	2	3	2	3	3	2	3	3	53
11	R11	6B	MALE	4	4	4	3	4	4	3	4	4	3	4	4	3	4	4	4	4	4	68
12	R12	6B	FEMALE	3	3	4	4	3	3	3	3	3	3	4	4	4	3	3	4	4	4	62
13	R13	6B	FEMALE	4	3	2	2	3	4	3	4	4	3	2	3	3	3	3	3	3	4	56
14	R14	6B	FEMALE	3	3	4	3	3	3	3	4	4	3	4	3	3	4	3	3	3	3	59
15	R15	6B	FEMALE	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	53
16	R16	6B	MALE	4	3	3	3	4	4	3	4	3	4	3	3	3	4	3	3	3	3	60
17	R17	6B	FEMALE	3	3	4	4	3	3	4	4	3	4	3	3	4	4	3	4	3	3	62

APPENDIX 3

SK PEMBIMBING



**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> E-Mail : admin@iaincurup.ac.id

Nomor : 439 Tahun 2025

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP**

- | | | | |
|----------------------|---|----|--|
| Menimbang | : | a. | Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ; |
| | | 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 ; |
| Mengingat | : | 1. | Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ; |
| | | 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 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup. |
| Memperhatikan | : | 1. | Permohonan Saudara Fadel Muhammad tanggal 18 Mei 2025 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi |
| | | 2. | Berita Acara Seminar Proposal Pada Hari Jumat, 7 Maret 2025 |

MEMUTUSKAN :

- | | | | | |
|-------------------|---|----|--|--|
| Menetapkan | : | 1. | Dr. Eka Apriani, M.Pd | 19900403 201503 2 005 |
| Pertama | : | 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 | : Fadel Muhammad |
| | | | N I M | : 21551014 |
| | | | JUDUL SKRIPSI | : EFL Students' Perceptions of ChatGPT in Completing Writing-Based Tasks in The Pragmatics Course at TBI |
| Kedua | : | | Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 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 21 Mei 2025



Tembusan :
1. Rektor
2. Bendahara IAIN Curup;

AUTOBIOGRAPHY



My name is Fadel Muhamad, and I was born in Curup in 2002. I am the youngest of four siblings. My father's name is Venus, and my mother's name is Mahdahlia. I have three older siblings: Pupung, Okky Valiant, and Vika Rethusa. I began my education at SD Negeri 77 Desa Teladan, continued my

studies at SMP IT Aisyah, and later attended SMA Negeri 4 Rejang Lebong. During my high school years, I actively participated in various academic and non-academic activities. I once competed in the Earth Science Olympiad, and I achieved a remarkable accomplishment by winning a Taekwondo tournament in the 51 kg category. Beyond academics, I have a unique hobby, which is playing video games. I was raised in a modest family, but through dedication and persistence,

I was grateful to receive several scholarships during both my high school and university years. In 2021, I began my higher education journey at the State Institute for Islamic Studies (IAIN) Curup, majoring in English Education (Tadris Bahasa Inggris). Throughout these four years, I have experienced both challenges and meaningful achievements that have shaped my personal and academic growth. Alhamdulillah, I am now in my final year and will soon graduate in 2025. This thesis represents the culmination of my efforts and experiences during my undergraduate studies, and it serves as a testament to the valuable journey I have

undertaken before becoming a graduate. I would like to express my deepest gratitude to all the lecturers of the English Education Department (TBI) who have guided and supported me throughout my studies. I am also sincerely thankful to my friends in Trust Be Intelligent 8A and the 2021 English Education cohort, whose encouragement, companionship, and collaboration have made my academic journey more meaningful and memorable.