

EFL UNDERGRADUATE STUDENTS' PERSPECTIVE ON USING AI-BASED *CHATGPT* IN ACADEMIC WRITING

By:

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Abstract: This study aims to explore the perspectives of English as a Foreign Language (EFL) Undergraduate Program students on the use of Artificial Intelligence (AI)-based ChatGPT in academic writing. This study uses a qualitative approach to understand students' views and experiences regarding the use of ChatGPT in the context of their academic writing. This study involved participants consisting of undergraduate EFL students who used ChatGPT in their writing assignments. Data was collected through in-depth interviews and analysis of academic writing documents produced by students. It is hoped that the results of this study will provide better insight into how undergraduate EFL students view the use of ChatGPT in academic writing, as well as the advantages and challenges they face in using this tool.

Keywords: academic writing, artificial intelligence, Chatgpt, EFL undergraduate, students' perspective

INTRODUCTION

Artificial Intelligence (AI) is a technology that has attracted attention in recent years. Artificial intelligence refers to a system that possesses the same level of intelligence as humans and is distinguished by its capacity for learning, adaptation, problem-solving, decision-making, and

language comprehension (Shidiq, 2023). AI is undergoing rapid development and holds significant potential for transformative impact on various facets of human existence (Narayanaswamy, 2023). The use of AI has influenced various aspects of human life, including in the world of education. (Marzuki et al., 2023)

stated that AI tools as useful supplementary learning aids. In the educational context, the use of AI has shown great benefits in increasing the efficiency, accessibility, and quality of learning. (Sumakul et al., 2022) argued that AI may have an impact on the teaching and learning process, presenting both instructors and learners with new challenges and expectations. As technology advances, AI provides instructors and learners with novel experiences in assessment, tutoring, content generation, and feedback (Nazari et al., 2021). Additionally, a thorough instructional practice and plagiarism detection component are offered by the new AI applications (Zawacki-Richter et al., 2019).

At the higher education level, especially for undergraduate students in the English as a Foreign Language

(EFL) study program, academic writing is one of the critical skills that must be mastered. Students who are proficient in academic writing will see their academic success, as the quality of one's writing determines university admissions and scholarships (Giridharan, 2012). However, students often face challenges in writing good and effective scientific papers. Grammatical errors, limited vocabulary, and a lack of understanding in organizing ideas are a challenge. They need guidance and constructive feedback to develop their writing skills.

In the context of a writing course, many applications are employed to incorporate artificial intelligence (AI) technology. These applications include AI Kaku, ChatGPT, Eskritor, Grammarly, Plot

2020) pointed out that the use of technology in writing classes has been shown to help students do better in writing and produce better writing. Hence, the utilization of artificial intelligence (AI) and technology has promise in assisting students in the realm of English academic writing. (Abdullayeva, 2023) stated that ChatGPT can offer students writing prompts, deliver feedback on their written work, and propose strategies for enhancing their writing style. (Halaweh, 2023) stated that ChatGPT has the potential to serve as a useful asset in the realm of higher education, particularly in the realm of enhancing writing skills. This is mostly due to its capacity to construct texts, synthesize information, and create outlines, hence facilitating time efficiency and augmenting the overall caliber of academic output. In the context of

academic writing, ChatGPT can serve as a "virtual peer" providing advice, checking grammar, providing feedback, and assisting in developing ideas in good English. (Atlas, 2023) stated that ChatGPT can find mistakes in grammar and style, which makes written material easier to understand. Academic writing can benefit from using virtual peer learning. By leveraging ChatGPT, EFL undergraduate students can get support in their academic writing.

Although the use of ChatGPT in academic writing has shown interesting potential, there is still a paucity of research focusing on the perspective of EFL students. It's important to understand how EFL students at the undergraduate level view and use ChatGPT in their academic writing. It is well known that artificial intelligence is not yet

fully capable of imitating or replacing the comprehensive and contextual skills of human writing. Therefore, it is necessary to explore the perspectives of EFL undergraduate students regarding the use of ChatGPT in their academic writing.

In this study, the authors wanted to get a first-hand perspective from EFL undergraduate students on using AI-based ChatGPT in their academic writing. The purpose of this research is to understand how undergraduate EFL students see and use ChatGPT as a tool in academic writing, as well as evaluate its strengths, weaknesses, and impact on their writing skills. The results of this study can be used as a basis for developing more effective approaches to using ChatGPT and similar AI technologies in supporting EFL

undergraduate students in their academic writing.

METHODOLOGY

This research used a qualitative research design with a case study approach. A case study is a research methodology that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences (Crowe, 2011). Exploring the perspectives of undergraduate EFL students regarding the use of AI-based ChatGPT in academic writing. The researcher also wants to understand students' experiences and perceptions regarding the advantages, disadvantages, and impacts of using ChatGPT in academic writing.

The participants in this study consisted of 75 students from the IAIN Kediri English study program. The researcher took a sample of students who had used ChatGPT in academic writing. The sample selection aims to include variations in students' experiences and backgrounds, such as level of English proficiency and prior experience with AI technologies.

There are three data collection techniques used by researchers, namely interviews, observation, and documents. First, the researcher conducted in-depth interviews with selected students to get their perspectives, experiences, and perceptions regarding the use of ChatGPT in academic writing. Second, observing students as they use ChatGPT in academic writing to understand their interaction with the

system and the potential benefits and challenges they face. Third, collect examples of academic writing produced by students using ChatGPT to analyze the quality and changes in writing style.

In data analysis, the researcher will transcribe the entire interview to facilitate analysis. Then analyze the interview and observation data to identify the main themes that arise regarding the use of ChatGPT in academic writing. These themes may include student perceptions, strengths and weaknesses, and the impact of using ChatGPT.

In the final phase of the study, the researcher meticulously examined a selection of academic writing samples generated by students employing ChatGPT, with the overarching objective of rigorously assessing and scrutinizing various

dimensions indicative of writing quality, language proficiency, and developmental strides in academic writing proficiency.

In summary, through a meticulous examination informed by established academic writing indicators, the researcher endeavored to assess writing quality, language use, and developmental progress in academic writing among students utilizing ChatGPT as a writing aid.

RESULT AND DISCUSSION

The results and discussion of this study were obtained based on an in-depth analysis of the data obtained. The student's perspective on ChatGPT is that they see ChatGPT as a tool that provides quick assistance in producing academic texts. From their perspective, ChatGPT is an effective solution to overcome writing

challenges, enabling them to produce work more efficiently and quickly.

ChatGPT has proven useful in overcoming various writing difficulties that students often face, including problems such as lack of vocabulary and difficulty constructing sentences. In the experience of several students, ChatGPT is not only a practical tool for overcoming technical obstacles in writing but also an effective means of increasing their confidence in their work. This is due to ChatGPT's ability to provide instant feedback, providing immediate support, and validation of students' writing efforts, helping to build their confidence in exploring and developing their writing skills.

The advantage of using ChatGPT in academic writing is that students say that ChatGPT speeds up the writing process, saves time, and

reduces pressure in completing academic assignments. ChatGPT helps them produce fluent and structured texts, especially in organizing ideas and constructing arguments. Students appreciated ChatGPT's ability to provide alternative suggestions and phrase variations which helped them enrich their writing.

“ChatGPT helps me to develop sentences when I don't have any more ideas. The work is fast so I can save time. My writing can also develop because of suggestions from ChatGPT.” (Student 5, 2023, interview).

“By using ChatGPT, my writing which has grammatical errors and is unstructured can be checked by ChatGPT. ChatGPT also uses light language so I can easily understand it.” (Student 10, 2023, interview).

From the interview statement above, it can be concluded that ChatGPT has a positive impact on students. When students are no longer able to develop their writing, ChatGPT can be a solution to add ideas to their writing. As previous research by (Abdullayeva, 2023) he stated ChatGPT can give students ideas for what to write, give them feedback on what they've written, and suggest ways for them to improve their writing style.

ChatGPT can also help in grammatically correct writing. Make sentences structured using various language styles so that they are easy for students to understand. This is like previous research by (Atlas, 2023) stated that ChatGPT can find mistakes in grammar and style, which makes written material easier to understand.

The weakness in using ChatGPT in academic writing is that students face difficulties in controlling and modifying the output produced by ChatGPT to match the expected academic writing style. Sometimes, ChatGPT can provide answers that are irrelevant or inaccurate, so students must revise and validate the resulting content. Students also realize that over-reliance on ChatGPT can hinder the development of their writing skills.

CONCLUSION

Based on the results and discussion of this study, it can be concluded that undergraduate EFL students have a positive perception of the use of ChatGPT in academic writing. While there are significant gains in terms of writing efficiency and quality, challenges such as

controlling output and avoiding over-dependencies also warrant attention. Therefore, the use of ChatGPT in education must be managed wisely and strengthened by developing independent writing skills.

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