

ENGLISH FOREIGN LANGUAGE STUDENTS' PERCEPTION ON USING CHAT GENERATIVE PRE-TRAINED TRANSFORMER (CHAT GPT) FOR INDEPENDENT LEARNING

1st Siti Nurrahmah

Institut Agama Islam Negeri Palangka Raya, Palangka Raya, Indonesia

sitinurrahmah909@gmail.com

2nd Hesty Widiastuty

Institut Agama Islam Negeri Palangka Raya, Palangka Raya, Indonesia

hesty.widiastuty@yaiin-palangkaraya.ac.id

ABSTRACT

In the current era of education, classroom learning is not enough to fulfill students' educational needs, especially for foreign language learners. Students are strongly encouraged to do self-learning, which is useful for adding learning skills and increasing knowledge. Chat GPT is a promising new innovative technology in education, especially in facilitating learning. This research aims to investigate EFL students' perceptions of using Chat GPT as an alternative tool for their independent learning. The research subjects were 5th semester English students of class B, IAIN Palangka Raya. The research method used a descriptive-qualitative approach. The main instrument used was an structured interview.. The sample taken is 25% of the content of the entire class with using random sampling technique. The results revealed a variety of student perceptions of the use of Chat GPT in their learning. Most of the respondents reported that Chat GPT is quite efficient for self-study. Chat GPT can improve their writing skills and increase their vocabulary size. Chat GPT also helpful in the translation process. However, some respondents also voiced concerns about the dependency on technology, the accuracy of translation, and the quality of learning outcomes from Chat GPT itself. In conclusion, chat GPT can be used as an alternative learning medium for improving writing skills and increasing the number of vocabulary items owned by students.

Keywords: EFL students'; perception; chat GPT; independent learning

Institut Agama Islam Negeri (IAIN) Palangka Raya, Indonesia, 24-25 October 2023

<http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>

Copyright © 2023 by INACELT

<i>Proceedings of the 6th INACELT</i> <i>(International Conference on English Language Teaching)</i>	ISSN: 2656-4432 (online)
--	--

INTRODUCTION

Along with the times in the era of the industrial revolution 4.0, the world of education in Indonesia continues to experience development and improvement of 21st century competencies (Nur et al., 2021). English as a Foreign Language, EFL has experienced significant developments in recent years. Educational needs are inefficient if they only rely on classroom learning. Therefore, students are required to do independent learning other than in class, either at home or anywhere else.

Independent learning is a form of learning activity that provides flexibility for students to be able to choose or set their own time and way of learning according to their own needs (Mardia et al., 2020). With the recommendation to do independent learning, students are expected to obey in order to increase learning skills and increase knowledge. The effort to facilitate independent learning in the context of English language learning is the use of technology in the form of artificial intelligence (AI) technology which has emerged as a potential tool. One particularly relevant form of AI is Chat GPT (Generative Pre-trained Transformer), which has become an interesting research topic in recent years.

ChatGPT is a variant of the GPT-3 (Generative Pre-trained Transformer 3) artificial intelligence language model developed by OpenAI (Suharmawan, 2023). ChatGPT is a dialog- based artificial intelligence chatbot that is able to interpret natural human language and produce very detailed and human-looking text (Supriyadi Program Studi Teknik Industri et al., 2022). The use of this Artificial Intelligence (AI) tool is very useful in English as a Foreign Language (EFL) classes so that it becomes famous and increases rapidly (Marzuki et al., 2023). This is due to its ability to perform a wide range of language tasks, including translation, summarization, question answering, and text generation with little or no specialized training for such tasks. (Wahid et al., 2023).

The use of Chat GPT in English language education offers great potential for improving EFL students' speaking and writing skills. However, to understand the extent to which this potential is realized, it is important to pay attention to students' perceptions regarding the use of Chat GPT in self-paced learning. Students' perceptions are a key factor that can influence the effectiveness of this technology in helping them develop their English language skills.

In this context, this study aims to investigate EFL students' perceptions of using Chat GPT in their independent learning. The study will explore their views on the benefits experiences and drawbacks when using Chat GPT. The results of this study are expected to provide valuable insights for further development in English language education, especially in terms of the utilization of artificial intelligence-based technology.

METHOD

<i>Proceedings of the 6th INACELT</i> <i>(International Conference on English Language Teaching)</i>	ISSN: 2656-4432 (online)
--	--

In this study, researchers used a qualitative descriptive method. Descriptive qualitative is a research method that utilizes qualitative data and is described descriptively. This method is used to make a description, description, or painting systematically, factually, and accurately about the facts, properties, and relationships between the phenomena under investigation (Subandi, 2011). The research subjects were 5th semester students of class B, IAIN Palangka Raya. The sample taken was 25% of the entire class content using random sampling technique. The research instrument used was an interview.

FINDINGS

Researchers have conducted an interview process with 7 students of English Education Study Program Semester 5, LAIN Palangka Raya. These seven students were students from class B in semester 5 who were used as research samples. The seven students were randomly selected from the entire class. The interviewees were: W, KZ, RO, MA, WM, SH, and TN. As for the research focus, the researcher mal 3 questions that became the focus in the interview process. The questions are as follows:

- What is your experience of using Chat GPT for self-directed learning in English, and what are the main benefits you have found from using it?
- Do you feel that using GPT Chat has helped improve your English language skills? If yes, can you give a concrete example of how GPT Chat has supported your language development?
- How do you see the role of Chat GPT in facilitating independent learning in English compared to other learning methods you have tried?

Based on these questions, there are several findings, namely, (1) helping and providing convenience in independent learning, and (2) potential facilities and time efficiency in learning

1. Assist in Self-Learning

Independent learning is learning that optimizes or empowers students' potential in the learning process carried out individually. This definition is related to the definition by one of the independent learning models commonly referred to as Self-Directed Learning (SDL). Through the application of SDL, learners are given autonomy in managing their learning which will lead to learning independence (Abdul Haliq & Asih Riyanti, 2013). Technology is one of the important instruments to support learning activities. The presence of technology can help teachers or students in achieving their learning goals. Chat GPT is one of the technologies that are very useful for independent learning, especially for EFL students. With access to a wide range of knowledge and information, Chat GPT can provide explanations on various topics answer questions, and provide suggestions for better understanding.

Based on the results of the interviews, the EFL students' perception is that Chat GPT is very useful because it helps in their independent learning. Chat GPT was viewed positively, as it improved their writing skills and vocabulary. It can also provide additional explanations, translations and guidance needed when learning English independently. The ability of Chat GPT to provide information in English and answer questions can increase students' independence in their learning process. This is as expressed by several students of English Study Program sem 5 who have been sampled in the research in their interviews:

"GPT Chat is very helpful in learning, it plays an excellent supporting role in independent learning at home. It helps with finding new vocabulary, translating, and providing English-focused teaching materials. In addition, using Chat GPT is also easy and without the need for fees or tutors." (Interview with TN, October 4, 2023)

"In my opinion, the GPT chat is quite helpful in independent learning, especially in helping with assignments. As is known, not a few assignments are sometimes beyond reason and require more references. Chat GPT is here, to ease the burden on students in doing assignments." (Interview with MA, October 4, 2023)

"In my personal experience, the GPT chat is very helpful in translating, finding similarities or differences in vocabulary that are difficult to find in English, and helping to improve writing skills." (Interview with KZ, October 04, 2023)

"According to my personal experience, GPT chat is quite helpful in doing some tasks at home. With GPT chat, some of my work or assignments are completed more quickly considering there are so many activities outside of lectures." (Interview with RO, October 5, 2023)

Based on the results of the interviews, it can be concluded that the EFL (English as a Foreign Language) students' perception of ChatGPT is very positive, perceived as a very helpful tool. They may find ChatGPT useful in English language learning, whether in providing translations, answering their questions, or providing guidance for grammar and vocabulary understanding. In the context of language learning, ChatGPT can be a valuable asset for improving students' English proficiency.

2. Sufficient Facilities Potential and Time Efficient in Learning

The development of artificial intelligence (AI) technology in recent years, the development of artificial intelligence (AI) technology has brought major changes in various fields, including in the academic and educational world. One of the increasingly popular applications of AI is the use of Chat GPT (Generative Pre-trained Transformer) in human interaction with computers (Diantama, S. 2023). Utilization of AI for Students The use of artificial intelligence is a hot topic in the field of education. ChatGPT is an artificial intelligence tool that offers a number of benefits, including increased student engagement, collaboration, and accessibility (Cotton et al., 2023).

In independent learning, Chat GPT provides significant advantages of effectiveness and time efficiency in learning (AS Tanawan, 2023). This potential and

<i>Proceedings of the 6th INACELT</i> <i>(International Conference on English Language Teaching)</i>	ISSN: 2656-4432 (online)
--	--

time-efficient facility involves various capabilities in learning that allow its users to utilize the knowledge and guidance provided. This is as expressed by several students of Sem 5 class B, English Education study program, IAIN Palangka Raya who have been sampled in their interviews:

"My experience while using Chat GPT has been very helpful and enjoyable. Compared to some other apps/platforms, Chat GPT is quite a capable facility in my independent learning at home. Apart from being easy to use, Chat GPT is also a good facility because of its time efficiency. Tasks can be easily completed." (Interview with SH, October 05, 2023)

"To be honest, I only started using Chat GPT in mid-2023, but I have already experienced many benefits from this technology. The most important benefit is that Chat GPT saves a lot of time in my learning. In my opinion, Chat GPT is quite efficient for self-study. For example, in self-study for assignments, Chat GPT plays an important role in helping me quickly complete my assignments. So that the remaining time, I can use for other activities." (Interview with WM, October 05, 2023)

"According to my personal experience, GPT chat is quite helpful in doing some tasks at home. With GPT chat, some of my work or assignments are completed more quickly considering there are so many activities outside of lectures." (Interview with RO, October 5, 2023).

The interview results show that ChatGPT is perceived as a potential and efficient facility in the context of learning. Although most people think that ChatGPT has many advantages in assisting learning, there are also other perceptions that ChatGPT still has shortcomings. This is as one respondent stated in her interview:

"In my opinion, Chat GPT has facilitated well. This technology and its benefits are quite potential in learning. However, it still cannot be compared to other self-learning methods that are much more effective. Also, because it's AI, sometimes the answers are less accurate. For example, when it comes to translation. The translation given by Chat GPT sometimes does not match with the grammar." (Interview with W, 04 October 2023)

DISCUSSION

From the interview, we can conclude that Chat GPT is dedicated in assisting independent learning and as a potential and time-efficient facility in learning. This is because Chat GPT offers easy access to technology and its features are quite potential in facilitating student learning.

In the field of education, for educators, ChatGPT makes it easy to create assignments. help create learning tools, also makes educators not the only facilitator in providing information to students (Nurhuda, et al 2023). The use of ChatGPT in education has a positive side, because it can help students or students in doing their assignments (Ramadhan, Fk 2023). The opinions above are in line with EFL students' perceptions of GPT chat, among others: GPT chat is perceived as a very helpful tool in independent learning by EFL students. This is mainly due to its ability to provide translations, answer

<i>Proceedings of the 6th INACELT</i> <i>(International Conference on English Language Teaching)</i>	ISSN: 2656-4432 (online)
--	--

questions, and provide guidance for understanding English grammar and vocabulary. The students felt that Chat GPT could improve their writing skills and enrich their vocabulary. This can help them in their English writing and communication tasks.

Chat GPT is considered efficient in saving students' time. In independent learning, students often have to look up references, translate, or search for additional information. Chat GPT helps them quickly and easily, allowing students to complete tasks more efficiently. Students report that the presence of Chat GPT allows them to allocate their remaining time to other activities, such as activities outside of lectures. This shows that Chat GPT can help maintain a balance between academics and other activities in students' lives.

Although the majority of students feel positively about Chat GPT, there are some critical views. One of these is that although Chat GPT is useful, it does not always provide 100% accurate answers. This particularly includes the problem of translating sentences well. Some students argue that the use of Chat GPT cannot be compared to other more effective self-learning methods. This shows that although Chat GPT has potential, it is not a single solution for all learning needs. Therefore, the use of ChatGPT should be done judiciously and in line with broader human interaction in an educational context. Practice and perseverance are still needed to be able to ask more intelligent questions when using ChatGPT so that the information obtained makes students more knowledgeable and independent learners (Arfah S 2023).

CONCLUSION

In conclusion Chat GPT is a tool that has great potential in supporting independent learning and education. Chat GPT is considered a very helpful tool in self-directed learning by EFL students. This is mainly due to its ability to provide translations, answer questions, and provide guidance for understanding English grammar and vocabulary. The students felt that Chat GPT could improve their writing skills and enrich their vocabulary. It can help them with writing and communication tasks in English Chat GPT is considered efficient in saving students' time. In independent learning, students often have to look up references, translate, or find additional information. Chat GPT helps them quickly and easily, allowing students to complete tasks more efficiently. However, it is important to understand the limitations of this tool and use it wisely. This technology should be seen as a complement, not a replacement, for broader human interaction in the learning process. With further development and a better understanding of how to use it, Chat GPT can continue to increase its role and benefits in education.

REFERENCES

- Diantama, S., (2023). Pemanfaatan Artificial Intelegent (AI) dalam Dunia Pendidikan. Dewantech: Jurnal Teknologi Pendidikan, Vol. 1, No. 1, hal. 8-14.

<i>Proceedings of the 6th INACELT</i> (International Conference on English Language Teaching)	ISSN: 2656-4432 (online)
--	-------------------------------------

- Haliq, A., Riyanti, A.,. (2018). Pembelajaran Mandiri Melalui Literasi Digital. *Seminar Tahunan Linguistik 2018*. Universitas Negeri Yogyakarta
- Hatmanto,E.D,. Revolusi Pembelajaran Bahasa Inggris: Menggali Potensi Transformatif Chat GPT. Prodi Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Yogyakarta
- Iriyani, S. A., Patty, E. N. S., Rizal Akbar, A., Idris, R., Ayu, B., Priyudahari, P., & Artikel, G. (2023). *Studi Literatur: Pemanfaatan Teknologi Chat GPT dalam Pendidikan*. <https://doi.org/10.30812/upgrade.v0i0.3151>
- Mardia, A., Sundara, V. Y., Studi, P., Matematika, T., Thaha, S., & Jambi, S. (2020). *Pengembangan Modul Program Linier Berbasis Pembelajaran Mandiri*.
- Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. *Cogent Education*, 10(2).
<https://doi.org/10.1080/2331186X.2023.2236469>
- Nur, Syarifah.W.S, Setyowati.W, Endah.D.L,. (2021). Kebijakan Program Merdeka Belajar Dalam Penyusunan Rancangan Pelaksanaan Pembelajaran (RPP) Tematik. *Jurnal Buana Pendidikan* 2(17).
- Nurhuda, D., Kumala, S. A., & Widiyatun, F. (2023). ANALISIS KECERDASAN BUATAN CHATGPT DALAM PENYELESAIAN SOAL FISIKA BERGAMBAR PADA MATERI RESISTOR. *Jurnal Luminous: Riset Ilmiah Pendidikan Fisika*, 4(2), 62–70. <https://doi.org/10.31851/luminous.v4i2.12232>
- RAMADHAN, Fikri Kurnia et al. PEMANFAATAN CHAT GPT DALAM DUNIA PENDIDIKAN. *Jurnal Ilmiah Flash*, [S.l.], v. 9, n. 1, p. 25-30, june 2023. ISSN 2614-1787.
- Sahabudin, A.,. (2023). Chat GPT: Sebuah Transformasi Cara Belajar Mahasiswa Studi Kasus: Mahasiswa ITBM Polman di Kabupaten Polewali Mandar. *Jurnal e-bussiness ITBM Polewali Mandar*, Vol. 3 No. 1 (2023).
- Subandi,. (2011). Deskriptif Kualitatif Sebagai Satu Metode Dalam Penelitian Pertunjukan. Institut Seni Indonesia Surakarta. Harmonia, Volume 11, No.2.
<https://doi.org/10.59903/ebussiness.v3i1.63>

<i>Proceedings of the 6th INACELT</i> (International Conference on English Language Teaching)	ISSN: 2656-4432 (online)
--	-------------------------------------

Suharmawan, W. (2023). Pemanfaatan Chat GPT Dalam Dunia Pendidikan. *Education Journal : Journal Educational Research and Development*, 7(2), 158–166.

<https://doi.org/10.31537/ej.v7i2.1248>

Supriyadi Program Studi Teknik Industri, E., Tinggi Teknologi Bandung, S., Author, C., Supriyadi, E., Studi Teknik Industri, P., Abdul Halim No, J. K., & Artikel, I. (2022). EKSPLORASI PENGGUNAAN CHATGPT DALAM PENULISAN ARTIKEL PENDIDIKAN MATEMATIKA. In *Papanda Journal of Mathematics and Sciences Research* (Vol. 1, Issue 2).

Tanawan, A.S,. (2023). Review Teknologi pada saat Covid-19 dengan Menggunakan ChatGPT. Fakultas Bisnis dan Ekonomika, Universitas Surabaya, Jawa Timur, Indonesia.

Wahid, R., Hikamudin, E., & Hendriani, A. (2023). Analisis Penggunaan Chat-GPT Oleh Mahasiswa Terhadap Proses Pendidikan di Perguruan Tinggi. *Jurnal Pedagogik Indonesia*, 1(2), 112–117.

Authors' Brief CV

Siti Nurrahmah, Born in Muara Tupuh on July 24, 2004. The author is the younger children of Mr. Syahlanudin and Mrs. Misniah. She studied at Muara Tupuh 1 elementary school in 2009-2015, SMPN 2 Laung Tuhup Junior High School in 2015-2018, MAN 2 Murung Raya Senior High School in 2018-2021, and continued her undergraduate education in English Education Study Program at IAIN Palangka Raya from 2021 until now. The journey towards dedication in the ELT (English Language Teaching) field began while studying at IAIN Palangka Raya. At that time, the researcher actively participated in various conferences, conducted research, and created scientific papers. Her dedication continues to this day.

Hesty Widiastuty Born in (...) on September 28, 1987. The researcher works as a lecturer at the English Education Study Program at IAIN Palangka Raya as well as serving as the head of the English Education Study Program. Has specific expertise in the field of CALL and ETMD. At both the national and international levels, the researcher has contributed with a number of scholarly articles to the field of English instruction. The researcher's dedication to English Language Teaching (ELT) continues to this day.

Institut Agama Islam Negeri (IAIN) Palangka Raya, Indonesia, 24-25 October 2023

<http://e-proceedings.iain-palangkaraya.ac.id/index.php/inacelt>

Copyright © 2023 by INACELT