

STUDENTS' AWARENESS ON THE USE OF CHATGPT IN LEARNING READING AND WRITING

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ABSTRACT

ChatGPT or Generative Pre-trained Transformer is equipped with artificial intelligence enabling it to produce and comprehend language naturally like human beings do. ChatGPT is model for language production and comprehension which works based on the prompts or input it receives. Writing Summary, producing texts based on various text sources, generating and editing ideas in writing are some examples of ChatGPT abilities. In 21st century education, critical thinking, innovation, and creativity are demanded of the students. These abilities are also demanded of English language learners. In English education, tasks and exercises are developed to facilitate the students to fulfill the 21st century competences. The students may misuse the ChatGPT that the fail to achieve those competencies. Based on such doubt, this study was conducted to find out the students' awareness on the use of ChatGPT in their learning process. To seventy students of semester 3, who are now studying a subject: *Academic Written Language Skills (AWLS)* and 86 students of Unimed studying *Seminar on Language Teaching (Seminar on ELT)* were administered open-ended questionnaire, given a text and assigned to rewrite their understanding, and to write their opinion towards the content of the text. Interview were also conducted as the triangulation to the questionnaire results. The data were analyzed qualitatively by referring to Miles, Huberman and Saldana's model. The results show that (1) most of the subjects are aware of the presence of ChatGPT, facilities it can provide; (2) very few of them are aware of the ChatGPT limitation and weakness, (3) very few of them are aware of their misuse of the ChatGPT, they treat the information, idea generation, text generation and summary of a text as final answer to a task. These suggest that ChatGPT should be treated as data sources for further critical analysis in learning reading and writing.

Keywords: *Awareness, ChatGPT, Critical Thinking, Reading, Writing*

INTRODUCTION

The presence of a new technology or innovation in a technological product always invites public curiosity. The same is true of the presence of artificial intelligence (AI) in the field of education. Current product of technology is ChatGPT, which attracts educators attention and draws a controversial attitude on the new application.

Generative Pre-trained Transformer or ChatGPT is an application currently developed in this era. The ChatGPT is equipped with artificial intelligence enabling it to produce and comprehend language naturally like human beings do. It is a model for language comprehension and production which works based on the prompts or input it receives. The results of its comprehension of a text are shown

in various forms, for example in the form of summary, main ideas identification, text editing, etc. While its production ability is realised in many forms, such as in the form of idea generation, text writing, etc. (William, 2023). Wider scope of the use of ChatGPT, as presented by Sarrion (2023), includes the use of ChatGPT in business dealing with marketing, sales, product description, writing reports and recruitment, in health, social media and education. Its use in education deals with writing in which the ChatGPT can generate ideas from various perspectives, retrieving information, answering questions, is able to give various answers to the same question or prompt, it can be used as effective tutor in tutorial programs, it can be used as good translator which can translate text faster and more accurate than human translator. It is useful for the students who find it difficult to understand concepts, and extra assistance to succeed. In learning a language, ChatGPT is very useful for enriching students' vocabularies and improving their grammar mastery. The impact of ChatGPT in education is positive (Sarrion, 2023).

To get the best possible answers from ChatGPT, students should be able to create questions or prompts which are simple, clear, precise, specific, well defined, not complex, not multiple, consistent with a topic under discussion. Experiment and refinement to your questions or prompts are required to elicit precise answers. Different wordings or phrasing may result in significantly different answers. Evaluation to ChatGPT answers should be conducted because its answer is based on the information or data it receives and on the pattern it creates based on the training it receives. The information it receives is not updated or real time. Evaluation on the ChatGPT answer is also needed to meet the context, to messaging strategy you want, and the existing content consistency for which the answer is used.

Besides positive impacts, ChatGPT as one of Artificial Intelligence (AI) products may also provide risks or negative impacts. Sarrion (2023) said that AI can surpass the human cognitive ability through learning machines and receiving an increasing amount of massive data as well as its ability to process data much faster than human beings do. Such abilities enable the AI to escape human beings' control and can make decisions that harm humans. Newcomb (2023) said that a jargon, namely *singularity*, to label the possibility that humans can no longer control AI because of its ability to surpass human cognition. Crisara (2023) said that experts predict that *singularity* will happen someday after 2030 and question if human beings are ready for *singularity*.

ChatGPT, as a product developed by applying AI, can be used in teaching language. As AI based technology, ChatGPT may also provide a negative impact on language teaching in particular and on education in general.

The ultimate objective of education is to develop the students' critical and creative thinking enabling them to solve their real life problems both individually or in a team. In line with this purpose, Kilbane, C.R., and Natalie, B.M., (2014) said that the purpose of the 21st century education should be set to be the 4 C's, namely : Critical thinking, Communication, Collaboration, and Creativity (Kilbane, C.R., and Natalie, B.M., 2014). This means that every student should be developed to be skillful in critical thinking, communicating, collaborating, and creating. All instructional materials and learning activities should be directed and organised to achieve this purpose.

This era is also called the digital era, or ICT era in which the internet enables all countries over the world to be connected, interacting, and communicating and consequently all of the countries are globally tied. In this ICT era, countries all over the world are flooded with information required to be processed instantly and respond quickly through the internet. High quality of reading and writing knowledge and skills are a must in this era in order to be able to process and react or respond to the immense information.

Reading and writing involve comprehending and producing language which involves high cognitive activity. Learning how to read and write means learning how to comprehend and produce texts or language by engaging in a high cognitive process. The cognitive process comprises many mental

skills, like critical and creative thinking. Learning how to read and write also deals with developing information processing and communication knowledge and skills, especially in written form of communication. The learning of the two skills is essential in life and therefore are set to be one of the fundamental objectives of education from elementary school up to higher education.

ChatGPT can comprehend and produce text accurately as it is asked by its users through the prompts given to the application. Doing exercises and other tasks dealing with text comprehension and production is one technique commonly practised by the English teachers in teaching reading and writing to develop the students critical and creative thinking. ChatGPT can be used positively so that this application will facilitate the students to achieve the purpose of teaching reading and writing. Students' awareness of the purpose of education including that of teaching of reading and writing as well as their awareness of how to use the ChatGPT in their attempt to be critical, creative, collaborative and communicative students. Using ChatGPT in doing the exercises in reading and writing texts merely to get the exercises answered indicated that the students are not aware of the purpose of reading and writing. In other words, such use shows that the students are not aware of the reasons why they are taught the two subjects. Developing the students to be creative, critical, communicative and collaborative. They may perceive the exercises as the tasks that they have to complete or answered, meaning that the ultimate purpose of this activity is simply getting the exercises or tasks done. With such awareness, ChatGPT replaces the students in answering the exercises and consequently they never develop their critical and creative thinking as well as their communicative and collaborative ability. Within this thinking frame, this study is intended to answer the following questions:

1. How is the students' awareness of the use of ChatGPT?
2. How do the students use ChatGPT in learning reading and writing?

METHOD

This study was conducted by using descriptive qualitative design. Cresswell (2012:16) states that qualitative research explores a problem and provides detailed understanding of a central phenomenon. Based on this understanding, this research was intended to describe the students' awareness on the use of ChatGPT in learning reading and writing. Students of the English education department in total number of 153, consisting of 86 students of fifth semester and 67 of third semester at Universitas Negeri Medan were taken as the subjects or sample of this study. An open questionnaire of 15 items were administered to the students. In-depth interview was administered to find more understanding of the data analysed. Mile, Huberman and Saldana (2014) model of data analysis was used to analyse the data.

FINDINGS AND DISCUSSION

Students' Awareness on the Use of ChatGPT

Based on the data analysis, it was found that most of the students, 98.70 %, are aware of the existence of ChatGPT, as shown in data 1.

Data 1

Questionnaire Item:	Participants	Pernah	%
Pernahkah anda mendengar ChatGPT?, jika ya, jelaskan apa yg anda ketahui?	153	151	98.70

Based on data 1, 98.70 of the subjects stated they know about ChatGPT and describe the application as an AI that helps them to answer questions. This response revealed that the subjects only know the existence of ChatGPT along with its single function that is to answer questions quickly. They did not put forward more explanation about other functions that ChatGPT can do in language learning activity such as to generate text/write an essay, speech, proofread existing articles, creating personalised exercise, and many more.

Data 2.

Questionnaire Item:

Ada 4 sumber pembelajaran yang dapat anda gunakan dalam pembelajaran reading dan writing, yakni Google, ChatGPT, Article, Textbook. Beri Urutkan penggunaan sumber pembelajaran ini dan uraikan bagaimana anda menggunakan setiap sumber pembelajaran tersebut. The participants answer to this item is shown in the following table.

Participants	Urutan Penggunaan Sumber Pembelajaran						JLH
	Clas s	1	2	3	4	Tdk mengi si	
		Google	Articl e	Textboo k	ChatGP T		
Dik 21	A	11	7	7	3	1	29
	B	9	7	7	10	0	33
	C	10	3	1	4	6	24
		30	17	15	17	7	86
Dik 22	D	10	9	3	0	0	22
	E	8	4	4	1	3	20
	F	6	9	8	1	1	25
		24	22	15	2	4	67
		54	39`	30	19	11	153

Based on data 2, the number of students who answer this item is 142 because there are 11 students who did not answer the item. Among the participants, 54 students, 38% choose Google as the most frequently used and consider it as the most preferred, or the most favourable. Their answer to in-depth interviews shows that they apply this learning resource because they think it simple to apply. Commonly they use this to find the meaning of a concept, and generally they use it to answer the task assigned by the lecturer, The second favourite is using articles. There 39 out of 142 , 27.40%, use

articles as their learning source. The practicality of this reference and the way how they use the information are the main reasons for this preference. There is a similarity between google and article in terms of the ease of getting the information. In the article, review of related literature used for the article has been summarised by the writer, and makes the language simple and easy to understand. The third is using a textbook. There are 30 out of 142, 21%, students who use this reference. They read textbooks to seek for definition of a concept or classification of the concepts. The last is using ChatGPT. There are 19 out of 142, 13,40%, who use this application to find information. This is due to the complexity of using this application, especially to the procedure of using it, and to the unfamiliarity of this application. This application is relatively new to them; they are not used to using it, even though they have already known about it for some time. In comparison to the first three references, the participants treat the use of these resources in the same way, that is to find information, definitions and classification.

Data 3

Questionnaire Item

How do you use the information you get from ChatGPT?

No	Ways of Using Information	f	%
1	Direct using	17	89.4 7
2	Indirect using (Evaluating)	2	10.5 3
	Total	19	100

Direct use of the information refers to the use of the information obtained from ChatGPT exactly as it is provided by the application without doing any paraphrasing, or simplification. While indirect using refers to the use of the information after it is evaluated. The evaluation can deal with questioning the truth of the information, doing further analysis like making the language more simple and easier to understand.

CONCLUSION

Students' awareness of ChatGPT is limited to its function as the source of information used to answer questions or tasks assigned by the lecturer. They are not aware that ChatGPT has much more than just a source of information.

Information obtained from ChatGPT is mostly used directly without evaluating the truth of the information and without doing anything to show his critical thinking towards the information. Such use of the application means that they are not aware of the ultimate objectives of learning reading and writing.

Suggestions

1. ChatGPT is unavoidable and it will grow towards its perfect performance, it is suggested that the teachers should not ban the students from using ChatGPT, but teach them other facilities of ChatGPT instead, train them to use it maximally and tell them its risk or danger.

2. The teacher should remind us that the purpose of education, including teaching English, is to develop the students into competitive human resources and for competitiveness, 21st century skills should be mastered. To develop the competence, the students should be encouraged to use the ChatGPT as a tool, not as an end in itself.
3. For the development of competitive human resources, the teacher should develop tasks, exercises, tests and other academic activities based on a case requiring scepticism, critical thinking, and creativity; memorising-based activity should be stopped.

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