

**LECTURERS' PERSPECTIVES ON THE USE OF CHAT GPT  
(GENERATIVE PRE-TRAINING TRANSFORMER) IN ENGLISH  
WRITING CLASSES AT ENGLISH LANGUAGE AND LITERATURE  
DEPARTMENT, UNIVERSITAS NEGERI PADANG**

**THESIS**

*Submitted as Partial Fulfillment of Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education*



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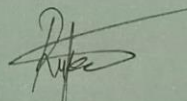
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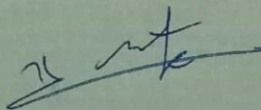


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**Lecturers' Perspectives on the Use of Chat GPT (Generative Pre-training Transformer) in English Writing Classes at English Language and Literature Department, Universitas Negeri Padang**

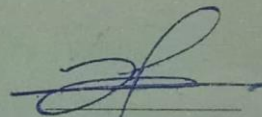
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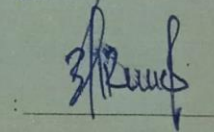
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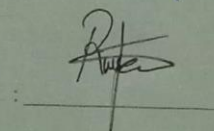
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Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul "*Lecturers' perspectives on the use of Chat GPT (Generative Pre-training Transformer) in English writing class at English Language and Literature Department, Universitas Negeri Padang*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

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## ABSTRACT

**Rahmawati, Liza. (2024), Lecturers' Perspectives on the Use of Chat GPT (Generative Pre-training Transformer) in English Writing Classes at English Language and Literature Department, Universitas Negeri Padang. Faculty of Language and Arts, Universitas Negeri Padang.**

This study aimed to figure out how English Language and Literature Department lecturers' perspectives on the use of chat GPT (Generative Pre-training Transformer) in English writing classes. This research used a qualitative descriptive design. The participants in the study were 8 English Language and Literature Department lecturers who have taught and currently teaching in writing classes and also have found students assignments that use AI or chat GPT. The data were collected using open-ended questionnaires and interviews. The findings showed that English Language and Literature Department lecturers' have perspectives on the use of chat GPT in writing class. Besides that, the data revealed some students still often misused the chat GPT to complete writing tasks. Related to this, lecturers apply strategies to detect student assignments that use AI assistance or Chat GPT by using Turnitin application and checking the students writing pattern. Therefore, educators or lecturers are strongly advised to be able to develop their potential in following the era of technological development by utilizing various applications that can detect student assignments using AI assistance or chat GPT and the like.

**Keywords :** *Lecturers' Perspectives, Chat GPT, English Writing*

## ABSTRAK

**Rahmawati, Liza. (2024), Perspektif Dosen Terhadap Penggunaan Chat GPT (Generative Pre-training Transformer) di Kelas Menulis Bahasa Inggris, Departemen Bahasa dan Sastra Inggris, Universitas Negeri Padang. Fakultas Bahasa dan Seni, Universitas Negeri Padang.**

Penelitian ini bertujuan untuk mengetahui bagaimana perspektif dosen Departemen Bahasa dan Sastra Inggris terhadap penggunaan chat GPT (Generative Pre-training Transformer) dalam kelas menulis bahasa Inggris. Penelitian ini menggunakan desain deskriptif kualitatif. Partisipan dalam penelitian ini adalah 8 dosen Jurusan Bahasa dan Sastra Inggris yang pernah dan sedang mengajar di kelas menulis dan juga pernah menemukan tugas mahasiswa yang menggunakan AI atau chat GPT. Data dikumpulkan dengan menggunakan kuesioner terbuka dan wawancara. Temuan menunjukkan bahwa dosen-dosen Departemen Bahasa dan Sastra Inggris memiliki perspektif terhadap penggunaan chat GPT di kelas menulis. Selain itu, data menunjukkan bahwa beberapa mahasiswa masih sering menyalahgunakan chat GPT untuk menyelesaikan tugas menulis. Terkait hal ini, dosen menerapkan strategi-strategi untuk mendeteksi tugas mahasiswa yang menggunakan bantuan AI atau Chat GPT dengan menggunakan aplikasi Turnitin dan mengecek pola penulisan mahasiswa. Oleh karena itu, para pendidik atau dosen sangat disarankan untuk dapat mengembangkan potensinya dalam mengikuti era perkembangan teknologi dengan memanfaatkan berbagai aplikasi yang dapat mendeteksi tugas mahasiswa yang menggunakan bantuan AI atau chat GPT dan sejenisnya.

**Keywords :** *Perspektif Dosen, Chat GPT, Menulis Bahasa Inggris*

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Hopefully, the writer is aware that there are still weaknesses in this thesis. Therefore, the writer hopes for suggestions and advice from readers to complete this thesis.

Padang, Mei 2024

Liza Rahmawati

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Research**

In learning English, writing becomes one of the most crucial skills for students to succeed in their academic life. Even though writing is a very important skill in English, it is not easy to master this skill. This happens because learners tend to find it hard to develop ideas, to produce inappropriate sentence structures, and to have lack of vocabulary mastery, as well as motivation to write (Alfaki, 2015; Cole & Feng, 2015; Farooq et al., 2012). Writing is also said to be the most challenging, as learners need to focus on the ideas that will develop and create specific strategies that can be applied in the writing process (Al-Shehab, 2020; Kharis et al., 2020). Ismayanti and Kholiq (2020) also identify the factors causing students' difficulties in writing such as learners' lack of ability to generate ideas, lack of knowledge about the topic to be developed, and students' lack of motivation towards writing. Other obstacles make learners difficult in the writing process, including not reading enough, not having enough writing practice, and not being able to develop good thinking skills (Aunurrahman et al., 2016; Belkhir & Benyelles, 2017).

Language learning nowadays is starting to use the help of artificial intelligence. Faiz and Kurniawaty (2023) define artificial intelligence as technology with intelligence that is similar to humans and has special abilities such as the ability to increase knowledge, the ability to organize

correct grammar and understand other languages where novelty in the world of education is created through technological developments. The existence of artificial intelligence makes things easier in various areas of life in the world, especially education (Abdalkader, 2022; Stepanenko & Stupak, 2023). One kind of artificial intelligence that has been used more frequently since the beginning of 2023 is Chat GPT (Chat Generative Pre-trained Transformer) (Biswas, 2023; Fuchs, 2023). Chat GPT is a human-made technology that is capable of creating sophisticated language updates derived from artificial intelligence. The capabilities of Chat GPT itself have been used in various fields in the world (Kalla et al., 2023).

As we know, the use of technology is undeniable in the field of education, technology has begun to be introduced and implemented by most schools because technology helps teachers and students in the learning process (Gabriel, 2020; Mohite, 2020). Ahmad et al (2021) and Kanchai (2021) note that the reason this happened was due to Covid-19 occurring in the world, which required learning activities that were originally carried out face-to-face to be changed to online via technology such as mobile phones, laptops, and computers. Fahimirad and Kotamjani (2018) report that the presence of technology in education causes sudden changes in the education system. The use of artificial intelligence in education has had a major impact on the world of education, including increasing appropriate resources and increasing other effectiveness (Chen et al., 2020; Huang et al., 2021). Therefore, technology is very important



in the world of education today and educators are suggested to use technology in their learning.

In the context of English learning, technology use in the form of Chat GPT can make it easier to improve students' abilities, especially students' writing abilities. According to Chan and Hu (2023), the use of technology in English language learning will grow rapidly in the future. This does not only apply to the field of writing, but can also be applied to other fields such as speaking, translation, and several other technologies. Ausat et al (2023) and Fuchs (2023) also say that the use of Chat GPT has an important role in learning and writing. Chat GPT is very important in the teaching and learning process, especially in writing skills (Pingmuang & Koraneekij, 2022). Moreover, Fitria (2023) and Shidiq (2023) explain that the Chat GPT capability itself makes everything easy to do, such as writing activities in creating a word into a sentence or paragraph.

Despite many advantages of Chat GPT for improving writing skills, there is also much debate about the drawbacks of Chat GPT itself for students. Some of the disadvantages of Chat GPT include: 1.) The source of information obtained through Chat GPT is still inaccurate because Chat GPT only provides ideas or text without sources or links, so the information provided is of low quality and not entirely correct. 2.) Chat GPT's knowledge of current facts is lacking because it answers based on data that has already been passed. 3.) Chat GPT has difficulty in finding specialized discussions due to his lack of emotional intelligence (Chaka,

2023; Gupta et al., 2023; Haleem et al., 2022; Kalla et al., 2023). Anu and Ansah (2023) also present that another weakness of Chat GPT is that as a Chat GPT user, users will lose their thinking creativity and become too lazy to think because users only rely on help from Chat GPT. In addition, Chat GPT users, especially students, must be more careful in getting information through Chat GPT because not all uses of Chat GPT have a positive effect, and there are also potential weaknesses of the tool.

Studies on chat GPT in writing have been conducted by some scholars. First, Algaraady and Mahyoob (2023) investigated the effect of using chat GPT on detecting foreign language learners' English writing errors compared to human instructor assistance. The results of their research showed that the use of Chat GPT for language learners can improve their analysis of sentence structure errors and their writing skills. Second, Haggag (2023) also found that Chat GPT had a positive impact on writing descriptive paragraphs and using English grammar in Egypt. This study focused on the effect of using chat GPT on writing and grammar skills in 3rd year foreign language students.

Another study conducted by Hang (2023) revealed that the perspectives of several EFL teachers on the use of Chat GPT in writing classes were different. There are 50% of teachers who agree that chat GPT can help teachers in the learning process, another 30% of participants think that the use of Chat GPT in writing classes will replace the teacher's role in teaching, and the last 20% of participants stated that Chat GPT will

disappear because of concerns about its use. The Previous studies about use chat GPT only focus on the impact of using it in writing at higher school. Besides that, the earlier studies also used an experimental method that tested the use of chat GPT in writing class. Meanwhile, the present study deals with lecturers' perspectives on the impact of the use of chat GPT, strategies in detecting assignments from chat GPT, and strategies in managing excessive use of chat GPT in English writing classes.

Based on observations that the researcher has made at the English Language and Literature Department. Some students use chat GPT to get ideas when writing, especially in writing class. This should be another consideration for lecturers as educators in higher education. The use of Chat GPT itself has a positive impact on students, but this may not be good because students tend to over reliance on Chat GPT. The thinking abilities they have are not used in vain. Therefore, educator used to find ways to detect students who use Chat GPT in doing assignments, and strategies to manage students who are dependent on Chat GPT.

Based on the research problems above, the researcher is interested in exploring lecturers' perspectives on the use of chat GPT in writing class at the English Language and Literature Department, Universitas Negeri Padang. This study will focus on the impacts of using Chat GPT in higher education, lecturers' strategies in detecting student assignments that use Chat GPT, and lecturers' strategies in managing the overuse of Chat GPT.

## **B. Identification of the Problem**

Based on the background of the problem above, there are several problems were discovered :

1. English Language and Literature Department Students have difficulty in expressing ideas when writing.
2. The existence of artificial intelligence makes English language and literature Department Students use the help of Artificial intelligence technology to find ideas.
3. The problem faced by lecturers in teaching writing is the use of chat GPT by students so lecturers must be more careful about the assignments made by students.

## **C. The Limitation of the Problem**

The research limitation of this study only focuses on the problem of using chat GPT in English writing classes according to the lecturer's experience. The purpose of this study is to explore the lecturers' perspectives on the use of Chat GPT in English writing classes in the English Language and Literature Department. The participants are lecturers who taught writing in the English Language and Literature Department at Universitas Negeri Padang.

#### **D. Research Question**

Based on the problem formulation above, the research questions as follows :

1. How are lecturers' perspectives on the use of chat GPT in English writing class at English Language and Literature Department ?

#### **E. Purpose of the Research**

Based on the research questions above, the purposes of the research as follows :

1. To figure out how lecturers' perspectives on the use of chat GPT in English writing class at English Language and Literature Department.

#### **F. Significance of the Research**

The results of this research is expected to be provided for :

1. Theoretical

In theoretical form, the author hopes that the findings in this research can support theory and contribute to a literature review of the use of Chat GPT in English writing class.

2. Practical

In practical form, the author hopes that the results of this research will be useful for :

- a. For future researchers

Researcher hopes that this research can be used as a reference for future research related to Chat GPT or other technologies.

- b. For lecturers

The researcher hopes that this study can deepen lecturers' knowledge about technology, especially chat GPT, and can also support learning activities that use technology in the future.

- c. For students

Researcher also hopes that this research can be used as a lesson for students in using technology.

## **G. Definition of Key Terms**

The definition of the key term in this research is described as:

1. Chat GPT (Chat Pre-trained Transformer)

Chat GPT refers to the smart technology created by humans that has the same capabilities as human language.

2. Perspective

Perspective refers to a person's way of seeing things that can be described verbally or in writing.

3. English Writing

English Writing refers to the activity of expressing ideas or thoughts by arranging words using English.