

**STUDENTS' PERCEPTIONS ON USING CHATGPT IN
LEARNING ENGLISH PARAPHRASING**

THESIS

Submitted by

MAI SHARAH

NIM. 200203100

Student of Fakultas Tarbiyah dan Keguruan
Department of English Language Education



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By:

Mai Sharah

NIM. 200203100

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

جامعة الرانيري

Supervisor,

AR - RANIRY


Faishal Zakaria, M.A., Ph.D

NIP. 19801042011011002

Date: July 5, 2024

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
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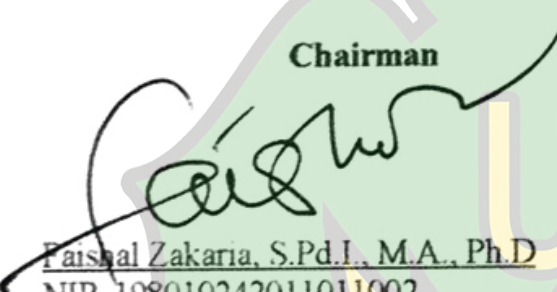
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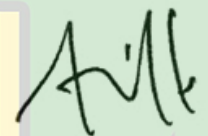
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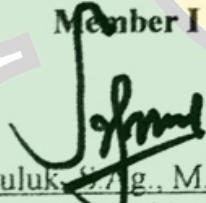
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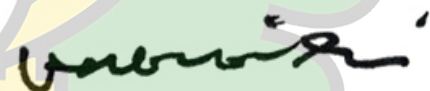

Faishal Zakaria, S.Pd.I., M.A., Ph.D
NIP. 198010242011011002


Azizah, S.Ag., M.Pd
NIP. 197601092007012021

Member I

Member II


Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003


Prof. Habiburrahim, S.Ag., M.Com., Ph.D
NIP. 197208062003121002

A R - R A N I R Y

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D
NIP. 197301021997031003



SURAT PERNYATAN KEASLIAN
(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Mai Sharah

NIM : 200203100

Tempat/tanggal lahir : Medan, 06 Mei 2002

Alamat : Cot Lamkuweuh, Kec. Meuraxa, Kota Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perceptions on Using ChatGPT in Learning English Paraphrasing

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang **disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



Mai Sharah

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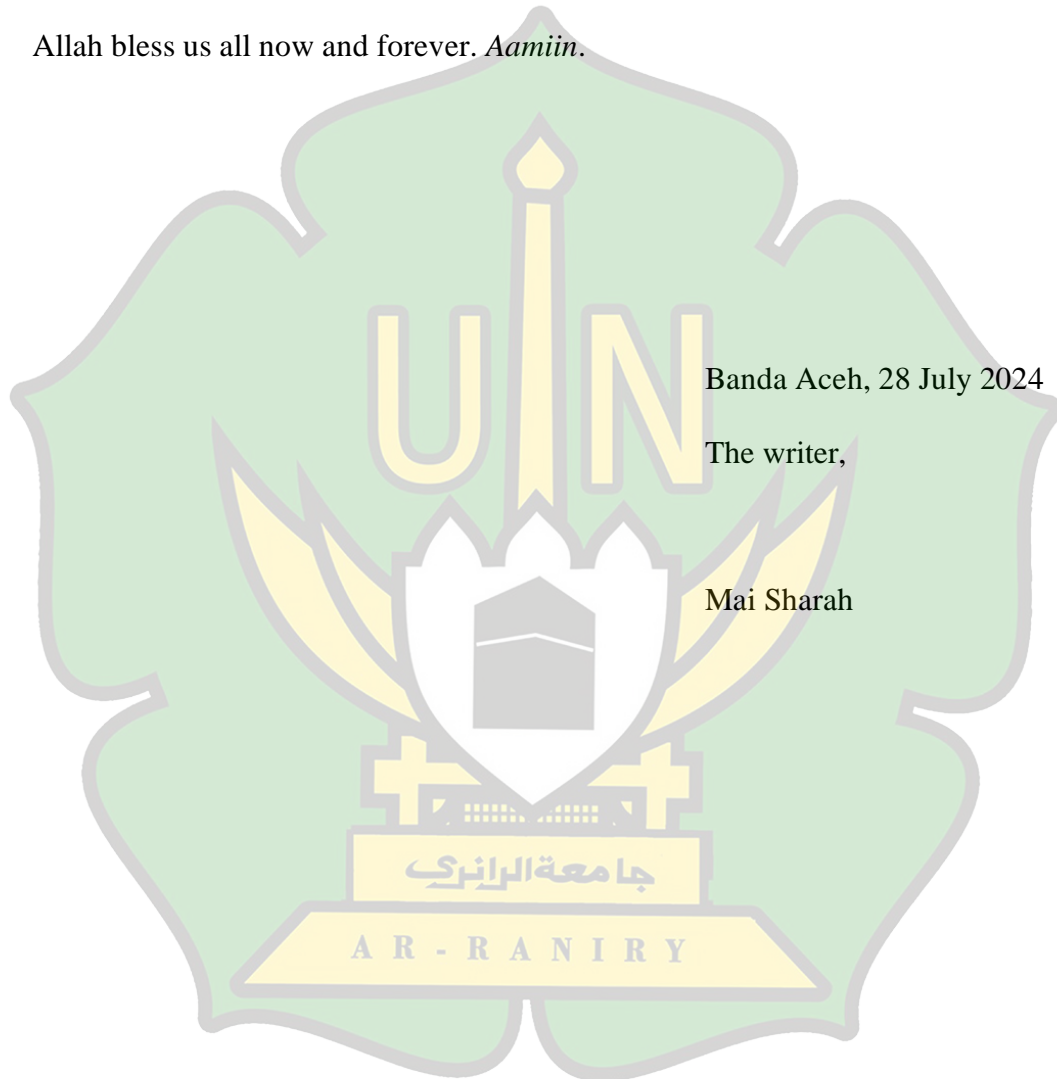
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah, The Almighty, who always gives me a blissful life to live in this world, the chance to try, the air to breathe, and the inspiration and power to write and finish this research. Peace and salutation be upon the great messenger and noble prophet Muhammad SAW, who has enlightened our minds and hearts, guiding us toward knowledge and wisdom along with his family and companions who have tirelessly worked to lead his ummah to the right path.

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Banda Aceh, 28 July 2024

The writer,

Mai Sharah

ABSTRACT

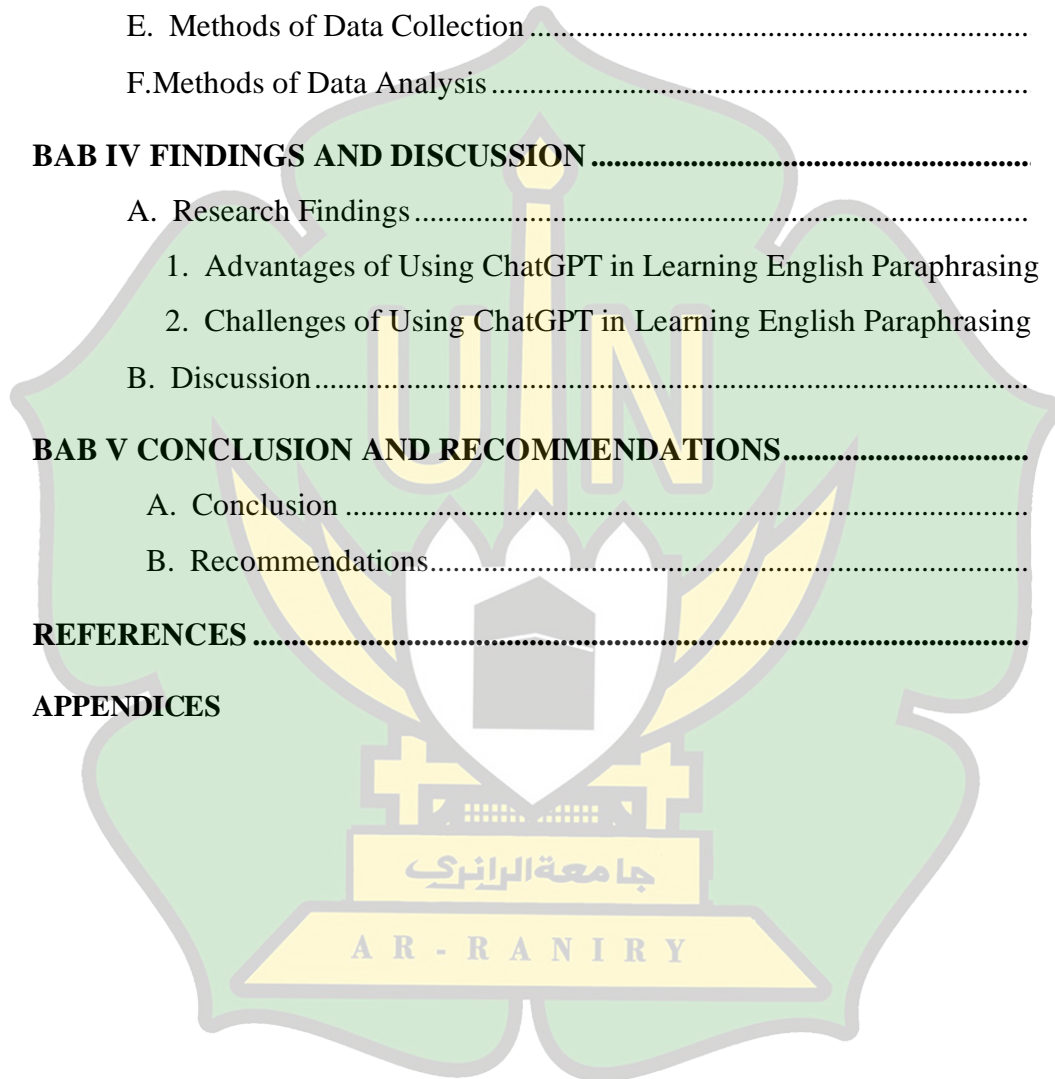
Name : Mai Sharah
NIM : 200203100
Faculty : *Fakultas Tarbiyah dan Keguruan*
Major : Department of English Language Education
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ChatGPT, a large language model developed by OpenAI is a tool that can be used for various educational purposes, such as language learning and writing tools. In the context of learning paraphrasing, ChatGPT offers students a unique opportunity to practice rephrasing sentences and passages in real-time, receiving instant feedback on their attempts. This study built upon existing studies by exploring a specific and under-researched application of ChatGPT in education which focused about how students perceived the effectiveness, usability, challenges, and ethical considerations associated with using ChatGPT for paraphrasing learning activities. The study aimed to provide insights into the potential benefits and limitations of integrating ChatGPT into educational settings to enhance paraphrasing skills. Adopting a qualitative phenomenology approach, this research utilizes purposive sampling to interview 8 students that had been using ChatGPT for paraphrasing. The data collection involved semi-structured interviews to explore students' perceptions and experiences in depth. Thematic analysis was used to identify students' perception regarding the use of ChatGPT as a tool in learning English paraphrasing. The findings of this research identified two main points; 1) English students' perceptions about the advantages of using ChatGPT in learning English paraphrasing, which consist of the improvement students paraphrasing skills, students saving time, and the effectiveness of ChatGPT in explain difficult concepts. 2) Kind of challenges that students face when using ChatGPT, which consists of English students' over-reliance and inhibiting critical thinking, the potential of plagiarism in applying ChatGPT, and difficulty understanding a complex paraphrase. This study demonstrates that the utilization of ChatGPT in the acquisition of English paraphrasing skills holds considerable promise for enhancing students' proficiency in the language.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Since originality and integrity are highly valued in academic contexts, the ubiquity of plagiarism in the modern digital age presents a substantial difficulty. Intentional or inadvertent plagiarism damages academic work's reputation and impedes student's development as autonomous writers and thinkers. Smith and Johnson (2022), due to the accessibility of copying and pasting material and the abundance of internet resources, assert that students are under more and more pressure to create original work while adhering to complex academic traditions like paraphrasing.

As one of the most essential skills in academic writing, paraphrasing, which is conveying ideas from source material in one's own words while maintaining the original meaning, can help English students avoid committing acts of plagiarism. However, for students, especially those learning in second language situations or with little exposure to scholarly discourse, mastering paraphrase may be complex. Conventional paraphrase instruction frequently relies on physical exercises and teacher feedback, which may be laborious and lack individualized instruction.

Paraphrasing is a foundational skill in academic writing and comprehension. Mastering paraphrasing allows students to critically engage with source material, integrate evidence seamlessly into their arguments, and

demonstrate their understanding of complex concepts. However, learning to paraphrase can be challenging for students, particularly non-native speakers of the language or who have limited exposure to academic discourse conventions. As has been said, traditional methods of teaching paraphrasing often involve manual exercises, such as rewriting sentences or paragraphs, followed by instructor feedback. While these methods are valuable, they can be time-consuming and lack the personalized guidance to effectively address individual student needs.

According to Habiburrahim (2015) In the realm of education, the Internet is of paramount importance. It is employed as an extension of the classroom or as a conduit for higher education, which is becoming increasingly prevalent. The rapid development of AI-enabled technology has increased the accessibility, scalability, and efficacy of text-generation tools such as GPT-3 and ChatGPT. The study by Zhou, et al. (2022) the emergence of ChatGPT as a tool for language education represents a potentially transformative development in the field of language education. ChatGPT, a large language model developed by OpenAI, can produce writing. This tool might be useful for teaching languages as it can provide students with immediate feedback and assistance.

In recent years, there has been a considerable increase in the use of technology in language education, with various platforms and tools available to assist instruction. The reason why ChatGPT as the object of this study as opposed to other paraphrasing tools, such as QuillBot, Grammarly, or other AI-based tools, for several fundamental reasons relating to its technological advantages, interactive capabilities, and potential impact on learning. In the context of learning

paraphrasing, ChatGPT offers students a unique opportunity to practice rephrasing sentences and passages in real-time, receiving instant feedback on their attempts. This interactive and iterative approach to learning enhances students' paraphrasing skills and fosters a deeper understanding of language structures and nuances. Smith and Johnson (2022) stated that ChatGPT is a potential tool for educational applications, such as language learning and writing tools.

Despite its potential benefits, the integration of ChatGPT into paraphrasing learning is not without challenges. Students may struggle understanding the nuances of paraphrasing and interpreting ChatGPT's responses accurately. Additionally, concerns about overreliance on AI tools and the potential for plagiarism may arise. Therefore, it is essential to examine students' perceptions of using ChatGPT in learning paraphrasing to identify effective strategies for leveraging this technology while mitigating potential drawbacks.

In conclusion, learning paraphrasing is a complex process that requires students to develop critical thinking skills and linguistic proficiency. Integrating AI technologies like ChatGPT holds promise for enhancing the teaching and learning of paraphrasing by providing students with personalized feedback and opportunities for practice. However, careful consideration must be given to the challenges and ethical considerations associated with using AI tools in educational settings. By examining students' perceptions and experiences with ChatGPT in learning paraphrasing, educators can gain valuable insights into how best to harness the potential of AI to support language learning objectives while promoting academic integrity and ethical writing practices.

B. Research Questions

How do students perceive the use of ChatGPT to help students learn English paraphrasing?

C. Research Aim

These aims focus on understanding how students perceive and utilize ChatGPT in learning English paraphrasing.

D. Scope of The Study

The study is limited to investigating the beliefs and opinions of students regarding the utilization of ChatGPT in the context of learning paraphrasing skills. This entailed exploring how students perceived the effectiveness, usability, challenges, and ethical considerations associated with using ChatGPT for paraphrasing learning activities. The study aimed to provide insights into the potential benefits and limitations of integrating ChatGPT into educational settings to enhance paraphrasing skills. Overall, the scope of the study centered on understanding students' perspectives on using ChatGPT as a pedagogical tool for facilitating paraphrasing learning.

E. Significance of The Study

1. For English Teachers

Writing skills are key skills needed in various fields, including academic and professional. The findings of the proposed study can provide additional insights to English teachers considering integrating Chat GPT in their paraphrasing lessons.

2. For Students

This research will provide insight into how students perceive the use of ChatGPT in developing their paraphrasing skills. This can help schools and educational institutions understand students' perspectives and ensure that the technology is implemented considering student preferences and needs.

3. Other Researchers

The results of this research can be the foundation for advanced research in this field. Future research could provide a deeper understanding of various aspects of using ChatGPT in education, providing more comprehensive insights.

F. Terminologies

1. Plagiarism

Plagiarism refers to the act of taking someone else's ideas, work, or words without giving proper attribution or acknowledgment. It is a serious ethical and academic offense that can be detrimental to intellectual honesty and research integrity, Pecorari (2003). Plagiarism can take many forms, including direct copying, inappropriate copying with some cosmetic changes, and taking concepts without giving credit. Furthermore, plagiarism also includes the use of data or images without proper authorization or source. This undermines the trust relationship between the author and the reader and reduces the value of the original work.

2. Paraphrasing

Paraphrasing is the process of restructuring or re-expressing someone else's ideas or words using one's own words but retaining the original meaning and purpose. It is an important technique in academic writing and research to integrate information from external sources in an adequate manner without violating copyright or research ethics. According to Matsuda (2001) Paraphrasing requires a good understanding of the source material and the ability to re-present it clearly and accurately. By paraphrasing well, writers can enrich their work with multiple sources of information without compromising originality or intellectual honesty.

3. Artificial Intelligence

Artificial intelligence (AI) is the theory and development of computer systems capable of performing tasks that historically required human intelligence, such as recognizing speech, making decisions, and identifying patterns.

Chen, et al. (2020) define an artificial intelligence is a field of study and the resulting innovations and developments allowing computers, machines, and other artifacts to have human-like intelligence characterized by cognitive abilities, learning, adaptability, and decision-making capabilities.

4. ChatGPT

ChatGPT (Chat Generative Pretrained Transformer, is an OpenAI language model) developed by Artificial Intelligence (AI). Junaid (2022) mentions that based on the GPT (Generative Pre-trained Transformer) architecture,

which was originally developed for language generation tasks such as machine translation and summarization. ChatGPT has been used in various applications, including generating chatbot responses, generating ideas for stories and content, and even creating music. Both learners and teachers can use ChatGPT in the context of education.



CHAPTER 2

LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception can be defined as the process by which individuals organize and interpret sensory information in order to give meaning to their environment. Perception is not a passive process; rather, it is an interaction between past experiences, knowledge, beliefs, and the social or cultural context in which the individual exists. In accordance with the tenets of Gestalt theory, perception is a holistic process whereby humans perceive objects as a unified entity, rather than as a mere aggregation of disparate components by Rock (1990). This theory posits that perception is the result of patterns of interpretation made by the brain in response to stimuli from the environment.

2. Student Perceptions

According to Eccles (2002) Student perceptions encompass how students perceive and understand various aspects of their learning experience, including subject matter, teaching methodology, learning environment, and educational aids such as technology. These perceptions are of significant consequence, as they directly influence motivation, engagement, and learning outcomes.

In the field of education, student perceptions are frequently assessed with the objective of evaluating the efficacy of a novel curriculum, pedagogical approach, or technological tool introduced within the classroom setting. For example, research conducted by Zhang (2014) indicates that students' perceptions of technology

utilization in the classroom are significantly influenced by their perception of the technology's relevance to their learning needs and the ease with which they can utilize the technology.

3. Student Perceptions in the Context of Learning Technology

In the context of technology use in learning, student perceptions are significantly influenced by factors such as usability (ease of use), perceived usefulness (the extent to which the technology is perceived as beneficial), ease of use, and attitude towards technology. The Technology Acceptance Model (TAM), as proposed by Davis (1989), is a frequently utilized theoretical framework for elucidating the influence of perceived usefulness and perceived ease of use on an individual's intention to utilize technology.

The previous study also indicates that students' perceptions of educational technology can influence not only the rate of technology acceptance but also the learning outcomes they achieve. For example, research conducted by Joo, et. al (2011) revealed that a positive perception of e-learning technology was associated with enhanced academic performance and student motivation.

In the context of evaluating the effectiveness of ChatGPT in paraphrasing, student perceptions play a pivotal role. Should students perceive ChatGPT as a beneficial tool for comprehending material, developing paraphrasing skills, and facilitating task completion, this could encourage broader adoption of the technology among students.

However, it is also crucial to consider factors such as dependency on technology and ethical usage. A study by Zhang, et. al (2023) indicates that despite

students having a positive perception of AI in education, they are also concerned about the potential risks of dependency and academic integrity being compromised if AI is employed without appropriate control.

Student perception is a very important aspect in evaluating the application of technology in learning, including the use of ChatGPT in paraphrasing learning. These perceptions are influenced by various factors including the usability of the technology, ease of use, and relevance to students' learning needs. Understanding students' perceptions can help educators and technology developers to improve the design and implementation of learning tools, so that they better suit students' needs and expectations.

B. Paraphrasing

1. The History of Paraphrase

The process of restating a passage's thoughts in one's own words while maintaining the author's meaning is known as paraphrasing. It entails putting the author's ideas into our own language and expressing their thoughts without introducing the writer's own thoughts. Students should reword the piece, rearrange its structure, and add new words while retaining the general idea of the original.

According to the Online Etymology Dictionary, the noun *paraphrase*, meaning 'a restatement of a text or passage, giving the sense of the original in other words, often in fuller terms and greater detail', comes from the ancient Greek *paraphrazein* where *para-* expresses modification and *phrazein* expresses the verb 'to tell'. The noun *paraphrase* entered English via Latin in the mid-16th century and retained its original form over centuries. According to the same dictionary the

verb *to paraphrase* means ‘to restate, interpret, express the meaning of in other words.

According to Liddell, et al. (1996) For the Greeks, there were many words to express how one might rephrase something, and these words were often quite specific. For instance, words like *paraphemi* means to speak gently to, *euphemeo*, to use words of good omen, or *dusphemeo*, to use ill or unlucky words.

Quintilianus, et. al. (1995) defined the morphemes “para” and “phrase” come from Greek, combined to mean something like an additional way of telling or saying something, paraphrasing became a more contrived academic exercise in the Roman world. In this brief except, Quintilian describes activities that would help students reduce, condense, extend, and “embellish” texts. These exercises later became a standard for paraphrasing teaching throughout the Middle Ages.

Historically by Liddell, et al. (1996) paraphrasing has evolved as a fundamental aspect of effective communication and learning. From the meticulous translation of texts by ancient scholars to the reinterpretation of religious works by medieval scribes, the ability to convey meaning using different words has been essential. In the realm of education, paraphrasing has long played a crucial role in developing critical thinking and comprehension. Students’ adept at paraphrasing demonstrate a profound comprehension of concepts, as they can rephrase information in their own words while maintaining its core meaning.

In the contemporary era, the advent of technology has facilitated the emergence of machine translation tools and language models, which offer novel avenues for paraphrasing support. Paraphrasing, in essence, has transcended time

as a valuable language skill, promoting effective communication, fostering learning, and enriching written expression. As technology continues to evolve, so too will the tools and techniques for effective paraphrasing.

2. Definition of Paraphrasing

The definitions of paraphrase can vary slightly depending on the context in which they are used. In general, Bhagat and Rovy (2013) stated that a paraphrase is a restatement of a text or passage, often to clarify meaning or show understanding. Paraphrases convey the same meaning as the original text but in a different form or wording.

Khrismawan and Widiati (2013) described paraphrasing as rephrasing a sentence in a manner that preserves the intended meaning while presenting it with altered lexical and syntactic elements. This definition underscores the significance of upholding the original message while employing diverse vocabulary and sentence constructions.

When students paraphrase a text, they essentially express the same ideas using their own words, demonstrating understanding and the ability to convey information in different ways. Fitria (2021) stated that Paraphrasing, a technique of writing in English, is an alternative that uses the students' words to express the same idea. Paraphrasing can also help students keep things consistent and easy to understand while writing.

The process of paraphrasing allows students to interpret the text they read and re-express the information using different sentences or phrases while still maintaining the same meaning. This shows that students can understand the text

deeply and re-communicate the information with different language styles according to their understanding.

According to Williamson (2021), paraphrasing refers to a collection of methods for putting another person's thoughts into your own words. As a result, whenever anything is paraphrased, it needs to be cited within the text as well as at the end of the text. In summary, paraphrasing is a critical skill in academic writing as it enables students to present information from source texts in their own words, thereby avoiding direct copying. When paraphrasing, students rephrase the original material while preserving the core meaning, but with organization, wording, and sentence structure alterations.

This process ensures that the information is integrated into the student's work authentically and ethically. Mastering paraphrasing and other writing skills is essential for students to articulate their thoughts effectively and concisely in academic writing, demonstrating their understanding of the subject matter and their ability to communicate ideas clearly and efficiently.

C. ChatGPT

1. Definition to ChatGPT

Launched on November 30, 2022, ChatGPT, an acronym for Chat Generative Pre-trained Transformer, is a substantial language model-based chatbot created by OpenAI. With its help, users may direct a discussion toward their preferred duration, structure, style, degree of information, and language. A free AI tool called ChatGPT may be used for various purposes, including having insightful chats, automating activities, and more.

It is a model of Instruct GPT, skilled in responding in-depth to prompts and following instructions. Openai.com (2022) Fine-tuning for ChatGPT comes from a GPT-3.5 series model that completed training in early 2022. At first, ChatGPT was available to everyone for free, and as of December 4, 2022, the platform boasted more than one million members. Users of ChatGPT Plus gained access to third-party plugins and an Internet-accessible browsing mode in March 2023.

ChatGPT primary function is to comprehend and producing human-like answer text responses. It interprets natural language input and provides logical contextually appropriate text responses. It is utilized for a number of purposes, including conversing with users, assisting with chores, providing information, and responding to inquiries.

2. The Application of ChatGPT

ChatGPT is a language model OpenAI developed based on the GPT-3 architecture. It is designed to generate human-like text based on the input it receives. It is suitable for a wide range of natural language processing tasks, including chatbots, content generation, language translation, and more.

ChatGPT can be accessed at the website <https://chat.openai.com> or download ChatGPT Application in Apple Store or Google Playstore. To use ChatGPT, users can log in easily via Google or Microsoft account. If do not have an account yet, students can register first. Select the Sign-Up menu. Then, click Create an OpenAI Account. It can register via email, Google/Apple or Microsoft accounts. Select the Personal Use menu. And will receive a confirmation number, then enter the number on the registration page. After having an account, it can

immediately log in. After the account has been successfully created, it can be logged in directly and used on the ChatGPT platform.

ChatGPT has a variety of applications, including:

1. Content Generation: It can create articles, blog posts, and other written content.
2. Chatbots: It can be used to develop chatbots for customer support, virtual assistants, and more.
3. Language Translation: It can be used to translate text from one language to another.
4. Text Summarization: It can generate concise summaries of longer text.
5. Answering Questions: It can answer factual questions based on its training data.
6. Fine-Tuning: OpenAI allows developers to fine-tune ChatGPT for specific tasks or industries. This allows customization to make the model more effective for particular applications. Using ChatGPT by students is a tool that is very beneficial in helping students develop their English learning. However, due to the frequent use of ChatGPT, it is feared to cause dependence for its users which makes students lose their creativity, critical thinking, and independent writing skills.

ChatGPT and similar language models has raised ethical concerns, including the potential for generating harmful or biased content. OpenAI has worked on improving guidelines and deploying safety mitigations to address these concerns.

D. Artificial Intelligence (AI) in Education

The rapid development of technology has significantly impacted various fields, including education. One of the notable advancements is the integration of Artificial Intelligence (AI) into language learning. According to Muluk, et al. (2023) The integration of technology into education, particularly language instruction, has been significantly enhanced by the advent of Web 2.0, representing the second generation of the internet. Tools like ChatGPT, Quillbot, Paraphraser.io, *etc.* have become valuable assets for students learning paraphrasing and other language skills. Students learn and improve their writing skills and language talents and succeed academically using AI-powered language tools to practice paraphrasing. For language learners, these tools are invaluable resources that provide chances for advancement in both academic accomplishment and language competency as well as assistance and advice.

The application of AI in learning offers various opportunities to improve the quality of education and provide a more personalized and effective learning experience for students. A study by Zakaria (2021) The contemporary advancement of the Internet and information technologies has empowered educators to pursue ongoing professional development and improvement. One interesting application of AI in education is ChatGPT. ChatGPT is a large language model developed by OpenAI that can be used for a variety of tasks, including text paraphrasing.

In an educational context, ChatGPT can assist students in comprehending complex concepts more effectively by providing more readily understandable paraphrases. Research conducted by Limna, et al. (2016) demonstrated that the utilization of AI-based paraphrasing tools can enhance students' comprehension of challenging texts.

These findings suggest that ChatGPT has the potential to be a valuable tool in education. However, it is essential to note that ChatGPT is still in the developmental stage, and further research is needed to understand its effectiveness in various learning contexts. The potential of AI-powered language tools like ChatGPT to improve a variety of facets of academic writing and language acquisition has led to an increase in interest in these tools among educators. With the help of these resources, students may enhance their writing abilities, language competency, and general academic achievement by receiving individualized feedback and support.

Perkins (2023) stated that AI-powered language tools, which concentrate specifically on paraphrasing abilities, might provide students invaluable assistance by proposing alternative phrases or paragraphs that are clearer and more logical. Students may increase their writing quality overall, gain a deeper knowledge of language patterns, and strengthen their paraphrasing skills using these tools. Through paraphrasing, AI technologies may also assist students in increasing the scope of their vocabulary, improving the clarity of their sentences, and developing their critical thinking abilities.

ChatGPT represents one of the most promising applications of AI in education. Research indicates that it can assist students in comprehending complex concepts more effectively and in learning paraphrasing more efficiently. However, further research is necessary to ascertain the efficacy of ChatGPT in various learning contexts.

E. Students' Experience with ChatGPT

A rapid literature review conducted by Lo (2023) revealed that the effectiveness of ChatGPT varies across different subjects. While it performed well in areas such as economics and programming, it was less effective in mathematics. The study emphasized the potential of ChatGPT as a tool for generating course materials and offering virtual tutoring, but also pointed out significant issues such as the generation of incorrect information and potential misuse for academic dishonesty. The review from Lo (2023) recommends that educational institutions update their assessment methods and policies to address the challenges identified.

In a controlled experiment with computer science students, Liu and Mernik (2024) found that the use of ChatGPT did not significantly affect student performance in programming assignments or exams. This indicates that while ChatGPT can be a helpful tool, it does not necessarily enhance or detract from academic performance if used properly. The study suggests that with appropriate measures, ChatGPT can be safely integrated into the learning process.

Another study by Elkhodr, et al., (2023) focusing on information and communication technology (ICT) students explored their perceptions of using ChatGPT. The findings indicated mixed reactions, with students recognizing the

tool's potential to aid learning but also expressing concerns about dependency and ethical implications. The study recommended that educational strategies should be developed to maximize the benefits while mitigating the risks of misuse.

Experts emphasize the importance of a careful and structured approach in integrating ChatGPT into education. According to Lo (2023), although ChatGPT has great potential in generating teaching materials and providing virtual tutoring, issues such as misinformation and possible misuse for academic cheating must be addressed. Liu and Mernik (2024) added that although ChatGPT can be a useful tool, its impact on academic performance depends largely on its proper use and adequate supervision.

The study of Elkhodr, et al., (2023) also highlighted the importance of educational strategies developed to maximize the benefits of AI while minimizing the risks of dependency and its ethical implications. Therefore, institutional policy updates and adequate training for both faculty and students are essential to capitalize on the advantages of AI tools such as ChatGPT as well as deal with the ethical and practical challenges that may arise.

F. ChatGPT in The Context of Learning Paraphrasing

Baskara (2023) stated that ChatGPT in writing instruction offers many potentially benefits. For example, maintaining students' interest and motivation, supporting language skill development, and offering individualized feedback and assistance are just a few potential advantages of integrating ChatGPT into EFL writing education. However, there are drawbacks and issues with employing

ChatGPT as well. These include the necessity for cautious planning and execution to guarantee efficacy and moral issues with the use of artificial intelligence and natural language processing in the classroom.

It is crucial to develop and deploy ChatGPT properly, employing various representative training data sets as well as well-thought-out algorithms and models to handle these issues and obstacles. It is also crucial to build plans to guarantee that the technology is impartial and fair and to thoroughly analyze the ethical ramifications of utilizing ChatGPT in EFL writing training. According to Doe (2023) There are several advantages of using ChatGPT into language learning, especially for paraphrase. It gives students access to a variety of linguistic styles, delivers prompt feedback, and fosters an engaged and interesting learning environment. Through adherence to methodical procedures and awareness of possible obstacles, instructors can proficiently utilize artificial intelligence (AI) to augment students' language proficiency.

Meanwhile, Syahnaz and Fithriani (2023) find that using an Artificial Intelligence (AI) tool is particularly useful for students to get beyond barriers to paraphrase their writing. ChatGPT, a large language model developed by OpenAI, has the potential to enhance paraphrasing skills in learning environments. Overall, ChatGPT has the capacity to be a valuable tool in a learning environment, providing personalized feedback, generating practice exercises, and offering real-time support for students as they develop their paraphrasing skills. It is crucial to acknowledge that ChatGPT is a tool, and as with any tool, it should be employed responsibly and with a focus on learning, rather than simply relying on its output.

G. Previous Related Studies

The potential benefits of using ChatGPT in language education include providing personalized feedback and support, engaging and motivating learners through natural language capabilities, and supporting the development of language skills through practice and repetition. However, ChatGPT represents a new and potentially transformative technology in this area, as it can generate human-like text and provide real-time feedback and support for learners.

According to Campbell (2023), writing is a process of developing ideas and thoughts about something that will be focused on. This research underscores the importance of designing writing assignments that engage students' creativity and critical thinking skills, fostering a deeper understanding of the subject matter and promoting originality in their work.

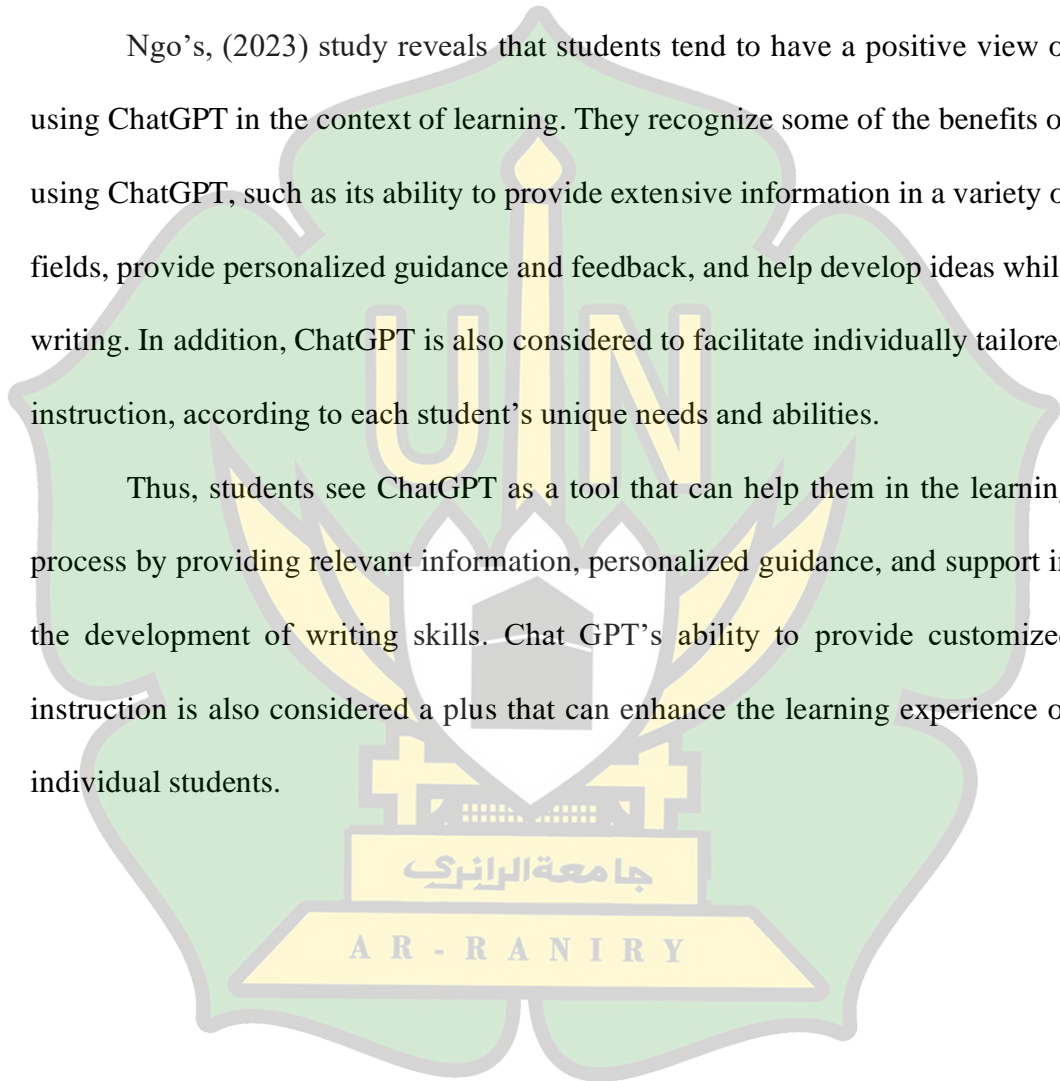
In another related study, Alshater (2022) found that having the ability to generate human-like text, analyze and interpret data, and generate simulations and scenarios makes a valuable asset for researchers in various fields. Overall, the use of ChatGPT and related technologies in academic research can spur creativity, make new discoveries easier, and completely change how scientists do their work. Through the ethical and effective use of AI and NLP technologies, researchers may advance their discipline and produce ground-breaking discoveries that fundamentally alter our perception of reality.

Khrismawan and Widiati (2013) research focusing on students' opinions on utilizing AI tools like ChatGPT for paraphrasing is becoming more and more necessary given the expanding integration of AI technology in educational settings,

particularly language-related activities like paraphrase. Gaining insight into how students perceive and interact with AI-powered paraphrasing tools may be extremely beneficial in determining their acceptability, effectiveness, and influence on students' writing abilities and academic integrity.

Ngo's, (2023) study reveals that students tend to have a positive view of using ChatGPT in the context of learning. They recognize some of the benefits of using ChatGPT, such as its ability to provide extensive information in a variety of fields, provide personalized guidance and feedback, and help develop ideas while writing. In addition, ChatGPT is also considered to facilitate individually tailored instruction, according to each student's unique needs and abilities.

Thus, students see ChatGPT as a tool that can help them in the learning process by providing relevant information, personalized guidance, and support in the development of writing skills. Chat GPT's ability to provide customized instruction is also considered a plus that can enhance the learning experience of individual students.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Plan

This research used descriptive qualitative research to explore students' perceptions of using ChatGPT in learning to paraphrase. As Creswell (2012) has suggested, qualitative research allowed to determine the issues related to participants' experiences. Qualitative research allowed for a detailed exploration of students' perceptions and experiences. I applied this method to provide in-depth information about how students perceived the use of ChatGPT for paraphrasing skill development.

This study focused on students' perspectives and experiences in using ChatGPT in Learning Paraphrasing, meaning that this method described the phenomenon in detail by conducting in-depth exploration through interviews with students who had used ChatGPT. This study attempted to explain events and phenomena that occurred during research and findings obtained after observing research subjects. Therefore, as a result of this research approach, the researcher would be able to learn about the students' perception of ChatGPT as a tool for learning.

According to Qutoshi (2018) This method was particularly useful in language education research, where it could be applied to study how learners perceived and interacted with language, including how students learned how to paraphrase a sentence.

In the context of technology, particularly in the development of artificial intelligence like ChatGPT, phenomenology could be used to understand how humans interacted with and experienced this technology, thereby shaping their understanding and perception of its use.

B. Research Location and Participants

Phenomenological research was a strategy of inquiry in which the researcher identified the essence of human experiences about a phenomenon described by participants. Bekele, et. al (2022) stated that phenomenological studies needed at least six participants in the research design.

This research was conducted at the Department of English Language Education, Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh. The selection of this research location was based on the rationale that the curriculum of this study program encompasses academic writing skills, including paraphrasing, which are pertinent to the subject matter of this study. Moreover, this academic environment enables the acquisition of data that aligns with the established research criteria.

In this study, the researcher employed the purposive sampling method to select the research participants. This sampling technique was employed in order to obtain a sample that would meet specific criteria, thereby facilitating a deeper understanding of the phenomenon under study Creswell (2012). In this context, the research sample consisted of eight students from the English Education Study Program class of 2020.

The selection of participants was based on three main criteria:

1. The students are enrolled in the English Education Study Program, class of 2020.
2. The students had employed the use of ChatGPT in the context of paraphrasing learning material.
3. The student expressed a willingness to participate in a semi-structured interview to share their experience.

The first criterion was selected to guarantee that the participants possessed an appropriate academic background and had attained a satisfactory level of English language proficiency, thereby ensuring their suitability for participation in this study. The second criterion was designed to ensure that the participants had direct experience with ChatGPT, thereby facilitating the collection of accurate and in-depth data regarding the use of this technology in paraphrasing learning. The third criterion was necessary to ensure the active participation of the students and their readiness to share their experiences in detail.

The selection of eight students as the sample was made on the basis of the principle of saturation point, which is when the data collected is sufficient to provide a comprehensive understanding of the phenomenon under study Guest (2006).

The participants' data were provided below. For research confidentiality, only pseudonyms were used in the thesis.

Table 3.1
List of Participant

NAME	BATCH	GENDER
IB	2020	FEMALE
ZN	2020	FEMALE
AZ	2020	FEMALE
FR	2020	FEMALE
AZV	2020	MALE
MT	2020	MALE
ZI	2020	MALE
AH	2020	MALE

C. Sources of data

The qualitative format of these interviews enabled a thorough examination of complex perspectives, illuminating students' attitudes, difficulties they face, and suggestions for maximizing ChatGPT's effectiveness in helping them to improve their paraphrasing abilities.

I conducted interviews with students, the primary data source. As Creswell, et al. (2018) suggested, in this context, interviews offered an insightful exploration into students' experiences with ChatGPT in their learning activities. Denzin and Lincoln (2018) implied that interviews could provide insights into students' subjective reality and impressions of using ChatGPT in their writing process.

D. Instrument for Data Collection

This research was based on qualitative research methods and interviews conducted with students. It necessitated a meticulous and well-structured instrument for data collection. Drawing upon the guidance of Patton (2015), the interview protocol was designed to explore various facets of students' experiences with ChatGPT. The instrument comprised open-ended questions crafted to elicit comprehensive responses, probing participants' perceptions, challenges encountered, and perceived impacts on paraphrasing skills.

This instrument aligned with the qualitative approach, aiming to delve into students' subjective experiences in their interaction with technology-enhanced writing tools. By employing such a semi-structured interview guide, researchers aimed to foster a conducive environment for candid discussions Merriam (2009) ensuring a rich collection of qualitative data that captured students' nuanced perspectives and insights regarding integrating ChatGPT in their writing activities.

E. Methods of Data Collection

Qualitative research methods played a crucial role in data collection. Following the qualitative approach emphasized by other researchers like Creswell, et al. (2018) and Denzin and Lincoln (2018), face-to-face interviews were a cornerstone for gathering in-depth insights into students' perceptions. This method involved engaging students in dialogue-rich sessions, allowing for a nuanced exploration of their experiences with ChatGPT.

According to Ruslin et al., (2022), an interview is a talk between two persons who exchange thoughts or opinions about a certain issue with an ordinary meaning. I employed semi-structured interviews to gather data for this study. With this method, more thorough data could be gathered since participants might find more information as the session progresses.

This approach enabled individuals to ponder new ideas and pose more questions to themselves by promoting introspection. A list of interview questions was supplied to address the research questions. For example, participants may have been asked about specific experiences or moments that prompted them to start using ChatGPT in learning and whether they found that the use of ChatGPT helps students in learning paraphrasing. These questions served as prompts to guide the conversation and produce detailed responses from participants, shedding light on their experiences and perspectives regarding the implementation of ChatGPT as tool in learning paraphrase.

Semi-structured interviews were a very effective method for collecting qualitative data, allowing researchers to explore students' perceptions and experiences in depth. This method balanced structure and flexibility, allowing respondents to share their views freely and in detail. Kvale and Brinkmann (2009) stated that semi-structured interviews were particularly beneficial in phenomenological research as they allow researchers to explore the deep meanings of participants' subjective experiences. In addition, Brinkmann (2013) added that the interview can take place more dynamically and interactively.

F. Methods of Data Analysis

This research utilized thematic analysis to analyze the qualitative data collected from students through semi-structured interviews and was developed to explore students' experiences and allow for in-depth student responses.

Braun and Clarke (2006) stated that data collection in qualitative research is a continuous and interactive process. Thus, I analyzed the students' responses and answers during interviews to understand how individuals conveyed their experiences and perceptions about using ChatGPT in learning paraphrasing. According to Merriam and Tisdell (2016), accurate transcription was crucial to ensure data integrity, allowing the details of the participants' answers.

Once the transcription was completed, the next step was coding. This involved the researcher reading through the interview transcripts and assigning codes to text parts relevant to the research questions. As Braun and Clarke (2006) stated, coding helped organize the raw data and facilitate the identification of recurring themes.

Once the themes had been identified, the subsequent step was to examine and refine them to ensure they align with the data. This process entailed verifying whether the resulting themes reflect the data as a whole and whether any themes require addition or modification. According to Nowell et al. (2017), theme review was crucial for enhancing the validity and reliability of the analysis.

These steps enabled me to conduct a systematic and in-depth thematic analysis, revealing important interview data patterns and providing meaningful insights into students' perceptions of using ChatGPT in learning to paraphrase.

BAB IV

FINDINGS AND DISCUSSION

The findings of the student interviews on their experiences using ChatGPT to learn English paraphrasing are presented in this chapter. The study's conclusions answer the following research question: How do students perceive the use of ChatGPT to help them learn English paraphrasing?

A. Research Findings

To analyze the data that had been collected from the interview process, I carried out several processes, including interview transcription and coding based on interview results to extract information from the participants' responses, and then grouping each answer into a theme. After carrying out the process, I obtained some preliminary themes that were eventually organized into two main themes based on research questions "How do students perceive the use of ChatGPT to help students learn English paraphrasing?" The first point is English students' perceptions about the advantages of using ChatGPT in learning English paraphrasing, which consist of the improvement students paraphrasing skills, students saving time, and the effectiveness of ChatGPT in explain difficult concepts. The second point is the kind of challenges students face when using ChatGPT, which consists of English students' over-reliance and inhibiting critical thinking, the potential of plagiarism in applying ChatGPT, and difficulty understanding a complex paraphrase.

1. Advantages of Using ChatGPT in Learning English Paraphrasing

The findings indicate that almost all participants have the same perceptions of the use of ChatGPT in learning English paraphrasing with only a few having different perceptions. As explained below, their perceptions include the ChatGPT advantages in improving paraphrasing skills, in saving time, and the effectiveness of using ChatGPT in explaining difficult concepts.

a) Valuable Tool in Learning Paraphrasing Skills

Based on the data obtained from the eight interview participants, most agreed that ChatGPT helps students learn new vocabulary and more complex sentence structures.

According to IB “Using ChatGPT for paraphrasing is very helpful and can make my work easier, efficient, and effective. Unlike other AI that merely paraphrase the text immediately, ChatGPT allows for consultation and interaction about the paraphrasing process. One of the advantages of ChatGPT is its efficiency in paraphrasing. It is faster than any other AI when quick paraphrasing is needed. Additionally, ChatGPT can explain the reasoning behind its word choices, providing a deeper understanding of the paraphrased text.”

Similarly, MT also agrees with the role of ChatGPT in enhancing students' paraphrasing skills.

“Using ChatGPT can improve our language skills. Our language becomes more elaborate and developed when we use ChatGPT. With ChatGPT, we can comment on anything and ask for anything; it is not just about paraphrasing. We can also understand what we are going to paraphrase. ChatGPT is a very helpful tool for our studies. We do not just paraphrase, copy, and paste; we can use AI to explain things we do not understand. This makes it very helpful in learning and improving our paraphrasing skills.”

Besides IB and MT, AH also shares a similar perspective on the use of ChatGPT in learning English paraphrasing, highlighting its ability to enhance students'

paraphrasing skills. In addition, it is to ease of use and ability to answer any queries,

AH discovered a formula or draft that he could learn from using ChatGPT.

AH stated, “ChatGPT provides me with a better structure in writing. Nowadays, I can use that form to write. So, when I ask ChatGPT to paraphrase my text, I check it sometimes. I mean, I read it word by word, passage by passage, and I found the formula. This is very important for me. I know the form that ChatGPT gives me is like a draft; it’s new knowledge that is very helpful for me to write using that form and improve my paraphrasing skills.”

Meanwhile, some students also agree that ChatGPT provides examples of more creative and effective paraphrasing. This perspective emerged when they were asked to compare manual paraphrasing with paraphrasing using ChatGPT. Students observed notable differences in their English paraphrasing skills before and after using ChatGPT based on their experiences.

FR said, “There are so many benefits that I have gained. It shows me how to make a sentence correctly, helps me understand difficult words, explains how to construct a good and correct paragraph, and knows how to regulate a sentence perfectly. It is better to use ChatGPT because it has a lot of vocabulary, and the structure is generally correct. Manual paraphrasing, on the other hand, has more limited vocabulary and is less effective in the overall sentence construction.”

FR feels that ChatGPT significantly helps master vocabulary and construct well-organized sentences for paraphrasing. AZV shared a similar sentiment, acknowledging that using ChatGPT introduced him to many creative words he had not known before. As a result, the sentences he paraphrases with ChatGPT become more effective and structural.

According to AZV, “After using ChatGPT more often, the tool gives me ideas and ways to paraphrase not just by changing words but by teaching me how to paraphrase effectively. The difference in my skills before and after using ChatGPT is very significant. I have learned new words, strategies for

paraphrasing, and methods for preparation, such as what steps to take first when I am unsure of where to begin.”

ZN also said “The benefits from using ChatGPT are very helpful regarding searching and using it for English learning, ChatGPT helps it by providing a write-up of the idea we want to write about. The quality using paraphrase generated by ChatGPT is more flexible than manual paraphrasing.”

The participants shared positive experiences, emphasizing how ChatGPT is a tool for mastering vocabulary, understanding sentence construction, and developing effective paraphrasing strategies. The overall feedback indicates that ChatGPT is a valuable tool for enhancing English paraphrasing skills, offering both immediate and long-term educational benefits.

b) Saving Time

Based on the analysis of eight interviews, it was found that ChatGPT helps students save time in completing English paraphrasing tasks. Most of the participants agree that ChatGPT allows students to complete paraphrasing tasks faster.

IB stated, “ChatGPT is very helpful for me in completing paraphrasing tasks. I can finish them faster and more easily compared to manual paraphrasing.”

And AZ said, “By using ChatGPT, I can complete paraphrasing tasks more quickly and focus on other aspects of learning, such as understanding the material and doing exercises.”

Other participants also share the same perspective on how ChatGPT can save student’s time. AZV, MT, and AH used ChatGPT to make their use of time more effective. One of the main benefits of using ChatGPT in learning English paraphrasing is it can help students complete paraphrasing tasks more quickly and efficiently, allowing them to focus on other, more important aspects of learning.

This supports the overall findings of the research that ChatGPT can be a useful tool for enhancing students' paraphrasing skills and English learning.

ZI stated that “ChatGPT helps students focus on other aspects of learning, besides finding ideas or learning, another benefit is that if there is a term that we do not understand, ChatGPT can give more details, the language ChatGPT uses is very clear and very easy to understand, they use it in a scientific context.”

By saving time, students have more opportunities to practice paraphrasing, which in turn can enhance their ability to understand and use sentence structures and new vocabulary. Utilizing ChatGPT to save time allows students to focus on other critical aspects of their education, such as deepening their understanding of the material, engaging in exercises, and participating in discussions.

This increased efficiency not only aids in mastering the subject matter but also provides more time for collaborative learning and critical thinking activities. Furthermore, the time saved can be invested in seeking feedback from instructors and peers, leading to a more comprehensive and well-rounded educational experience.

c) **Explaining Difficult Concepts**

Explaining difficult concepts is one of the other benefits of using ChatGPT when learning English paraphrasing. ChatGPT helps students to understand complex paraphrases and learn new concepts more easily and enjoyably. This supports the overall research finding that ChatGPT can be useful for improving paraphrasing and English language learning for university students.

Based on MT's experience, he said “When I came across a complicated paraphrase, ChatGPT helped me understand it by providing a simpler and more understandable explanation. This really helps me in learning paraphrasing.”

AZ also said “ChatGPT not only generates paraphrases, but also provides additional information that helps me understand new concepts in English. The explanations provided by ChatGPT are very useful to me.”

Then, ZI had the same perspective, according to him: “Sometimes, I find the paraphrases that ChatGPT generates to be too complex. However, ChatGPT helped me understand the paraphrase by providing additional information and simpler explanations.”

ChatGPT can explain details about something we do not understand by providing additional information.

For example, “While using ChatGPT to paraphrase, ZI found the phrase 'stated based senior high school' irrelevant and out of context. ZI then gave specific instructions to ChatGPT to paraphrase only that part. ChatGPT's ability to accept instructions and focus on a specific part helped ZI understand the meaning of the phrase better.”

ZI's experience shows one of the other benefits of using ChatGPT in learning English paraphrasing. ChatGPT helps students understand complex paraphrases and learn new concepts more easily and more personally.

2. Challenges of Using ChatGPT in Learning English Paraphrasing

In this study, participants were asked about the difficulties they encountered and faced when using ChatGPT in learning English Paraphrasing to analyze the challenges of using this technique. Based on what the participants said, students encountered a few difficulties when using ChatGPT, such as their over-reliance and inhibiting critical thinking, the potential plagiarism in applying ChatGPT and difficulty understanding complex paraphrase.

a) Over-reliance and Inhibiting Critical Thinking

Based on the analysis of the interviews, some participants expressed concerns about their potential over-dependence on ChatGPT, thus inhibiting the development of their critical thinking skills.

According to FR, “I am worried that students could become too lazy to think critically and just depend on the results that ChatGPT provides if they use it too often.”

IB and MT also agree that ChatGPT can make students dependent and always use AI tools without trying to solve manually, this can affect their critical thinking skills and their English learning performance.

In this challenge, the overuse of ChatGPT is significantly influenced by the dependence and laziness students might experience due to the easy access to this tool. As a result, students' basic skills can stagnate and not develop, and the average participant agrees that this can lead to reduced critical thinking skills.

This sentiment is reinforced by IB, who emphasizes the importance of students being aware of how to utilize AI technology effectively, rather than just using it passively.

So, IB suggestion that “We must first realize that this ChatGPT is from artificial intelligence, AI intelligence, where whatever perfect system we ask to be paraphrased will not be better than what we make ourselves. It is better to ask for a sentence for example, what is a good to replace this? For example, asking ChatGPT is better than paraphrasing one long text because if we use one long text, in the end, it's not made by human but made by AI.”

ZI also said that “If we only use ChatGPT without understanding the concept of paraphrasing, we might produce paraphrases that do not fit the original context. This can have a negative impact on our critical thinking skills.”

ZI overcome this challenge like he said “Before you use ChatGPT, try to make your own paraphrasing. After that, you can use ChatGPT. And if the ChatGPT’s result is better, you can combine your paraphrasing with the CGPT paraphrasing, either with words or grammar.”

Besides that, AZV said “the challenges when we use ChatGPT is When we use a prompt that not detailed or specific the answer from the ChatGPT will be too general, so maybe it can be different from the object we're looking for.”

Using ChatGPT without understanding can result in paraphrasing that does not fit the context, which is why it can affect students critical thinking. When students rely too much on ChatGPT to produce paraphrases, they tend not to make an effort to understand the meaning and structure of the original sentence. This can result in a lack of understanding of English grammar concepts and vocabulary.

b) Potential Plagiarism

Participants were aware of the risks of plagiarism due to direct use of ChatGPT without modification can result in plagiarism. MT and AZ strongly agreed with the statement.

MT said, “Using a direct paraphrase of ChatGPT without modification could be considered plagiarism.”

AZ also said “If many students use ChatGPT for paraphrasing, the results produced may be similar to each other. This may increase the risk of plagiarism detection.”

Since one of the challenges of using ChatGPT is the potential for plagiarism, AZ typically explains the context of what they want to ask and has a conversation with ChatGPT beforehand to avoid this issue.

AZ said “The point is not to just copy-paste. Do not take it directly. But, usually, the results of the paraphrase are not always easy, but the vocabulary is more difficult. So, maybe you can ask for other versions of the vocabulary. Do not just ask for the paraphrase. So, see it twice or three times to see which word is better to use. we need to cross-check when we are doing paraphrase in ChatGPT. So, we need to double-check the change of the word to be more humanistic. Don't be too stubborn with the robot language, the AI language.”

This is supported by MT's argument, who suggests, “If you paraphrase using AI tools, you need to check twice. Do not just copy and paste. So, you must do a cross-check after paraphrasing, read it again, and determine if it is appropriate. Then, you must understand what is being paraphrased to avoid misunderstanding.”

Besides that, the challenges faced according to ZN is “Sometimes, when we are looking for the answer, there are also the answers that we are not satisfied with, I mean... The answer is not specific enough after we search them, maybe it could be the question from.”

ZN overcome this one of challenges as she said like “To avoid plagiarism, students need to get used to modifying the paraphrase results produced by ChatGPT and prioritize understanding the concept of paraphrase itself. ChatGPT can produce a new structural sentence, a creative word if we give the specific questions, so that we can easily get the answer we want.”

FR also think that “It's too obvious when we use chat GPT, it can be detector that it is from AI. So, it is not using human language, it makes the words chosen from chat GPT are very well known because the language is not natural.”

FR suggest that “After you paraphrase from the chat GPT You can paraphrase in another platform too So, we don't only use chat GPT Yeah, we also use another platform Any platform for paraphrasing So, it's not obvious if it's from AI So, we generate into like we adjust it again.”

The similarity of paraphrase results between students using ChatGPT can increase the risk of plagiarism detection.

At this point, ZI agrees that “The possible challenge that arises is that when we use chatgpt the answers given will be fully detected, in terms of language and format, it is easier to see because ChatGPT is an AI-robot whose language is not as natural as human language and it could be that because the answers are too general it makes it irrelevant to what is intended”. ZI done tackle with this challenge with stated that “Try to explain and give more information like specific information and then develop it by ourselves.”

c) Difficulty to Understand Complex Paraphrases

The complexity of ChatGPT-generated paraphrases has been a challenge for some students. Paraphrases produced by ChatGPT are sometimes too complex and difficult for students to understand.

As experienced by AZ “Sometimes, the paraphrases made by ChatGPT are too complicated and difficult for me to understand. This makes me confused and I don't understand the meaning of the original sentence.”

AZ suggest that “When using ChatGPT, we need to provide another word, another sentence. I think. It is more understandable about how to paraphrase. Oh, it turns out that this is how to write a sentence.”

ZI also expressed a similar challenge, but more on the aspect of misinterpretation of information, that “If we don't understand well how ChatGPT works and take the paraphrase results for granted, there is a possibility that we misinterpret the information conveyed.”

This statement is in line with AH's perspective who sees a phenomenon where students can only use ChatGPT without knowing how to utilize it.

According to AH “Sometimes they just use it. They do not know how to use it effectively. Especially in learning process. So, because of they just use it, and the knowledge is limited to access.”

Most of the participants suggest that students need to develop their analytical skills of paraphrasing and keep trying to understand the concept of paraphrasing independently.

B. Discussion

Discussion participants highlighted that ChatGPT helped them understand difficult concepts, provided creative paraphrasing examples, and improved their language skills. This is in line with previous research by Perkins (2023) stated that AI-powered language tools, which concentrate specifically on paraphrasing abilities, might provide students invaluable assistance by proposing alternative phrases or paragraphs that are clearer and more logical. It is showing that using AI-based paraphrasing tools can improve students' understanding of the complex texts.

From the findings and discussion, it can be concluded that the use ChatGPT in learning English paraphrasing can provide significant benefits in helping students' understanding of difficult concepts, enhancing paraphrasing skills, and offering personalized support that can enrich students' learning experiences. However, it is important to note that the use of technology such as ChatGPT must be balanced with the development of strong analytical skills and conceptual understanding by students.

This discussion provides a deeper understanding of how the use of ChatGPT can impact the learning of English paraphrasing and demonstrates the importance of technology integration in education to improve the quality of language learning. Research by Warschauer and Healey (1998) indicates that technology can enhance language learning by providing learners with increased opportunities for practice, access to authentic language resources, and tools for language production and analysis.

Similarly, Godwin-Jones (2015) emphasizes the potential of AI-driven tools in offering adaptive learning experiences that cater to diverse learner profiles, thereby improving overall language proficiency. In this context, the integration of technology in education has demonstrated significant advantages, especially in delivering customized learning pathways, real-time feedback, and scalable educational resources. Therefore, the application of AI in education can bridge the gap in traditional learning methodologies by offering personalized learning experiences that are responsive to individual needs.

ChatGPT offers significant advantages in terms of interaction and context understanding compared to other paraphrasing tools. It goes beyond static paraphrasing and engages in dialogue with users to explain the reasoning behind certain paraphrasing choices. This helps students gain a better understanding of word changes and sentence structures.

Research by Brown, et al. (2020) has demonstrated that GPT-3, upon which ChatGPT is built, possesses the ability to produce text that is not only semantically relevant but also highly contextualized. This contextualization makes ChatGPT a valuable tool for supporting students' learning process, unlike traditional paraphrasing tools that often provide more mechanical and less interactive results. In summary, ChatGPT's advanced capabilities make it a powerful resource for students seeking improved paraphrasing and text understanding.

ChatGPT has been designed to perform a number of functions beyond mere paraphrasing. It is also capable of providing users with assistance in a variety of areas related to the English language, including explanations of grammatical

concepts, the development of vocabulary, and the construction of complex sentences. These capabilities enable students to not only enhance their abilities in paraphrasing but also to gain a deeper understanding of and to develop their overall language skills.

As demonstrated by Gao, et al. (2022), multifunctional language learning tools, such as ChatGPT, can enhance student engagement by providing a single platform for addressing diverse learning needs. This approach has been shown to yield superior learning outcomes compared to the use of more specialized tools, such as QuillBot or Grammarly.

ChatGPT offers considerable flexibility and ease of access, which makes it an optimal choice for this study. As a web-based tool, ChatGPT can be accessed from a multitude of devices without the need for specialized software installation. Furthermore, it can be utilized for a diverse range of purposes, from simple paraphrasing to text generation, which provides greater flexibility than other tools.

Although the integration of technology in education is not a recent phenomenon, the significance of this integration has been amplified in recent years due to the rapid development of digital technologies and the increasing necessity for individualized learning experiences. The application of AI in education can bridge gaps in traditional learning methodologies by offering customized learning pathways, real-time feedback, and scalable educational resources. These advantages are particularly evident in language learning, where technology can more effectively address the unique needs of each learner than traditional classroom settings.

BAB V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

Considering the findings and information presented in the study regarding the use of ChatGPT in learning English paraphrasing, a number of conclusions can be drawn, including the following:

- ChatGPT has the potential to enhance students' abilities to paraphrase effectively in the English language. It can assist students in comprehending challenging concepts, offer innovative paraphrasing examples, and facilitate overall linguistic proficiency.
- The utilization of ChatGPT can confer substantial advantages to the learning process, including providing access to an array of linguistic styles, the delivery of prompt feedback, and establishing an engaging and interactive learning environment for students.
- Engaging in meticulous planning and implementation is of utmost importance when integrating ChatGPT into English language education. This necessitates carefully selecting representative training data, algorithms, and models to effectively address potential challenges and obstacles.
- It is imperative to cultivate awareness of the ethical implications associated with the utilization of technology, such as ChatGPT, in an educational setting. It is paramount to conduct a thorough ethical analysis of the impact of employing ChatGPT and to guarantee that this technology is employed

responsibly. Therefore, this study demonstrates that the utilization of ChatGPT in the acquisition of English paraphrasing skills holds considerable promise for enhancing students' proficiency in the language. Nevertheless, it is imperative to exercise meticulous consideration regarding the planning, implementation, and ethical implications of employing this technology in an educational setting.

B. Recommendations

1. For University

Universities are advised to consider the integration of ChatGPT in the English learning curriculum as a tool that can improve students' paraphrasing skills. Then, training and guidance for teachers and students on the effective use of ChatGPT in the learning process will be provided. Encourage further research on the use of AI technologies such as ChatGPT in educational contexts to continuously improve the quality of learning.

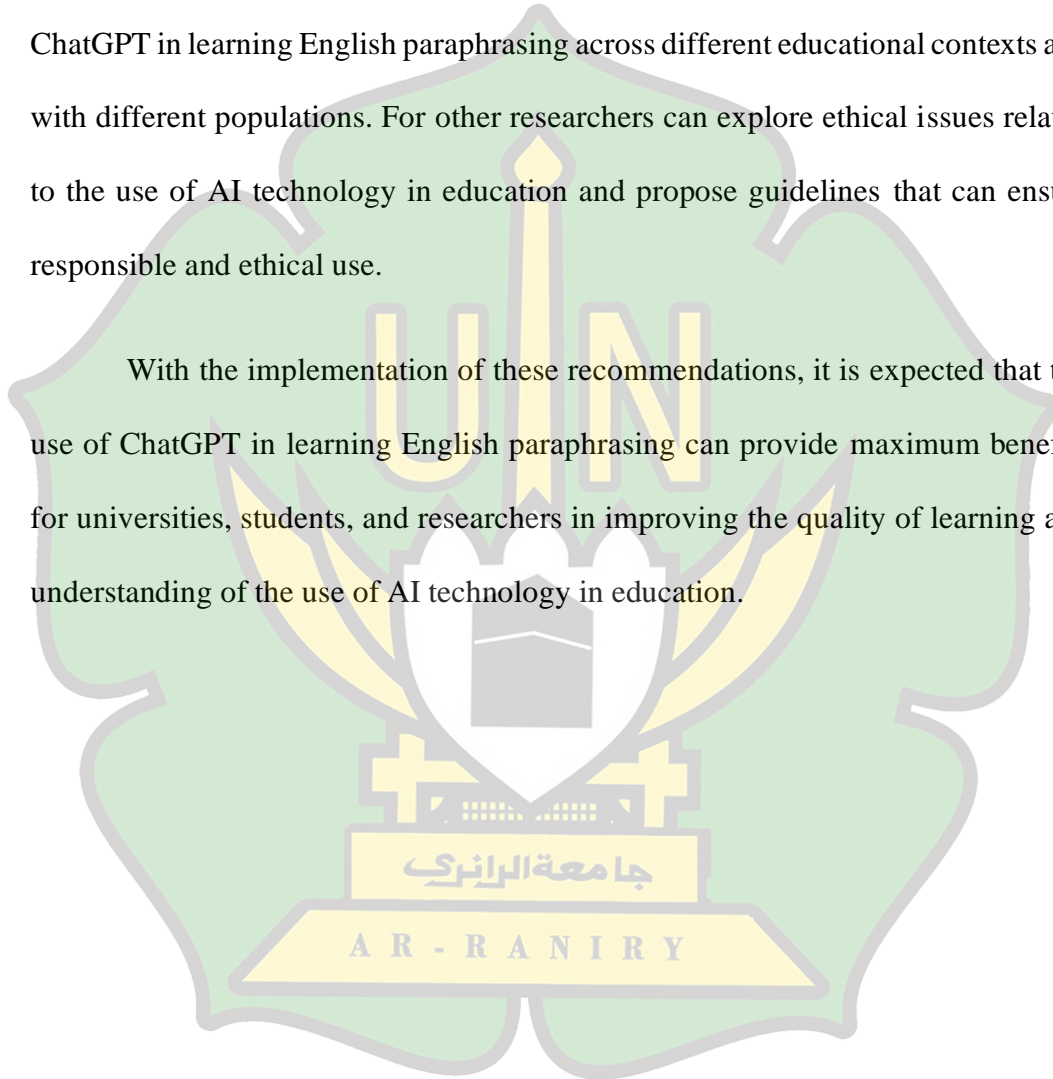
2. For Students

Students are advised to utilize ChatGPT as a tool to improve paraphrasing skills and overall English comprehension. The using ChatGPT as a means to expand vocabulary, understand complex sentence structures, and develop creativity in paraphrasing. And be cautious in the use of ChatGPT to keep developing critical thinking skills and avoid over-dependence on technology.

3. For Other Researchers

Researchers are expected to continue their research on the use of ChatGPT and other AI technologies in educational contexts to expand their understanding of their potential and impact. Further research is needed on the effectiveness of using ChatGPT in learning English paraphrasing across different educational contexts and with different populations. For other researchers can explore ethical issues related to the use of AI technology in education and propose guidelines that can ensure responsible and ethical use.

With the implementation of these recommendations, it is expected that the use of ChatGPT in learning English paraphrasing can provide maximum benefits for universities, students, and researchers in improving the quality of learning and understanding of the use of AI technology in education.



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Appendix A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-5088/Un.08/FTK/Kp.07.6/07/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** :
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** :
- Menunjuk Saudara :
Faishal Zakaria, S.Pd.I., M.A., Ph.D
- Untuk membimbing Skripsi
- Nama : Maif Sharah
NIM : 200203100
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception on Using ChatGPT in Learning English Paraphrasing
- KEDUA** :
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.
- KETIGA** :
- Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04 2 423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT** :
- Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan,
- KELIMA** :
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 09 Juli 2024
PLH Dekan,

Habiburrahman
Nomor B-4288/Un.08/FTK/Kp.07.6/05/2024
Tanggal 27 Mei 2024

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta.
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta.
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta.
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh.
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh.
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh.
7. Yang bersangkutan.
8. Arsip.



Appendix B Research Letter from The Fakultas Tarbiyah dan Keguruan

09/08/24, 20:51

Document



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5771/Un.08/FTK.1/TL.00/8/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Head of English Language Education Department

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAI SHARAH / 200203100**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Cot Lamkuweueh, Kec. Meuraxa

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students' Perceptions on Using ChatGPT in Learning English Paraphrasing*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 31 Juli 2024

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 13 September
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

AR - RANIRY

Appendix C Informed Consent Form

Informed Consent Form

Research Project Title:

“Students’ Perceptions On Using ChatGPT In Learning English Paraphrasing”

Research Investigator: Mai Sharah

Thank you for agreeing to be interviewed as part of this research. You have been invited to participate in the study “Students' Perception On Using ChatGPT in Learning English Paraphrasing”. This research study aims to investigate and understanding how students perceive and utilize ChatGPT in learning English paraphrasing.

Please read this form carefully and ask any questions you may have.

If you agree to participate, you will be involved in the interview process. The interview will include questions about your perspective on the implementation of ChatGPT tool in help students' learning English paraphrasing and will take about 20 minutes to complete. Also, the interview will be recorded with your consent. This interview is not a kind of test. There is no right or wrong answer to your statements. Your participation in this study does not provide any direct financial benefits. However, the results of this study are expected to provide valuable insights on potential benefits of ChatGPT as an English paraphrasing tool English students. All your information will be kept confidential. Your name and other identifying details will not be used in any reports or publications from this study.

If you have any questions about this study, please contact me at 2002030100@student.ar-raniry.ac.id. You may also contact my research supervisor, Faishal Zakaria, Ph.D. at faishalzakaria.ftk@ar-raniry.ac.id.

Statement of Consent: I have read the above information and have received answers to any questions I asked. I voluntarily agree to participate in this study.

<u>Participant Signature</u>	<u>Date</u>

Appendix D Interview Protocol

Introductory Protocol

Thank you for your willingness to participate in this interview. The objective of this interview is to gain insight into your perspectives on the utilization of ChatGPT in the development of paraphrasing skills among students.

To facilitate note-taking, I would like to audiotape our conversation today. For your information, my research supervisor and I will be the sole researchers with access to the recordings. This document outlines the following:

1. All information will be held in strict confidence.
2. I seek your participation based on purposive sampling.

Interview Protocol

Title: Students' Perceptions of the Use of ChatGPT in Learning English Paraphrasing

Research Question: How do students perceive the use of ChatGPT to help their paraphrasing skills?

Greeting and Introduction:

"Hello, and thank you for agreeing to participate in this interview. My name is Mai Sharah, and I am conducting a study on students' perceptions of using ChatGPT in learning English paraphrasing. This interview will take about 20-30 minutes."

- Could you tell me about yourself (Name and Academic Year)

Experience with ChatGPT:

1. "How did you first know about ChatGPT?"
2. "What motivated you to start using ChatGPT in learning English?"

Benefits of Using ChatGPT:

1. "Can you describe your experience using ChatGPT for paraphrasing?"
2. "How long have you been using ChatGPT for paraphrasing in English?"
3. "What benefits have you gained from using ChatGPT?"
4. "How has ChatGPT helped you understand and practice paraphrasing in English?"

Challenges in using ChatGPT for learning:

1. In your opinion, what are some of the challenges students may face when using GPT for learning purposes?
2. What do you think can be done to tackle those challenges?

Comparison with Other Methods:

1. "How would you compare your paraphrasing skills before and after using ChatGPT?"
2. "How do you evaluate the quality of paraphrases generated by ChatGPT compared to manual paraphrasing?"

Impact on Learning:

1. "Do you feel that ChatGPT has helped improve your understanding of the material you paraphrase?"
2. "Do you feel more confident in your paraphrasing skills after using ChatGPT? Why or why not?"

Suggestions and Recommendations:

1. "Do you have any tips for other students who want to use ChatGPT to paraphrase English?"
2. "Do you have any concerns about using ChatGPT in learning English paraphrasing?"

Closing

"Thank you very much for your time and participation in this interview. Is there anything else you would like to add that you think is important for this study?"
If you have any questions or wish to share additional information later, please feel free to contact me. Thank you.



AUTOBIOGRAPHY

1. Name : Mai Sharah
2. Place / Date of Birth : Medan/06 Mei 2002
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Cot Lamkuweueh, Kec. Meuraxa, Kota Banda Aceh
7. Email : 200203100@student.ar-raniry.ac.id
8. Occupation : Student of Department of English Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Apri Atmadi
 - b. Mother's Name : Hotmaida
 - c. Father's Occupation : Wiraswasta
 - d. Mother's Occupation : IRT
 - e. Address : Cot Lamkuweueh, Kec. Meuraxa, Kota Banda Aceh
10. Educational Background
 - a. Elementary School : SDN 101745 Klumpang
 - b. Junior High School : MTsN 3 Deli Serdang
 - c. Senior High School : SMK PAB 4 Klumpang
 - d. University : Department of English Language Education,
Fakultas Tarbiyah dan Keguruan, UIN Ar-Raniry

Banda Aceh, 28 July 2024

The Writer,

Mai Sharah