

UNRAVELLING CHATGPT: PERSPECTIVES OF ENGLISH UNIVERSITY LECTURERS ON THE POTENTIAL IMPACT AND ITS IMPLEMENTATION IN TEACHING

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Abstract: ChatGPT is a language model widely used in multiple fields, and it has significant benefits of its use particularly in academic settings. ChatGPT use in educational settings can bring numerous benefits, especially at the university level. This study explores university lecturers' views on the use of ChatGPT in academic settings, employing a mixed-method design that combines quantitative and qualitative data. The participants of this study consist of 19 lecturers of English Department with ranging in teaching experience from 5 to 20 years. The data of this study was collected using a questionnaire and an interview. In collecting the data, the researcher handed out the questionnaire which serves as a survey to find out the interview candidates based on criteria. After handing out the questionnaire then the researcher interviewed the chosen participant. The findings indicate that while most lecturers enthusiastically view ChatGPT as a valuable tool for aiding instructors and students in academic tasks, few have implemented it in their teaching. Despite their enthusiasm, lecturers expressed concerns about the potential negative impacts of ChatGPT, such as academic misconduct and the risk of students becoming overly reliant on AI. Some suggested revising assessments to mitigate these risks. This study recommends further research with a larger sample size and exploring ChatGPT's role in language learning.

Keywords: ChatGPT, perspectives of ChatGPT, challenges of ChatGPT.

INTRODUCTION

AI can be seen as a milestone in the growth of technology because it has tremendous advancement as a tool that can complete various tasks. One of the products of AI is a chatbot, a virtual assistant that is an essential sort of artificial intelligence software that can replicate human communication (Dahiya, 2017). People can communicate with a chatbot to ask inquiries or simply for enjoyment. One example of a chatbot that has recently gained popularity is ChatGPT which has gained so much recognition and many headlines about its cutting-edge abilities. ChatGPT is a significant language model (LLM) that uses deep learning to generate human-like communications in response to prompts (Eke, 2023). On November 30, 2022, ChatGPT was released to the general public, marking a significant breakthrough in language modeling technology (Atlas, 2023).

One of the sectors affected by the appearance of ChatGPT is education, which is the focus of this study. ChatGPT has significantly impacted education because of the rapid growth of technology and the globalization of interconnection (Sok & Heng, 2023). Atlas (2023)

suggested that ChatGPT holds the capacity to be a beneficial resource for scholarly purposes and investigations, given its versatile application in various domains such as writing assistance, language learning, academic investigation, and administrative tasks. This language model not only aids in the creation of assessments, the production of essays, and the translation of languages in educational contexts, but it also allows users to offer and answer a range of questions, summarize materials, and interact with them like peers (Sok, 2023). The ability of ChatGPT to understand and respond to human language has made it a highly effective tool for instructors, students, and other sorts of learners (Mhlanga, 2023).

ChatGPT in academic settings is beneficial, particularly at the university level. One of the majors that could benefit with the use of ChatGPT is the English department. ChatGPT is considered a useful tool for improving learning progression in the English language. It addresses the advantages of ChatGPT and emphasizes the value of combining it with conventional language learning methods for the best outcomes in a classroom. Besides, it could facilitate students' with conversation practice, translate English, develop vocabulary expansion, and provide grammar exercises (Kostikova, Holubnycha, Besarab, Moshynska, Moroz, & Shamaieva, 2024). Further, Kostikova et al., (2024) did a study to university students who use ChatGPT and it was found that ChatGPT could improve their vocabulary, grammar, and syntax, as well as their writing style and critical thinking, by providing reading and writing assistance.

Despite ChatGPT's obvious advantages, many have argued that implementing ChatGPT in education can have a negative impact. One of the concerns of using ChatGPT is that it can negatively impact students' cognition. The use of ChatGPT can have severe impacts on students' cognition. With ChatGPT capable of practically everything, students could rely significantly on it to complete their academic tasks. Due to ChatGPT's user-friendly interface, students especially those with last-minute assignments may generate their work exclusively using this technology instead of using their critical thinking and decision-making abilities (Sok & Heng, 2023). Students may become excessively reliant on ChatGPT, causing impairment to their fundamental cognition. Mhlanga (2023) raised the point that lecturers had concerns about the potential for students to exploit ChatGPT's capacity to swiftly produce suitable essays, thus outperforming the standard of their assignments. Lecturers are undoubtedly concerned with the misuse of ChatGPT among students. It can affect lecturers when grading in which there may be some students performing well on a task that was completed by ChatGPT.

Following the recommendation from previous research by Friraina & Sulisworo (2023) there is still needed investigation regarding the use of ChatGPT in academic settings. More investigations, such as more case studies and interviews, are required to develop a more thorough grasp of ChatGPT's application in education (Firaina & Sulisworo, 2023). Previously, the researcher has conducted a study with a similar topic, the study was about the use of ChatGPT among students and it recommends that further research with different perspectives especially from lecturers is needed for further research (Oktavian, 2023). Therefore, to continue following research recommendations, the researcher conducted this study. This study was made to explore the perspective of university lecturers regarding their view on the use of ChatGPT in academic settings their view towards the possible impact of ChatGPT on students, and their strategies for using ChatGPT in their teaching. The

researcher conducted this study because the findings from the lecturers can provide insights and some strategies to effectively use ChatGPT. Institutions and educators must be aware of how this ChatGPT technology may be used (Susnjak, 2022). This study was made to answer these following research questions:

1. What is university lecturers' perspective regarding the use of ChatGPT in academic settings?
2. What are the possible impacts of using ChatGPT based on the lecturer's perspective?
3. How do they implement ChatGPT in their teaching?

METHOD

This research employed mixed methods as the approach to gather the data. The mixed method approach was used because the researcher gathered and analyzed the quantitative data and the qualitative data. According to Creswell (2003), the use of quantitative data and qualitative data helps researcher understand a research problem when they wish to generalize the findings to a population and provide a thorough understanding of what a phenomenon or concept means to individuals. The mixed method approach was used in this research and the design is the explanatory sequential design. According to Creswell (2011), the explanatory sequential design prioritizes the quantitative phase, followed by the qualitative phase. An explanatory sequential design involves the researcher gathering and analyzing quantitative data first, then using the results to guide the collection and analysis of qualitative data (Ivankova, Creswell, and Stick 2006). The quantitative phase functions as a survey, and one of the most important steps for the researcher is to identify a suitable candidate for interview based on the survey results.

The data were gathered using two instruments, which are a questionnaire and an interview. The questionnaire is adapted from Shoufan 2023. This questionnaire was made to measure participants' overall understanding of ChatGPT using a Likert scale. the researcher modified the questionnaire by adding and removing some of the items, resulting in an 18-item questionnaire. The researcher modified the questionnaire because some of the items were not suitable for the settings of this study. Furthermore, since the participants' first language is Indonesian, the English in the statements of the questionnaire was transcribed into Indonesian to ensure that the participants understood the content accurately and to eliminate any ambiguity. To categorize the questionnaire items, themes are needed, so the researcher made themes to the questionnaire items which resulted in four themes. The themes of the questionnaire are displayed in the table below.

Table 1 Themes of the Questionnaire

Themes	Number of Items
Impacts on lecturers	9
Lecturers' use of ChatGPT	3
Challenges of Using ChatGPT	3
Impacts on students	3
Total	18

The second instrument that the researcher used was an interview which is a self-constructed interview that consists of 16 questions. This interview was made to explore more of the participant's experience in using ChatGPT for their personal use and their thorough point of view on the use of ChatGPT in academic settings. The interview questions were arranged as follows: the first asked about the participant's personal use of ChatGPT; the second asked about their use of ChatGPT in the classroom; and the third asked about their opinions of ChatGPT usage in the classroom.

The 18-item questionnaire was distributed to lecturers from the English department via Google form. The researcher created the link to the questionnaire and then the researcher waited for the participants to fill out the form. After all the participants fill out the form, the next step is selecting the candidate for further interview, which the participants selected based on some criteria. The selected participant for the interview was contacted and the researcher asked them for their willingness for the interview face to face. After agreeing on the time and place, the researcher conducted the interview. After collecting all the data, the next step was to summarize each participant's questionnaire responses. The data consisted of scores based on the Likert scale which the researcher calculated each score of the participants. The researcher also calculated percentages based on the total scores from each of the four themes. To classify these percentages, the researcher used Riduan's (2008) questionnaire interpretation score.

Table 2 Questionnaire interpretation score by Riduan 2008

Score	Interpretation
0% – 20%	Strongly disagree
21% - 40%	Disagree
41% - 60%	Hesitant
61 – 80%	Agree
81% - 100%	Strongly agree

Lastly, to obtain the interview's findings, the researcher carefully reflects on the participant's audio recording and then carefully goes over the transcript to make sure the responses are accurately captured. The researcher then starts the coding process, systemically going over each participant's response to look for themes and patterns.

FINDINGS

The findings of this study cover two aspects which are the quantitative and qualitative data. The quantitative data result from the use of a questionnaire and the qualitative data result from an interview. Therefore, the data of this study is displayed below with three sub-chapters.

1. Lecturers' Perspective on Using ChatGPT in Academic Settings

In this sub-chapter, the researcher provides the findings from the questionnaire. The findings are from the responses of a total of 19 lecturers. To make the result more easily understandable, the researcher made it into percentages. The table that shows the percentage of participants' responses is below.

Table 3 Participants answer percentages according to the themes

Themes	Percentages
Challenges of using ChatGPT	79%
Lecturers' use of ChatGPT	75%
Impacts on students	69%
Impacts on lecturers	57%
Overall	70%

From Table 3 the researcher categorized the data based on those four themes and arranged it from highest to lowest score. The data come from the sum up of each participant's response from a Likert scale of 1-5 that each theme has. So, in this case, four theme values total from each participant indicate the percentage score. To categorize the data, the researcher follows the interpretation based on Riduwan interpretation as mentioned in Chapter 3. Following the interpretation, it shows that the questionnaire's overall percentage is 70%. Based on the overall score, it indicates that the overall questionnaire can be classified as "Agree" which from an overall of 70% can fall between 61-80%. This suggests that the majority of responses to the questionnaire agreed with the claims presented in the questionnaire items. It also indicates that most participants supported the use of ChatGPT in academic settings. Moreover, to explain more about the findings, the researcher breaks down each theme with some of the items from the questionnaire.

The theme that scored the highest percentage is "Challenges of using ChatGPT" with a percentage of 79%. This percentage, viewed from can be classified as "Agree" which means some of the participants were having some hardships with using ChatGPT. Based on questionnaire statement number 13 " To use ChatGPT, you need some background knowledge in the area of your question." stated that 80% of participants agreed with this statement. Based on that percentage, lecturers agreed that using ChatGPT requires some basic knowledge to fully ask inquiries to ChatGPT. Moreover, the challenges that ChatGPT brings when it is used in academics, based on questionnaire statement number 14 "ChatGPT will make academic cheating easier." It revealed that 79% of lecturers agreed with that statement. It showed that they were concerned ChatGPT can make cheating easier in academic

"Lecturers' use of ChatGPT " is the next theme with a high percentage, at 75% which can fall into the category of "Agree". Based on the percentage, it is indicated that the participants have high agreement towards the use of ChatGPT in teaching. One of the

statements from the questionnaire that contributes to this high agreement is from questionnaire number 10 “ChatGPT can be used in classroom activities’ with an answer of 69% agreeing with that statement and 31% not. Even though, from number 11 “I use ChatGPT in my teaching practice” it showed that only 21% have used ChatGPT in their teaching practice and the other 79% haven’t used ChatGPT for their teaching practice. This can be deduced that while most lecturers haven’t used ChatGPT in their teaching most of them agree that the use of ChatGPT is and can be used in their teaching practice. While the lecturers haven’t implemented ChatGPT in their teaching, they are open to the idea that it can be implemented for academic use.

The next theme is “Impacts on students” with a 69% percentage. Its interpretation can fall into the category of “Agree”. The result of this theme indicates that most of the participants were agreeing the statements about ChatGPT can bring impact to students. One of the statements from questionnaire number 18, “ChatGPT negatively impacts students’ academic abilities” from the Likert scale indicates that 52% agree to that statement and 26% strongly agree. Only 21% of the participants believed that ChatGPT doesn’t negatively affect students’ abilities.

The next theme shown with a percentage of 57% is “Impacts on lecturers”. This theme can be interpreted that it falls into the category of “hesitant” which means the participants were neutral about ChatGPT’s impact on lecturers. From there, it also shows that most of the statements from the questionnaire don’t fully indicate the agreement and therefore there are varied views regarding ChatGPT’s impact on lecturers. From questionnaire statement number 1, “I often use ChatGPT” it is noted that only 31% often use it, while the others indicate that they rarely use it and even to seldom. But even though participants showed they rarely use ChatGPT, based on questionnaire number 6 “ChatGPT provides good explanations” reveals that 74% agree with that statement. It is shown that most lecturers get benefits when using ChatGPT because it can answer their prompts well.

In conclusion, while ChatGPT’s introduction has brought about some positive developments, it has also shown some negative effects when used in educational environments. Based on the findings of this study, few lecturers have truly used ChatGPT in an academic setting, despite the majority of them agreeing that it should be used in teaching.

2. Lecturer's Perspective on Possible Impacts of ChatGPT

This sub-chapter talks about the findings of the interview results. The interview participant is Mrs. Johanna which is a pseudonym name for the interviewed participants. In this sub-chapter, the researcher divided the findings into two groups, which are impacts on lecturers and impacts on students.

Impacts on Lecturers

Mrs. Johanna is a forward-thinking lecturer who is open to using ChatGPT in the classroom. She is excited to use this technology to improve her teaching methods and engage her students in new ways. It is shown that based on the findings of the interview, lecturer

Mrs. Johanna has made frequent use of ChatGPT. She often uses it to generate ideas, which she uses as a discussion for her class.

“I often use ChatGPT to find ideas, for example, I create prompts to find interesting issues as discussion material when I teach.”

She has implemented ChatGPT use in her teaching by asking prompts to ChatGPT about interesting issues to discuss with her students. Furthermore, Mrs. Johanna was very much agreed that ChatGPT can be used in classroom activities.

“ChatGPT can be very much implemented in classroom activities. I have utilized ChatGPT not only for personal but also for classroom activities.”

Based on that statement, she sees ChatGPT as a valuable tool that can play a significant role in teaching. Mrs. Johanna's statements implied that ChatGPT positively benefits lecturers, it can help them in creating ideas for teaching and then implement them for class discussion.

Although Mrs. Johanna finds ChatGPT to be highly beneficial, she also raises a concern about its use. She expressed that while ChatGPT can significantly aid her teaching, there is a risk of becoming overly dependent on it.

“Because ChatGPT can be very helpful, before doing anything, I tend to go to ChatGPT first. When translating sentences into Indonesian, I immediately resort to ChatGPT and don't think about translating it myself. Eventually, we become overly dependent on it.”

Mrs. Johanna expressed her concern that ChatGPT use can cause her to be overly dependent on using ChatGPT. In the statement, she asks ChatGPT to translate a text, which causes her to not think for herself when translating and instead ask ChatGPT for assistance. Despite its useful implication of ChatGPT, according to Mrs. Johanna ChatGPT can cause lecturers to be overly dependent to use ChatGPT. This implied that ChatGPT can cause negative effects, especially for those who become reliant on ChatGPT.

Impacts on Students

Mrs. Johanna was perceptive when observing how her students use ChatGPT. She notices that some of her students can fully utilize ChatGPT to help them with their academic needs.

“Students can use ChatGPT to generate some ideas which then they can cultivate themselves to make an interesting writing. It can also help them to summarize and find some reference...”

Moreover, by using ChatGPT she thinks that students can be efficient in learning. They can ask ChatGPT to provide them with quick answers rather than for them to meticulously search for answers from other sources.

“Students can also be assisted by ChatGPT because the learning process can be faster...”

Mrs. Johanna indicates that ChatGPT use among students can be beneficial for them. It can write them some ideas for writing, summarize material, and find some references. She also

mentioned that ChatGPT use in the classroom is an efficient and fast way for students to learn.

ChatGPT is not always beneficial to students according to Mrs. Johanna, it also can cause students negative effects especially when it is used not responsibly.

“My concern is that students may not be able to be accountable for what they have done. ChatGPT is just a tool, not a problem-solving tool. My concern is that they don't understand what they're doing.”

Mrs. Johanna raised a concern for students who use ChatGPT irresponsibly. This means that some students use ChatGPT to generate writing which then students copy and paste the answers without second thoughts.

“The one who benefits from completing a task is yourself.”

According to Mrs. Johanna, the use of ChatGPT inconsiderably negatively impacts students. The main issue when students use ChatGPT, she mentioned that it can be highly addictive for students.

“Students nowadays rarely read and rely on ChatGPT tools to quickly find answers, which can also lead to addiction.”

To sum up the findings of the interview in this sub-chapter, the researcher made a table to summarize Mrs. Johanna's statements.

Table 4 Summary of Mrs. Johanna's Statements

Perception of ChatGPT		
Impacts	Lecturers	Students
Positive	Creating innovative teaching methods	Improving learning progression effectiveness
	Helping to create interesting ideas for class discussion	Assisting with writing assignments
Negative	Causing addiction	Causing addiction
	Causing difficulty in assessment	Causing abuse when it is used irresponsibly

Mrs. Johanna stated that all tools have brought positive impacts and negative impacts. ChatGPT is no different, while there are many benefits, there are also many drawbacks. She emphasized that ChatGPT is just a tool, not a problem tool. She argued that students need to be accountable for the work that they have done.

3. Implementation of ChatGPT in Classroom

Mrs. Johanna has used ChatGPT in her teaching practice. She used it in her classes namely English for Young Learners and Information (EYL) and Communication Technology (ICT).

“Firstly, for the EYL II course, where the final assignment is a mini-workshop on “how to integrate technologies in the EYL classroom”, one of the technologies is ChatGPT. I taught the workshop presenters how to formulate prompts for ChatGPT. Secondly, for the ICT course, where one of the learning themes is the issues faced by implementing ICT in school. I instructed them how to create prompts to generate ideas, for instance, “what are the common problems”, then they searched for journals based on the points generated by ChatGPT.”

She instructed her students on how to formulate prompts for ChatGPT. She explains how to formulate the prompts by displaying them through a projector in front of the class.

Another implementation of ChatGPT in a classroom is that students bring their laptops to class, and then Mrs. Johanna instructs the students to create a prompt that is suitable for the learning topic. By doing this she can monitor the use of ChatGPT in her classroom. The prompts were about generating ideas for certain topics that are interesting to them, then they would cultivate the idea from ChatGPT into writing by themselves.

“When using ChatGPT, I will incorporate it directly into classroom activities. So, I can monitor from prompt creation and I can assess it. Then from the answer of ChatGPT, we can ask the students to summarize it. From there, we can know if they understand through prompt creation and summarization.”

After the assignment was complete, Mrs. Johanna has strategies to fully check the understanding of her students, to assess the result she would prefer to be in the form of a presentation instead of just submitting the writing result.

“I will definitely ask face-to-face to assess them and if they can answer without opening notes or reading, it will be evident whether the students understand or not.”

Furthermore, she prepared some questions to ask the presenter which can ensure her students understanding. When her students can answer her questions fluently without the students thinking too long or reading text, she considers that students fully understand their writing.

Mrs. Johanna's implementation of ChatGPT is focused on how students can generate ideas which then they make those ideas into writing. She prefers to assess her students in presentation which then she can grade the performance of her students. Her ideal completion of a task is that the students need to fully understand what they are writing.

There are some considerations stated by Mrs. Johanna that educators need to be aware of and one of her primary considerations is that students need to be accountable for their work.

“My concern is that students may not be able to be accountable for what they have done. Actually, ChatGPT is not a problem at all, for instance, they can search, but during the

presentation phase, if they cannot explain in their own words. So, they just read and do not understand what they read.”

Mrs. Johanna suggests that to create a fair assessment when students use ChatGPT, students should present their work in front of the class presenting their result rather than simply submitting the results.

“What needs to be considered is during presentations because for example if students use ChatGPT and their assignments are just submitted, then their grades will be good for sure.”

Lastly, she informs that students need to focus on themselves, and their capabilities, rather than relying on some tool.

“Determine your intention first, what's the point of having good grades if the process is not good, I emphasize that ChatGPT is just a tool. The one who benefits or not from a task is yourself.”

Mrs. Johanna's main consideration with the use of ChatGPT among students is that ChatGPT is effective in completing students' tasks, and it can cause students to be addicted to using ChatGPT. In battling with that circumstance, she employed a strategy to revise the assessment from students just submitting tasks to presentation in front of the class. Her criteria for scoring is that students needed to explain the task without reading to fully check her students' understanding

DISCUSSION

The findings of this study showed that lecturers are enthusiastic about using ChatGPT in academic settings. Some of the questionnaire and interview items revealed that most lecturers view ChatGPT as a benefit in education. The questionnaire proved a general view regarding ChatGPT and it showed that they approve the use of ChatGPT can prove beneficial in academic aspects. The interview results also indicated that the lecturer views ChatGPT as a helpful tool in academia. Both the questionnaire and interview, revealed the useful implication of ChatGPT in academia while raising some consideration toward its use. The consideration indicates that lecturers were concerned regarding how ChatGPT brings possible impact when it is used in academic settings. To ensure a structured discussion, the researcher connects the four questionnaire themes with the interview findings and discusses the results according to the order of the three research questions.

The first is about the challenges that ChatGPT brings. It revealed that lecturers were concerned about ChatGPT's use in academics. Based on the questionnaire results, the concern is that ChatGPT will make academic cheating easier. According to Dehouche (2021), students may produce work that is not their own because the essays are generated in response to prompts. This proves how easy it is for students to fully generate their assignments using ChatGPT. According to the findings, the majority of lecturers view ChatGPT usage in academics as a source of concern because it can facilitate academic cheating, which can answer research question one.

Furthermore, the interview result also indicates the challenges that ChatGPT brings to academia. Lecturers were concerned that students may use ChatGPT to generate the answers to their assignments which can result that the students don't understand the assignment. According to Mhlanga (2023), lecturers were worried that students might take advantage of ChatGPT's ability to write appropriate essays and outperform their assignments quickly. Students could utilize ChatGPT to fully generate their assignments which if submitted can cause unfairness in assessment with students who don't use ChatGPT.

The next theme is about the lecturers' use of ChatGPT. The questionnaire responses revealed that the majority of lecturers strongly agreed that ChatGPT could be used effectively and beneficially in classroom activities. This proved that lecturers view ChatGPT as a suitable learning tool when used in the classroom. This is also backed up by a statement from Mukarto (2023) that ChatGPT can give customized learning materials based on student needs, proving its usefulness when used in the classroom. Furthermore, based on the findings of the implication of ChatGPT in the classroom. The finding can answer the researcher's research question one. To answer research question one: the majority view among lecturers demonstrates their approval and willingness to incorporate ChatGPT into their teaching methodologies. Even though the questionnaire revealed that few lecturers have implemented ChatGPT in their teaching, the lecturers agreed that ChatGPT can be implemented in their teaching.

Lecturer use of ChatGPT was also highlighted in the interview findings, which revealed that lecturers can use ChatGPT to generate ideas for their class discussion. Based on the literature view, ChatGPT capability shows more than just generate ideas which serves as a limitation of this study. According to Sok (2023), ChatGPT is capable of the production of essays, and the translation of languages in educational contexts, moreover it allows users to offer and answer a range of questions, summarize materials, and interact with like peers. Looking back at the research question, especially number two, it showed that the impact of ChatGPT for lecturers is that it can help them to look for ideas that can improve their teaching practice.

Next is about ChatGPT's impact on lecturers. From the questionnaire results, ChatGPT use among lecturers impacts beneficially, because it can be tailored to lecturers' inquiries expressively well. ChatGPT provides answers that can satisfy lecturers' needs. This matches the researcher's literature review from Atlas (2023), ChatGPT has the potential to assist lecturers not only in creating tests, quizzes, and syllabuses but also in creating lesson plans, presentations, and other materials, as well as in assessing students' work. The numerous tasks that ChatGPT can assist can prove beneficial for lecturers. This implication of ChatGPT can answer the researcher's research question two: it is shown that lecturers were assisted with the appearance of ChatGPT due to its ability to tailor the lecturers' inquiries.

While there are some positive impacts when lecturers use ChatGPT, based on the interview results it is revealed that ChatGPT has a negative impact which can cause addiction among lecturers. This is supported by the statement from Sok & Heng (2023) that users may be exclusively reliant on using ChatGPT instead of using their critical thinking and decision-making abilities. This impact on lecturers proved negative, and looking back at the

researcher's research question number two, it showed that ChatGPT impacts lecturers negatively due to it may make them addicted to using it.

The last theme is about ChatGPT's impact on students. The questionnaire results indicate that lecturers were raised a concerning alert about the possibility that ChatGPT can cause to students. This can be proven based on the questionnaire findings, lecturers agreed that the ChatGPT use among students can harm their academic ability. Particularly for students who always use ChatGPT to solve their academic problems, it has been claimed that using ChatGPT hurts students' development of crucial abilities such as critical thinking (Kasneci et al., 2023). This finding can answer research question number two, which revealed that ChatGPT can harm students' academic ability especially those who use it inconsiderably.

Moreover, from the interview results, while ChatGPT has proven to be a learning collaborator that can tailor the prompts when it is used among students, it can cause them to get addicted to using it. Kasnechi (2023) also stated that ChatGPT may cause students to become addicted, especially those who are working on their assignments at the last minute. Viewing this result can answer research question two: ChatGPT can impact students in positive and negative, it can be tailored to students' needs but it can cause students to become addicted.

Lastly, the negative implication of ChatGPT among students needs some precaution which from the interview findings indicated how ChatGPT was successfully implemented in the classroom. Lecturers may utilize ChatGPT in their teaching, one of which is to create an activity where lecturers allow ChatGPT at the school. The proposal by Cotton (2023) suggests that the revised assessment requires students to utilize their analytical, critical thinking, communication, and problem-solving abilities. In the classroom, the process of teaching and learning English should be engaging and enjoyable for the students (Al Husnah, Heriyawati, & Elfiyanto, 2023). Moreover, this implication connects to research question number three which is to answer how lecturers implement ChatGPT in teaching: the activity entails asking students to use ChatGPT to generate ideas for their assignments. Then lecturer asks students to improve those ideas in writing. Doing this can help lecturers monitor the use of ChatGPT in the classroom.

To summarize, lecturers agree that the tool can simplify work and provide individualized learning resources, but they are concerned about students becoming overly dependent on it and the possibility of academic dishonesty. The ethical and responsible application of ChatGPT in education requires considering the moral and social implications that may arise from its use, including worries about bias and personal privacy, as well as the part that AI will play in influencing the future of education (Mhlanga, 2023). Additionally, creative learning activities that go beyond AI capabilities should be suggested, as well as encouraging students to use ChatGPT as a collaborative learning tool rather than a direct source of solutions. These findings highlight how crucial it is to deploy ChatGPT carefully to ensure it improves rather than degrades learning outcomes in educational settings.

CONCLUSION AND SUGGESTION

Based on the findings of this study, it is found that ChatGPT use in academics is received with enthusiasm among lecturers. Lecturers are enthusiastic about using ChatGPT, believing it will benefit both lecturers and students. Lecturers believe it can be a useful teaching tool that addresses students' needs in the classroom. It is also believed the use of ChatGPT proves beneficial in idea generation for both lecturers and students. However, while it helps with idea generation, there is concern about potential addiction among both lecturers and students. Lecturers believed that ChatGPT can cause students to be overly reliant on ChatGPT in completing their academic tasks. Despite the drawbacks of ChatGPT, some lecturers have implemented it in their teaching. It can help lecturers create innovative class discussions through idea generation in which ChatGPT can provide a trendy topic for class discussion. ChatGPT can also be a writing assistant, in the classroom students can ask ChatGPT to make them an outline and then students can use the outline to create their writing. Using ChatGPT in the classroom as a learning assistant can make learning progression more effective.

Lastly, some suggestions for additional research are presented in this study. The participants of this study didn't cover a wide variety only 19 participants, and only one of them was chosen for an interview. This can serve as a limitation for this study, opening an opportunity for further studies to conduct this similar topic but with more participants to gain generalized findings. This study's findings only identify a general approach to using ChatGPT in teaching. Further research can delve deeper into this topic as this study does not offer strategies for implementing ChatGPT in specific aspects such as language learning. It is believed that ChatGPT holds the potential as a supportive tool in helping with language learning progression. Further research can look into this topic, exploring whether or not ChatGPT can prove beneficial in language learning while also exploring the strategies of using ChatGPT for language learning.

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