Axiological Perspective on Using ChatGPT among Students in English Language Learning

Hendra Eka Putra [1], M. Zaim [2], Harris Effendi Thahar [3]

[1] Universitas Islam Negeri Mahmud Yunus Batusangkar (Mahasiswa S3 IKB, Universitas Negeri Padang), [2] Universitas Negeri Padang, [3] Universitas Negeri Padang

*Corresponding Author, email: hendraeka.p@uinmybatusangkar.ac.id

Abstract

The development technology concerning the presence of ChatGPT can actually provide both advantages and disadvantages. This research aims to explore the advantages and disadvantages of using ChatGPT among students in English language learning. This research is library research. Primary data comes from books in the field of philosophy of science, while secondary data comes from journal articles that are relevant to this research topic. The research results show that there are several advantages and disadvantages to using ChatGPT among students in English language learning. Its presence will have more positive value if its use is accompanied by controls, and rules, and continues to prioritize ethical and moral values that uphold academic values and do not run away from national education goals.

Keywords: Axiological perspective, ChatGPT, English language learning

Introduction

It cannot be denied that technological advances have an impact on human life, including in the world of education. This technological advancement is basically aimed at providing convenience to educators and students. If the use of technology no longer considers values, then the role of the person who uses technology will be replaced. This will have a negative impact on it and on the quality of education itself. Generative Pre-Trained Transformer (ChatGPT) as an example is a robot or chatbot that utilizes artificial intelligence which can interact and help humans in carrying out various tasks (Faiz and Kurniawaty, 2023). GPT chat was first developed by a company called OpenAI in the United States. OpenAI is a technology company that focuses on the creation and development of Artificial Intelligence-based technology (Wibowo, T. U. S. H., F. Akbar, and S. R. Ilham, 2023). Technological developments increasingly prominent in the educational context is artificial intelligence (AI) (Kharis, et. al., 2024). ChatGPT existed as a technology capable of changing our social interactions in radically new ways, and it had the potential to revolutionize the way of learning and teaching and methods in the learning process in the world of education (Lund, B. D., 2023).

Using ChatGPT may give educators the opportunity as facilitators to be able to provide convenience in the teaching process. It does not mean they are the only information center. They do not only transfer knowledge but also must be able to be partners for students. This will make it easier for students to share their learning with them. Educators can utilize technology that is linked to the subjects they teach so that the characteristics of learning that utilize technological media with the knowledge that is being studied does not lose the scientific essence (Munir, 2017). He also said that even though there are media used by educators, they need to be facilitators who educate so that media use is not misused. Technological

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media is only an effort to achieve curriculum targets, which are set to deepen the material better and link it to real life (Munir, 2017).

The presence of technological media as an educational innovation in the 21st century has changed the educational paradigm where media is used as a means of delivering material which has very significant positive and negative impacts. It is in line with Hilir (2021) who stated that Educators must use their intellect and creativity to reconstruct learning using technological media so that it becomes a concrete product in the world of education because the use of technology in education is the use and development in managing the learning process.

To support the idea of this research, the researcher found discussions related to ChatGPT that were relevant to this research, including research done by Faiz & Kurniawaty (2023) who stated that technological advances with artificial intelligence such as ChatGPT provide novelty in the world of technology today, especially in the use of technology in the field of education. With the potential offered by ChatGPT, it provides more and more challenges for educators in carrying out the education process. By prioritizing ethical and moral values that uphold academic values is very necessary in using it, so that humans/individuals as users can carefully consider the benefits and effects that will be obtained if they depend on technology without critical filtering in science. The use of ChatGPT must be done responsibly and based on strong ethical values. It can optimize the benefits and risks of using it (Hidayanti and Azmiyanti, 2023). Then, there are valuable insights for educational institutions and technology developers to optimize the use of artificial intelligence technology in students' learning experience in the education 4.0 era (Febriani, et. al., 2023). Even though ChatGPT can be a useful tool for aiding in teaching, teachers must still verify or research the information provided by ChatGPT with other sources (Kharis, et. al., 2024).

Moreover, educators have an important role in leading and using ChatGPT and are responsible for determining how to use it with honesty, integrity and transparency, as well as agreeing on some of the rules involved (van Dis, E. A., J. Bollen, W. Zuidema, and R. van Rooij, 2023). This means that everyone involved in the world of education needs to discuss matters related to the use of ChatGPT from the point of view of its advantages and disadvantages.

The study provides a general overview of the advantages and disadvantages of ChatGPT but does not delve into how these factors vary across different educational settings (e.g., primary vs. higher education or rural vs. urban areas). It discusses the immediate benefits and drawbacks of ChatGPT but lacks an exploration of its long-term effects on students' critical thinking, creativity, and dependence on AI tools. While ethics and morality are highlighted as essential for ChatGPT's use, it does not propose a detailed framework for integrating these values into practical classroom guidelines or policymaking. This aims to reinforce previous research discussing ChatGPT.

Methods

This research method is a literature review to explore the advantages and disadvantages of using ChatGPT among students in learning English. There are two types of data sources used: primary and secondary. Primary data comes from books, while secondary data comes from journal articles that are relevant to the topic of this research. The researcher follows five steps in doing library research mentioned by Nasution, N., Y. Yaswinda (2019), Pitaloka, D. L., D. Dimyati (2021), and Purwati, et. al., (2022) as follows:

Figure 1. Literature Study Research Steps
(Nasution, N., Y. Yaswinda (2019); Pitaloka, D. L., D. Dimyati (2021); Purwati, et. al., (2022))

In describing the findings and discussions for the conclusion of this research, the researcher refers to Sugiyono's (2013) theory. The recommended stages are collecting data, reducing data, presenting data, verifying and drawing conclusions. The following is the analysis flow:
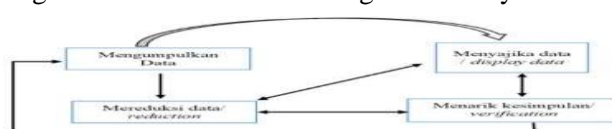

Figure 2. Data Analysis Flow (Sugiyono, 2013)

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Result and Discussion

There are some advantages of using ChatGPT in English language learning. The features offered by ChatGPT are considered easy to use (Salmi, et. al., 2023). Artificial Intelligence that can help increase efficiency and productivity (Misnawati, 2023). Using ChatGPT allows students to learn at their own pace and receive additional support in their area's needs, thereby enhancing one's own learning experience (Febriani, et. al., 2023). Using ChatGPT can also provide motivation for students to study, help with coursework and provide information with interactive patterns with AI (Artificial Intelligence) so that it can provide new experiences in the world of technology, which is still developing, innovative without limits. This can also help teaching staff in teaching and learning activities (Hutapea and Rantung, 2024), and utilizing media for learning computer-based will provide diversity so that teachers can manage and control student learning activities optimally (Miftah, 2014).

Next, Manurung, Olivia, A. C. Destiani, J. Sugiarto, and A. T. A. Lolo (2021) declared that students may get two benefits from using ChatGPT. They are: 1) it can increase productivity in writing activities and can increase new information and knowledge so that users are always updated because ChatGPT is always developing, including its database and analysis capabilities; 2) it can maximize students' thinking abilities effectively and efficiently so that there is an increase in formulating the main issues well, and students' thinking patterns become more critical. Artificial intelligence is a tool that can increase intelligence for those who use it, leading to improvements in many areas of science and society (Battro, 2017). ChatGPT also gives teachers the opportunity to improvise by taking advantage of the existence of increasingly developing technology to create materials and videos related to interesting lessons in the modern educational environment.

AI technology can assist and improve learning (Patil and Abraham, 2010; Pham, 2022). AI-based tutoring programs can improve student performance and motivation in the learning environment (Srinivasa, K. G., M. Kurni, and K. S, 2022). ChatGPT also gives teachers the opportunity to improvise by taking advantage of the existence of increasingly developing technology to create materials and videos related to interesting lessons in the modern educational environment (Khomarudin and Efriyanti, 2018). It saves time to concentrate on education and is useful for helping with learning difficulties (Malik, et. al., 2023).

In addition, Mubaroq, et. al., (2024) stated that there are four advantages of using ChatGPT in writing skills. They are creating an outline, brainstorming ideas, language translation, and excellent text generation capabilities. Integrating ChatGPT in learning and teaching can help students develop problem-solving skills, critical thinking, information analysis, and writing (Kasneci, et. al., 2023). There is also an effect of ChatGPT on product design education and it was found that using ChatGPT can enhance users' creativity (Al-sa'di & Miller, 2023).

The findings of this study reveal both the advantages and disadvantages of using ChatGPT in English language learning, highlighting the critical role of ethical considerations and proper implementation strategies. Below is a discussion based on the results:

Advantages of ChatGPT in English Language Learning

1. Enhanced Learning Experience: ChatGPT offers interactive and accessible tools that allow students to learn at their own pace, providing support in areas of need (Febriani et al., 2023). Its ability to generate instant responses and simulate conversational patterns creates new opportunities for independent and self-directed learning.
2. Efficiency in Academic Tasks: The AI's text generation and problem-solving capabilities improve students' productivity in writing and critical thinking (Manurung et al., 2021). These features enable learners to brainstorm, outline, and draft effectively, enhancing their academic outputs.
3. Innovative Teaching Approaches: Educators can utilize ChatGPT to create engaging materials, such as interactive lesson plans and instructional videos, that align with modern educational demands (Khomarudin & Efriyanti, 2018). This reduces the workload of teachers and optimizes the learning process.
4. Skill Development: Integrating ChatGPT fosters critical thinking, problem-solving, and creativity among students, aligning with the competencies required in the Education 4.0 era (Kasneci et al., 2023). Furthermore, the tool motivates learners by presenting challenging, technology-driven learning experiences (Hutapea & Rantung, 2024).

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Disadvantages of ChatGPT in English Language Learning
1. Lack of Emotional and Social Interaction: ChatGPT cannot replicate the emotional connection or adaptive teaching methods that human educators provide, which are vital for fostering a supportive and engaging learning environment (Faiz & Kurniawaty, 2023).
2. Over-Reliance on Technology: Dependence on AI tools like ChatGPT could reduce students' creativity and critical thinking skills. Learners may become less capable of resolving real-world problems independently (Dehouche, 2021; Mubaroq et al., 2024).
3. Potential for Misuse: The automation of assignment generation poses risks of academic dishonesty, such as plagiarism, requiring educators to verify the authenticity of student submissions (Dehouche, 2021).
4. Inaccuracy and Bias: ChatGPT occasionally provides inaccurate or contextually irrelevant information. Over-reliance on such outputs without verification can lead to misconceptions or incomplete knowledge (Mubaroq et al., 2024).

Therefore, this study underscores the importance of upholding ethical and moral standards in the use of ChatGPT. Educators and students must prioritize values such as honesty and integrity to ensure that AI usage aligns with national education goals and academic principles (van Dis et al., 2023). Establishing clear guidelines and frameworks is essential to mitigate potential risks and maximize benefits.

Teachers must act as facilitators, guiding students in the responsible use of AI tools. This includes verifying outputs, encouraging critical thinking, and fostering creativity. To maximize ChatGPT's potential, they should receive professional development on integrating AI into pedagogical practices effectively (Chellappa & Luximon, 2024). There are some possible activities: investigating ChatGPT's long-term effects on students' cognitive and academic growth, exploring its contextual applications in diverse educational settings, developing ethical frameworks for AI integration in classrooms, examining how ChatGPT supports skill acquisition beyond writing, such as speaking and listening, and some others.

Conclusion
The study highlights the potential of ChatGPT as an innovative tool in English language learning, presenting both advantages and challenges. On the positive side, ChatGPT offers significant benefits, including enhancing learning efficiency, supporting student autonomy, and fostering critical thinking and creativity. However, the research also identifies critical challenges, such as the risk of over-reliance on AI, reduced creativity, potential academic dishonesty, and the inability of ChatGPT to provide emotional and adaptive interactions that are essential in education. These limitations underscore the importance of balancing technological use with human-centered teaching approaches. Future research can explore context-specific applications, long-term impacts, and comprehensive frameworks for ethical and effective AI integration in education.

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