AI CHATBOTS' ROLE IN ASSISTING ENGLISH LITERATURE STUDENTS' WRITING SKILL

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Abstract: Technological advancements in the digital era necessitate the present generation to adapt and coexist with these changes. It is vital to acknowledge these current advancements. Numerous scholarly investigations have been conducted on artificial intelligence, encompassing various areas such as robots and Chat bots. This study focused on using Chat bots AI in writing, making it very interesting using cognitivism theory by George Siemens. This study's main objective was to discover the role of an AI Chatbot and its progressive and regressive impacts on student perspectives. More specifically, this study investigated a sample of 32 participants who were English Literature students in their fourth semester. These individuals have utilized Chatbots AI platforms, like Chat GPT and other similar Chatbots, as aids for their writing assignments. They were requested to complete a previously administered online survey. The findings indicated that AI Chatbots are significant in completing writing assignments. These platforms serve as sources of inspiration, aid in comprehending complex subjects, and effectively assist in restructuring sentences. Moreover, the consequence is heightened temporal efficacy for students in accomplishing academic tasks. In other hand, there is also a significant addictive tendency.

Keywords: Artificial Intelligence, Chatbot AI, English Students, Writing Skills

INTRODUCTION

Being in the industrial revolution 4.0 era can be considered lucky and challenging for anyone who faces it. How could it not be, because there will always be complexity in every released technology? The rapid development of technology marks the progress of this industry; many breakthroughs have emerged, including artificial intelligence robotics (Fonna, 2019). Artificial intelligence types are diverse, ranging from manipulation AI, Neural AI, and Neural Networks. Chatbot AI is included in the Neural Network or deep learning type (Georgevici et al., 2019). November 30, 2022, this AI Chatbot received intense scrutiny among the media; after this latest technology appeared or was released to the public, advertising services did not tire of promoting it, and many advertisements about the Chatbot industry appeared, either through browser media, YouTube, Tik Tok, Instagram, and other social media. It is not uncommon for teachers and lecturers to recommend using Chatbot AI in school or lecture assignments (Anggraini, 2022). Chatbots are assumed to be a technology application model that promotes interpersonal communication and learning processes; within the Chatbots themselves, various types of information and knowledge are available.

The pros and cons of using Chatbots were not spared from the discussion. On the one hand, AI Chatbots are seen as versatile tools that can produce writing almost the same as human language and writing in general (Biswas, 2023). These Chatbots are very beneficial in various education, health, and development industries. Nevertheless, on the other hand, AI Chatbots have also been considered a technology that can only make the human brain more stupid and lazier; those in this camp think that humans will have a weaker level of reasoning if they continuously

use this artificial technology. Researchers are aware that the debate about the pros and cons of using Chatbots AI is the same as an endless debate. Accordingly, this current research wants to participate in this AI debate.

Moreover, the most suitable theory to be applied in this study is the cognitivism theory by George Simens (Siemens, 2005). The theory of cognitivism relates to how the human brain processes, stores and applies information. Humans are no longer treated like animals that must be continuously trained. Still, using this theory, humans are treated as a link between the available information and the mindset that will be applied. It can be said that humans are positioned here as "thinking machines". Research related to the cognitivism theory aims to help humans develop teaching and learning strategies more effectively and efficiently. Going deeper, one tool that has contributed to turning humans into thinking machines is technology. Therefore, using the right technology will be very beneficial in presenting information.

Then to support the previous theory related to the use of technology in education, this research also presents a supporting theory called dekilling theory by Harry Braverman (Braverman, 1989). The essence of this theory is that deskilling involves replacing skilled labor with unskilled or semi-skilled workers using technology, lowering costs and weakening bargaining power. This approach increases company control over labor and strengthens societal class divisions. As a result, workers become more dependent on management, reducing the need for technical expertise and making jobs more mechanized and routine. It should be underlined that although this supporting theory is related to technology, it focuses more on the economic and industrial realms.

Over time, there has been a lot of research focusing on the use of technology in various fields, and the technology in question is the latest, Chat Bots AI. Those previous studies include; Hisan's research on the role of AI Chatbots in the process of handling mental health problems during the COVID-19 period proving that Chatbots AI has high potential to reduce mental illness in the human psyche (Hisan et al., 2022). However, it still needs attention in various ways in developing Chatbots AI in question. Then there is also research on the role of AI Chatbots in supporting Smart Services in brilliant libraries or Smart Libraries (Sugiono et al., 2021); the research results show that using Chatbots, AI can provide personalized information services and integrated library cyberspace. In a similar study that also discussed AI Chatbots, it was revealed that there are opportunities and challenges in using AI Chatbots, namely supporting the disclosure of material presented, supporting training and the application of newly introduced educational applications and very helpful in the process of organizing a university department helpdesk (Yang & Evans, 2019). In addition, research focuses on the misuse of AI Chatbots as a tool for plagiarism (King, 2023). A research on the use of Chatbots to improve student learning experience has also been carried out, the result is that it is true that by using Chatbots students become more efficient and interactive (Sandu & Gide, 2019). Other research that raises technology issues is also on Technology, Pedagogy and Education (Costa et al., 2019), which focuses on the conceptualization and analysis of technology in education by emphasizing several related theories; behaviorism, cognitivism, and constructivism.

This study analyzes more deeply the role of AI in carrying out writing assignments for English Literature students, aspects related to this research, namely the world of literature and discussion associated with the world of today's cutting-edge technology. Previous research studies focused on a broader and general domain, including how AI Chatbots work. Meanwhile, this research is focused on researching the role of AI Chatbot technology in a focused and straightforward domain, namely among 4th-semester English literature students who are taking a writing course and use AI Chatbots to help them with their work.

The uniqueness of this research is found in the fact that the researcher is studying a new and currently popular topic. Researchers bring the theme of AI as the central theme; as we know, this kind of theme still needs to be studied because its existence is also something new. Besides that, why does this research look "eye-catching" indirectly? With research like this, researchers try to socialize the use of technology to be involved in the daily life of modern society, especially in the world of education. The world of education is always required to go hand in hand with

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existing technological developments, not only it requires deeper integration between the progress made and existing human resources (Komalasari et al., 2020).

This research departs from the assumption that the latest technological advances will greatly help human work and brain carry out their assignments and as great information providers, especially in writing assignments. The following assumption is to use cognitivism theory from George Siemens; this research has the same concept and goes hand in hand. We, as researchers, also assume that even though the existence of AI Chatbots is beneficial in various fields, these benefits come with risks (Misnawati, 2023). This study aims to provide a different perspective on using Chatbots AI in the academic process. Specifically, this research concerns two objectives. It is to identify the role of AI Chatbots from the perspective of English literature students working on writing assignments. In addition, it deciphers whether there is a positive or negative impact on the use of Chatbots AI by English literature students in the process of doing writing assignments.

METHOD

The participant of this research is active students majoring in English Literature who are in semester four and are also users of AI Chatbots, GPT, perplexity, or other Chatbots. These students use these Chatbots to help work on their writing assignments and obtain data using a questionnaire or a Google form distributed to 25 selected students who fit the required criteria. The researchers chose English Literature students in semester four as the object of this study because the writing course will be very influential in the following semesters. More specifically, this semester, students will learn the ins and outs of writing, similar to authorship, which will be passed while working on the thesis later. So, the student learning process this semester is a process that is so valuable and influential. Because the process is so helpful, we as researchers want to know the role of Chatbots AI as their helper tools in Writing courses.

The method used in this research is a survey by distributing online questionnaire. This kind of questionnaire was divided into two types; (1) close-ended questions, (2) open-ended questions. The use of this method is by examining an object or phenomenon, the results of which will be presented in an explanatory form regarding the facts and characteristics contained in the spectacle. Furthermore, in analyzing the data, the authors used the "Cognitivism" theory by George Siemens. Data analysis is carried out on the answers of respondents who have been collected. First, observations are made on the data that has been received, followed by data reduction if duplicate or similar data is found. Finally, significant findings and patterns are identified, and the core data processed in such a way is converted into tables.

FINDINGS AND DISCUSSION

The finding of this study elaborated about the role of AI Chatbots in the Perspective of English Literature Students and the impact of using AI Chatbots for English Literature students especially the students in the fourth semester. Some questions were asked to the participants to know the students' perception about AI chatbots' role in assisting English students' writing skill. The result will be explained in table below.

Table 1. Close-ended Questions

No	Questions	Major Answer	Minority Answer
1.	What AI Chatbots are used frequently?	Chat GPT	Perplexity
2.	Do Chatbots AI help with writing assignments?	very helpful	Helpful enough
3.	Do AI Chatbots always provide clear answers?	Sometimes	Yes, always No
4.	Does using Chatbots AI in the process of doing writing assignments guarantee the maximum grades in that course?	No	Yes

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| 5. | Various search engines VS Chatbots AI, which one is more helpful in the writing process? | AI Chatbots | Search engines |
| 6. | Do you agree that Chatbots AI prohibited in writing assignments by lecturers? | Disagree | Agree |

Table 2 Open-ended Questions

No	Questions	Majority Answer	Minority Answer
1.	The impact felt when using Chatbots AI in carrying out writing assignments?	Giving inspiration	- Facilitate in understanding a thing - Makes it easy to find references - Easy to paraphrase
2.	Difficulties experienced when using Chatbots AI?	Too convoluted answer	Difficult words to understand
3.	How big is your dependency percentage in using Chatbots AI?	40 - 70% 10 - 30%	80 - 100%
4.	Is there a special method when using Chatbots AI?	- Understand the answers provided and paraphrase them first. - Inquire in detail. - Correlate with the desired topic. - Do some researches or cross check after getting the desired answer. - Repeat paraphrasing. - Use AI Chatbots as needed.	There is no special method

The Role of AI Chatbots in the Perspective of English Literature Students

Based on the questionnaire data disseminated previously, there was much information, and it was complex regarding the perceptions of fourth-semester English Literature students at the State Islamic University of Maulana Malik Ibrahim Malang. Therefore, in Table 1.1 and 1.2 the findings are very complex and have gone through a reduction process and data processing.

Referring to the 1st question in table 1.1 and included in the core question category, the answer is that the AI Chatbot that 4th semester English Literature students often use while working on writing assignments is Chat GPT. GPT Chat is an artificial intelligence developed by Open AI with a dialogue-based prototype and can provide answers like humans in general (Supriyadi, 2022). As additional information, Open AI is a trademark of GPT Chat, a non-profit company from San Francisco whose funding is assisted by Microsoft. Compared to other AI Chatbots platforms, it is like perplexity; an answering machine where every answer always provides references or quotes from where the data comes from, the popularity of GPT Chat is still superior. The reason behind it all is that there are differences between the two Conversational AI; in terms of the language model, the language used in GPT Chat is a human language which is similar to a natural conversation between humans, while the language used in perplexity is the language that focuses on questions. that has been submitted by the user, the language is more rigid, in the system itself there is no weighing tool, whether the answer provided will be easily understood by the user or not. Apart from Perplexity, AI chat bots less competitive than GPT chats are YOU.com, Jasper, Closers Copy, Synthesia, and Steve AI.

As previously explained, AI Chat bots in the form of GPT Chat are the most widely used at the level of fourth-semester English Literature students at UIN Maulana Malik Ibrahim. The reason behind this popularity must be distinct from the many users who recommend using this platform as a tool helper when doing writing assignments. Recommendations that emerge come from more than among students. However, it is not uncommon for lecturers to also recommend GPT Chat or Generated Transformer Chat to their students. So, from word of mouth, GPT Chat

users among English Literature students are increasing. Conventional dissemination of information, namely direct dissemination, is a persuasive method of dissemination (Rosyadi, 2020).

Then referring back to the 2nd question in Table 1.1, the existence of the GPT Chat is beneficial for students, especially while working on writing assignments. This use is in line with a theory discovered by George Siemens called the theory of cognitivism, where humans as thinking machines will function more efficiently using advanced technology. In this case, students no longer need to correct their writing or ask for input and suggestions about what ideas to include in their writing assignments from an expert, AI chat bots already provided this type of capability, this what we called as human as "thinking machine". The writing task itself is a task that requires a high level of reasoning and creativity. Many ideas are needed so they can pour into written form. Ideas can be obtained from any source, even from trivial sources such as jokes when conversing with peers or other trivial sources. Students often feel stuck or trapped in monotonous ideas due to a lack of information or limited knowledge. Writing becomes more complicated than usual for writing something outside the realm or far beyond one's abilities (Abbas, 2020). Therefore, enriching background information regarding the matter or topic to write about is a must. Enriching information can obtain through various methods, including conducting discussions. Furthermore, with the sophistication of artificial intelligence in the Society 5.0 era, the GPT Chat platform can be an option as a discussion partner.

Based on the data in Table 1.2 specifically in 1st question, GPT Chat has a significant role in inspiring users. This role is in line with the ability of AI to stimulate the user's imagination (Chassignol et al., 2018). Users are inspired by the questions and answers provided by GPT Chat, and this process can provide new insights and ideas. In addition, the GPT Chat also functions as a search engine that makes it easier for English Literature students to understand the material, find references, and paraphrase. Thus, GPT Chat is very useful for English Literature semester four students in writing assignments as a tool that facilitates understanding helps find references, and assists in paraphrasing.

The role of GPT Chat is closely related to the types of writing assignments received by fourth semester English Literature students at UIN Maulana Malik Ibrahim Malang. For example, writing an essay in English includes various types of essays, such as argumentative, procedure, compare-contrast, process, cause-and-effect, and others. In addition, students are also often given the task of writing journal articles with predetermined formats and templates. In this context, GPT Chat can help students carry out these assignments with their various roles. These types of writing assignments that added up with strict rules; for example, the final written result must be checked first on a plagiarism detection website, Turnitin, Grammarly, and other websites, not only the percentage of plagiarism must also be as minimal as possible, maybe 20% or even less than that. The rules that are usually always applied in English Literature students' writing assignments are to include references with integrity used. However, it is not uncommon for students to experience difficulties in finding references with integrity. With these types of assignments, the English Literature student at UIN, Maulana Malik Ibrahim, finally takes advantage of this highly functional GPT Chat platform.

Then, from the data obtained in the 4th question in table 1.2, which has been shown in the previous table, behind the usefulness of the Open AI type for fourth-semester students of English Literature in overcoming the difficulties experienced when carrying out writing assignments, it cannot be denied that there must be some problems or difficulties faced by users when operating this GPT Chat. It should be remembered that artificial intelligence has weaknesses and limitations, such as accuracy and lack of precision in pattern recognition (Farid et al., 2023). GPT Chat users often need help because the presentation of answers is unclear. Often the answers presented still need to be clarified and clarified. Of the 32 respondents who filled out the research questionnaire, 78.1% agreed that sometimes the answers provided by Chat GPT could have been more precise. The ambiguity can be indicated by exchanging information A and B, information C and D. For example, what is being questioned is the analysis of a short story with Title A from author B. However, because this Open AI gives answers according to the data received. The data

received is not it is rare that there are many similarities, so it is not uncommon for the answer that is shown from this statement to be an analysis of short story A by author C, which means it is true that the two titles of the short stories are the same but come from different authors.

In addition to the answers that are very tied to the questions that are ordered, there are other difficulties experienced by respondents in the process of using the GPT Chat, according to the data presented in Table 1.2, specifically on the 4th question. There are many varied answers when English Literature students are asked about the difficulties they are experiencing; most of them write that often the answers written by Chat GPT are too convoluted and need to get to the point of the answer. These long-winded answers need to be clarified for users. Not only will answers that are not "to the point" be very uncomfortable to read and understand, but the level of coherence is also poor. As is the case with implementing Chatbots in public services or providing a satisfying experience to customers (customer service) where the hope is that customers can be served quickly and accurately, but this is contrary to the process of using GPT Chat in several terms (Silaen et al., 2023).

Apart from the lack of solid answers given by the GPT Chat, another obstacle experienced by students when engaging the GPT Chat in the process of carrying out a writing assignment was: the many complex words that needed to clarify for English Literature students. These words were far beyond one's reasoning. It would be effortless to be tolerated if answers in these sophisticated dictions were accompanied by explanations afterward. Still, it complained that these elite dictions have no additional explanations. This causes ineffectiveness in carrying out a task because the time that should be used to process data is wasted in translating complicated terms.

Language limitations exist in AI Chatbots in cases where AI Chatbots need help understanding the context, or there needs to be adequate background knowledge or experience. Another reason is; First, there are limitations to understanding; even though AI Chatbots use sophisticated technology, there are still frequent errors in the interpretation process. AI Chatbots use NLP or Natural Language Processing. However, this NLP system still needs to be simplified, and many obstacles exist in understanding syntax, semantics, and context. Second, Inaccuracy in interpretation: Chatbot AI may need to be used more to understand questions or statements. This can happen because of the complexity of human language, the many variations of expression, or the ambiguity inherent in language. So, Chatbot AI can provide irrelevant or irrelevant answers under what the user means (Hirschberg et al., 2015). Third, lack of background knowledge, If Chatbot AI does not have access to adequate data or training data covering a variety of situations and contexts, then it is likely that Chatbot AI will lack sufficient knowledge or experience to properly understand user questions or requests (Wachsmuth, 2015).

Despite some obstacles in modeling language on the Chatbots AI platform, English Literature students at UIN Maulana Malik Ibrahim prefer Chatbots AI and Chat GPT tools over traditional search engines like Chrome, Google, and Mozilla Firefox. According to the data from Table 1.1 in 5th question, 68.8% of respondents favored Chatbots AI, particularly GPT Chat, for writing assignments. However, 31.3% still preferred using traditional browsers. This preference doesn't imply that students are conventional or outdated but reflects different thinking and management processes (Hanifatannisa, 2020).

Impact of using AI Chatbots for English Literature students

The impacts that will be explained in the sub-chapters below are positive and negative impacts. How does an AI Chat bots have a good effect on users and how does it have a bad effect. These two types of impact were obtained by students when using Chat bots AI. Everything has a positive and negative impact as well as the use of these Chat bots. Afterwards, this positive and negative impact is by the concept of "effectiveness and efficiency" which was first introduced by David Recardo and Adam Smith.

Disadvantages of Using Chat Bots AI

According to experts, efficiency is a measure of success in terms of the quantity of resources used to achieve the outcomes of the activities performed. In contrast, effectiveness measures the

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extent to which an activity meets its objectives. A negative aspect for Chatbots users is that they may not always be able to understand complex questions or specific situations that users confront. Then, when Chat bots cannot deliver adequate replies or seek human assistance to handle an issue, this can lead to user discontent and frustration. As a result, this shortcoming contradicts the established paradigm of *"effectiveness and efficiency"*. But it also, give the user an addiction feeling. Addiction is one of the negative impacts of using AI chatbots, especially if the chatbots are designed with specific features that influence user behavior.

Regarding the percentage of dependence of fourth-semester English Literature students at UIN Maulana Malik, the data were presented in figure 1.
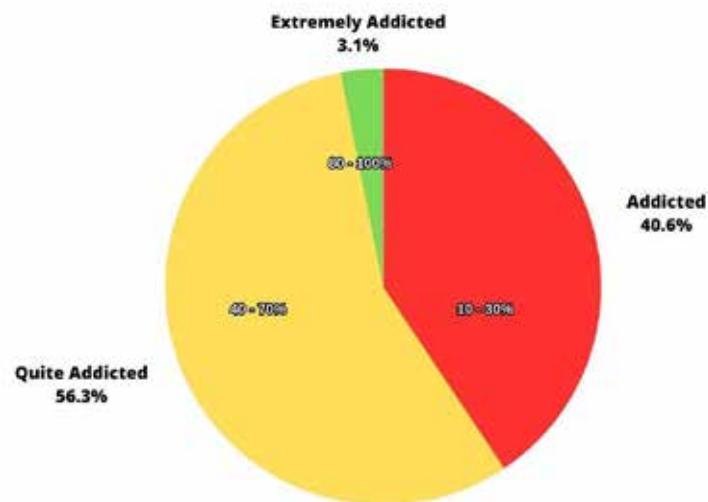

Figure 1. The dependency of using AI Chatbots

From the 32 questionnaire respondents, as many as 54.3% or 18 students admitted that approximately 40-70% experienced dependence on using Chatbots AI. Meanwhile, as many as 40.6%, or the equivalent of 13 students, admit that they are at least 10 to 30% addicted to using these AI Chatbots. In one study, a final statement was obtained that transparent information, which in this case relates to information provided by Chatbots AI devices, and this information is easy to access, will make a person very addicted, for another reason because of the fear of losing information (Hagalung, 2021). Besides that, it is in line with the theory used by researchers in the previous section, namely the deskilling theory from Braverman, theorizing that a job is polished or designed in such a way as to increase the productivity of its users (Purwanto, 2021).

With a relatively high level of dependence on students using artificial intelligence technology, namely reaching a percentage of 40-70%, in the process of compiling ideas for writing course assignments, data was obtained that they; students do not randomly use this conversation-based AI, there are many separate methods they use, including (1) first understanding the answers given by the GPT Chat then after the understanding process is over, they continue through the paraphrasing process with their own abilities, which meaning that in this second process outside of AI intervention, (2) When they ask a question on this OpenAI platform, the students ask something in great detail, so that the data or information that will be displayed by the AI will also be correct on target (3) Apart from asking in detail, users also correlate or associate it with the topic they are looking for, so that it is not purely a question asked but accompanied by context in the form of a related theme (4) Then, another method is also applied when using this platform, namely, do a double cross check or reassess the answers that have been presented, so the information obtained is really valid and factual, after doing the research again, they then insert these answers in their written works (5) The following method is that the user paraphrases the answers given is not enough just once but many times, one of their reasons is because they want to be free from plagiarism of high-level works.

The last method used and including the wisest method, is to use Chatbots AI only as necessary. Why do researchers think this method is the wisest? Because if we rely on artificial

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intelligence entirely and all the time, then over time, our minds will become duller; what we know is only limited to asking and copying the answers that the latest technology has provided. Indeed what is wrong when our thinking ability is dull? Of course, that is a fatal mistake. Dull thinking will impact choosing shallow decisions, decisions without consideration, and decisions that often result in regret. Meanwhile, critical thinking will be instrumental in solving high-level problems (Raflee et al., 2021). In addition to the several methods previously described, there are cases where students use GPT Chat without applying unique methods or methods; what they receive is what they take.

Furthermore, with the methods used by the fourth-semester students of English Literature at UIN Maulana Malik Ibrahim when applying the GPT Chat platform to assignments for writing courses, they assume that these efforts do not guarantee that the grades in these courses will be good or even get a perfect predicate. This can be seen through the data obtained on the questionnaire questions, which have been compressed into Table 1.
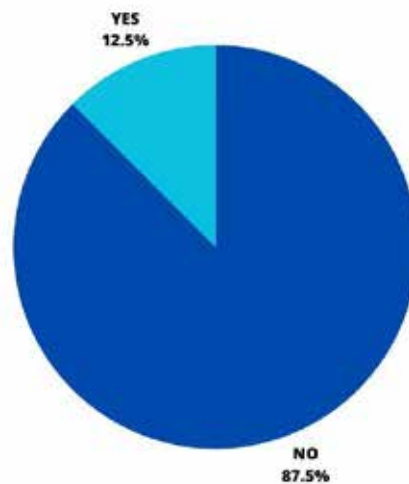

Figure 2. The students' beliefs about their grades when using Chat Bots AI

Out of 32 respondents, 18 of them were very sure that using the GPT Chat would not guarantee they would get a satisfactory score, they use these tools only as auxiliary tools to ease the obstacles they are experiencing, not as tools that they believe can change or increase their value. On the other hand, as many as four respondents believed that by using the GPT Chat, their scores in this writing course would be satisfactory.

After the majority of votes agree that the use of GPT Chat does not affect their academic grades, but still, what if they are given the power to voice their opinion regarding the rules for using GPT Chat, they simultaneously choose to refuse if there is a rule "It is prohibited to use any assistance from AI Chatbots; including Chat GPT, Jasper and so on," as many as 87.5% of the votes in the questionnaire rejected such a rule in the writing task given.

Advantages of Using Chat Bots AI

The advantages of using Chatbots are being able to respond quickly and accurately to user requests and questions, reducing response times and improving customer satisfaction. This can save organizations time and resources in providing customer support and service. So, this is in line with the concept of *"effectiveness and efficiency"* proposed by David Recardo and Adam Smith.

If we look at it positively, students should not avoid using Chatbot AI in their lecture assignments. Chatbot AI can provide benefits and convenience in learning and help increase student efficiency and productivity. The following are several reasons why students should consider using Chatbot AI: (1) Time efficiency: Chatbot AI can provide information and quick answers regarding questions or problems faced by students. Using Chatbot AI allows students to save time searching for information from various sources because Chatbot AI can present

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information instantly. (2) Interactive learning: Some AI Chatbots designed explicitly for education provide interactive learning experiences. Students can interact with Chatbot AI to understand complex concepts, solve problems, or practice through interactive quizzes. This can help improve student understanding and skills. (3) 24/7 support: Chatbot AI can provide study support 24 hours a day, seven days a week. Students do not need to wait or depend on the teacher's or tutor's schedule to get help. They can quickly ask questions or ask for help whenever needed (Han et al., 2022).

The final reason students should refrain from using AI Chatbots while working on their lecture assignments is that AI Chatbots can remove communication barriers: Students often feel reluctant or awkward to ask questions or clarifications from lecturers or classmates. Chatbot AI can provide an environment free from those social barriers in this situation. Students can comfortably ask questions, seek information, or practice skills without fear of being judged (Yu & Nazir, 2021).

Some data that needs to be included in Table 1.1 includes questions about assumptions. The description in a phrase is considered sufficient for the question because it does not include the core questions. For example, if the respondent is faced with two situations: first, they are unaware of the existence of a type of artificial intelligence such as Chat GPT and the like from the start, or second, they have known Chatbots from the start. As many as 27 English Literature students, or 84.4% of the total respondents, preferred to know Chatbots from the start, while five students, or 15.6%, chose not to know Chatbots AI. Different backgrounds, including relevance to technological developments, influence this preference. As is generally known, AI technology has been popular and rapidly growing in various industries, including education (Badshah et al., 2023). English Literature students with experience using AI Chatbots will likely contribute to developing their expertise in artificial intelligence, engaging in language development on conversational AI platforms. Apart from relevance to technological developments, other reasons students prefer to get to know AI Chatbots early are easy access to information, time efficiency, and productivity.

Regarding the role that Chatbots AI has, the majority of students use AI Chatbots in the form of GPT Chat. When viewed from the perspective of English Literature students, namely as a device that can inspire fresh ideas and make it easier to understand something, because, again, the language used is not a robotic language that is identically rigid, but the language used is a language adapted from human language. So that the information provided is straightforward to understand (Nugraha et al., 2022). The role of Chatbots AI, particularly GPT Chat, is seen as beneficial for English Literature students as it inspires fresh ideas and facilitates comprehension by using language adapted from human communication. While using Chatbots AI in writing assignments has positive and negative impacts, the positive aspects include increased student productivity, especially for challenging tasks with tight deadlines. However, a significant negative impact is the high level of dependence on the platform, which becomes problematic when users cannot access it due to restrictions or prohibitions.

CONCLUSION

This research reveals that technological advances such as artificial intelligence should be viewed differently in digitalization. The findings show that Chatbot AI has a significant role as a tool to help English Literature students in the writing stage of assignments. In addition to the fundamental role of Chatbots AI technology, using this latest technology certainly has positive and negative impacts. This paper concludes that the positive impact of using Chatbots AI is increasing work effectiveness, and the negative impact is that it causes a highly addictive effect.

In addition, as a result of research, this paper proposes to conduct more in-depth research. Can English Literature students contribute more to the development of artificial intelligence, which has recently peaked in popularity? Let alone AI related to Chatbots AI. The method used in this research should be in-depth and sustainable methods to obtain more relevant and valid results. Furthermore, a theory suitable for such research is the theory of "User Innovation," or innovations created by technology users.

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