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Utilizing ChatGPT on Designing English Language Teaching (ELT) Materials in Indonesia: Opportunities and Challenges

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Abstract: This study aims to examine the impact of artificial intelligence (AI) on pragmatic English language teaching in universities. The scope of the study is limited to the opportunities and challenges of English language teaching. This study was carried out using a mixed method of conducting surveys and in-depth interviews. A questionnaire link using Google Forms from Spreadsheet was sent to 6 English lecturers via WhatsApp group and personal contact. The study sample consisted of 6 English lecturers from state and private universities in Central Java. Observation, questionnaire analysis, and interview transcripts show that the emergence of artificial intelligence (AI) technology has created opportunities and challenges to teaching and learning English. AI has transformed English language teaching in higher education. The findings and discussion elaborate some novelties of this study; 1) the profile of utilizing ChatGPT in pragmatics ELT teaching, portrays that ChatGPT roles in teaching scenarios play 3 major sessions, like; designing creative and innovative pragmatics teaching materials, setting up the midterm test of pragmatics project, and lastly, assessing and evaluating the pragmatics final test project. 2) The opportunities of using ChatGPT for lecturers, ChatGPT is one of the most sophisticated AI tools available today, and it can write nearly anything that an instructor wants it to. ChatGPT can help lecturers with a variety of tasks, such as creating course outlines, student progress reports, test and quiz questions, and grading rubrics; developing more inclusive and accessible learning activities; interacting with students and their families; and contributing text for websites or bulletin boards to maintain a connection between students and their families. 3) The challenges of applying ChatGPT for lecturers; ChatGPT can provide immediate responses to student questions, ChatGPT can adapt to individual student needs, ChatGPT can increase accessibility and inclusivity by providing language support for students with diverse learning needs, ChatGPT can serve as a valuable tool for language practice and strengthening, ChatGPT can encourage active learning by encouraging students to ask questions, engage in discussions, and seek clarification on challenging concepts, Integrating ChatGPT into language teaching can inspire innovative teaching approaches, such as blended learning models, flipped classrooms, and gamified learning experiences, that leverage technology to improve student learning outcomes.

Key words: ChatGPT, teaching pragmatics, ELT, opportunities and challenges

Abstrak: Penelitian ini bertujuan untuk menguji dampak kecerdasan buatan (AI) terhadap pengajaran bahasa Inggris pragmatik di Perguruan Tinggi. Ruang lingkup penelitian dibatasi pada peluang dan tantangan pengajaran bahasa Inggris. Penelitian ini dilakukan dengan menggunakan metode campuran yaitu melakukan survei dan wawancara mendalam. Tautan kuesioner menggunakan Google Form dari Spreadsheet dikirimkan kepada 6 dosen Bahasa Inggris melalui grup WhatsApp dan kontak pribadi. Sampel penelitian terdiri dari 6 orang dosen Bahasa Inggris dari universitas negeri dan swasta di Jawa Tengah. Observasi, analisis kuesioner, dan transkrip wawancara menunjukkan bahwa kemunculan teknologi kecerdasan buatan (AI) telah menciptakan peluang dan tantangan dalam pengajaran dan pembelajaran bahasa Inggris. AI telah mengubah pengajaran bahasa Inggris di pendidikan tinggi. Temuan dan diskusi menguraikan beberapa hal baru dari penelitian ini; 1) profil pemanfaatan ChatGPT dalam pengajaran ELT pragmatik, menggambarkan bahwa peran ChatGPT dalam skenario pengajaran memainkan 3 sesi jurusan, seperti; merancang bahan ajar pragmatik yang kreatif dan inovatif, menyiapkan ujian tengah semester proyek pragmatik, dan terakhir melakukan penilaian dan evaluasi proyek ujian akhir pragmatik. 2) Peluang penggunaan ChatGPT bagi dosen, ChatGPT adalah salah satu alat AI tercanggih yang tersedia saat ini, dan dapat menulis hampir semua hal yang diinginkan instruktur. ChatGPT dapat membantu dosen dalam berbagai tugas, seperti membuat outline mata kuliah, laporan kemajuan mahasiswa, soal ulangan dan kuis, serta rubrik penilaian; mengembangkan kegiatan pembelajaran yang lebih inklusif dan mudah diakses; berinteraksi dengan siswa dan keluarganya; dan menyumbangkan teks untuk situs web atau papan buletin untuk menjaga hubungan antara siswa dan keluarga mereka. 3) Tantangan penerapan ChatGPT bagi dosen; ChatGPT dapat memberikan tanggapan langsung terhadap pertanyaan siswa, ChatGPT dapat beradaptasi dengan kebutuhan individu siswa, ChatGPT dapat meningkatkan aksesibilitas dan inklusivitas dengan memberikan dukungan bahasa bagi siswa dengan kebutuhan belajar yang beragam, ChatGPT dapat berfungsi sebagai alat yang berharga untuk latihan dan penguatan bahasa, ChatGPT dapat mendorong pembelajaran aktif dengan mendorong siswa untuk bertanya, terlibat dalam diskusi, dan mencari klarifikasi tentang konsep-konsep yang menantang, Mengintegrasikan ChatGPT ke dalam pengajaran bahasa dapat menginspirasi pendekatan pengajaran yang inovatif, seperti model pembelajaran campuran, kelas terbalik, dan pengalaman pembelajaran yang digamifikasi, yang memanfaatkan teknologi untuk meningkatkan hasil belajar siswa.

Kata kunci: ChatGPT, pengajaran pragmatik, ELT, peluang dan tantangan

INTRODUCTION

ChatGPT is a generative programming language that uses creativity to predict the next word or sentence in a message or debate. In essence, ChatGPT is a virtual robot that can simulate human-like conversations—a PC program known as a chatbot. This discourse-based A.I. chatbot is thought to be capable of responding to typical human language, even if it is still only a model. This platform is believed to be able to replace Google because it can address any issue. OpenAI's ChatGPT can provide thorough answers to difficult questions. As a result, ChatGPT is exceptionally knowledgeable when compared to other chatbots. An example of InstructGPT is ChatGPT OpenAI, which is ready to follow instructions quickly and provides itemized various teaching English materials at the university level (Rahman et al., 2017).

According to Fadhil et al., (2017), chatbots are a creative system that simplifies and functions with a long-term commitment to wellness enhancement initiatives. Benedictus et al. (2017) state that the Chatbot Helpdesk application can assist users by providing answers to questions about how to use the Sam Ratulangi College Coordinated Data

Framework. Chatbot programs can handle inquiries, respond, and function as client administrators, according to Astuti et al. (2019) and Hakim et al. (2020). Chen et al. (2021) have confirmed that the chatbot's ease positively impacted the incidental negative aspects of the customer experience, while its responsiveness positively impacted the inherent negative aspects of the customer experience. While Chatbots can be used by foundations or organizations, according to Nugraha et al. (2021). Therefore, the key to successfully integrating this innovation into EFL teaching and learning might be the solution to balancing the load of the lesson plan and assisting teachers in advancing the topic and running other errands efficiently. Teachers throughout the world must stay up to date with the increasing innovation in language training (Chapelle, 2001; Kukulska- et al., 2008).

As the latest and, disputably, the most creative LLM, ChatGPT exhibits the force of artificial intelligence in language instruction, with its high-level regular language handling capacities and humanoid communication Floridi et al. (2020), MacNeil et al. (2022). The presentation of such innovations offers an interesting opportunity to rethink the job of computer-based intelligence in EFL schooling. This paper plans to examine the potential uses of ChatGPT in two vital regions at the educator level: material turn of events and evaluation. By looking at these areas, we desire to reveal insight into how ChatGPT can act as an important device in any EFL educator's tool stash and add to the upgrade of EFL instruction.

In any case, the pursuers ought to consider the absence of experimental exploration regarding the utilization of ChatGPT in language training, especially its viability and the nature of the result. This hole is reasonable taking into account the new rise of ChatGPT, this paper is written to add to the writing on the abilities of ChatGPT as an LLM and its significance in EFL training.

LITERATURE REVIEW

According to several studies, using technology in English classes has improved students' language proficiency. Chen (2022) investigated the potential of technology-enhanced learning, with a focus on the usage of two programs, Oral (a mobile app) and Virtual Speech (a virtual reality app), to aid EFL learners with their Public Speaking Anxiety (PSA). A total of thirty-three Taiwanese university students were split up into three groups: one for lecture-based learning, one for mobile assistance (MALL), and one for VR-facilitated learning (VRET). During the four weeks of the study, questionnaires and interviews were utilized to gather data. In the MALL group, members practiced speaking and got feedback reports by using the oral app learning: Research and Practice, On the other hand, the VRET group spoke in a virtual room using VR headsets and got feedback reports.

Studies on new artificial intelligence (AI) Chabot technologies, such as ChatGPT, in early 2023 have triggered significant changes in English language teaching and learning (Moorhouse, 2023). English teachers have the opportunity to integrate artificial intelligence into learning, as AI offers many advantages, for example: supported applications by AI can help students learn languages and practice speaking every day (Huang et al., 2022); motivate students to learn the language (Gallacher et al., 2018; Kohnke, 2022). Based on preliminary studies, English lecturers in Indonesia have integrated artificial intelligence into English language learning which has become very commonplace after the emergence of ChatGPT in early 2023. Most English lecturers use various AIs for various purposes. For example, asking and solving difficult questions

(ChatGPT), and checking grammar errors (Grammarly). Checking plagiarism (Turnitin), paraphrasing (Quilbot), and reviewing literature (Mendeley).

According to Xu et al. (2021), artificial intelligence (AI) is the science and engineering of building systems that can carry out activities typically related to learning, assessment, and decision-making. AI has shown promise in resolving challenging issues across a range of industries, including education (Ouyang et al., 2022). Artificial intelligence (AI) in language processing has resulted in the development of chatbots and virtual assistants that are clever enough to comprehend and produce human language (Caldarini et al., 2022). "Chat Generative Pre-Trained Transformer," or ChatGPT, is one of the most potent AI-based chatbots. November 30, 2022, saw the public launch of AI Tools, which in less than a week attracted over a million users. Using the OpenAI language model as a foundation, ChatGPT was trained on (Haque et al., 2022)

Elaboration on technology in English language teaching has been explored by Wulandari et al. (2024), and Retno et al. (2023) about the use of flashcard games in improving students' reading comprehension in tenth-grade students. Tonapa et al. (2024) revealed the application of flashcards to use English as a medium of instruction to enhance pre-kindergarten learners' English language proficiency; Al Aziz et al. (2023) stated the influence of using Animaker media in improve to teach recount text; Riswalastika et al. (2023) portrayed using the pop-up book in e-learning to improve student's vocabulary mastery student. Affini et al. (2022) described an analysis of students' speaking descriptive ability between photo and short video. Mawarni et al. (2021) studied the effectiveness of the fun game Kahoot as a medium in the teaching of vocabulary; Cahyadi et al. (2021) explained about obstacles and challenges of information technology application during the online lecturing during covid19 pandemic outbreaks. All these studies have the same points of the variable on English teaching using technology, but then, the writers distinguish their research variable by focusing on using ChatGPT to support English teaching materials.

Explanations on pragmatics teaching materials and English Language Teaching (ELT) have been discussed by the following: Rohmadi et al. (2023) studied about Sociopragmatic study of Javanese oral discourse in big city communities as an effort to maintain the indigenous language. Nabila et al. (2023) revealed Familiar Twitter updates: what presuppositions are there? Ayuningtyas et al. (2023) stated about Illocutionary acts in the Webtoon "The Masked Fables Season 1"; Hartono et al. (2022) investigated on analysis of representative illocutionary acts in a documentary movie on the minimalists: less is now. Marlinda et al. (2022); and Pitaloka et al. (2021, March) analyzed deixis in Joe Biden's speech inauguration and dynamite song lyrics by BTS. Susanto et al. (2014) declared about Analisis pragmatik dalam penggunaan bahasa iklan di surat kabar the Jakarta Post online. Those previous studies mention pragmatics research areas and have different main points towards the writers' studies on pragmatics materials using ChatGPT.

METHOD

This study utilizes a spellbinding subjective strategy. Subjective techniques underscore more on noticing peculiarities and inspecting the substance of the significance of these peculiarities. The investigation and insight of subjective examination are enormously impacted by the strength of the words and sentences utilized. A subjective examination is normally not coordinated by

speculation (Privitera and Ahlgrim-Delzell, 2018), subsequently underlining the shortfall of the utilization of factual devices in subjective exploration. In this exploration, the specialist portrays the utilization of ChatGPT in the educating and growing experience.

Perception and archives are used in this investigation. Any achievable or retrievable representative representation that may be analyzed is referred to as a report (Altheide et al., 2013). The type of recording used is from the @huedaya Twitter present, which is connected to ChatGPT. In addition, the analysis also makes use of perception. To observe how the study components behave, the specialist should go to the examination place (Memory, 2021).

In this study, the scientist recreates the utilization of ChatGPT connected with English learning. The technique for dissecting information in this exploration is by involving three stages of subjective examination as proposed by Miles et al. (2018) including information decrease, information show, and end. In the decrease stage, the analyst eliminates pointless information with the goal that the information can deliver fitting data. At the showcase stage, the specialist presents information as pictures or account messages to make it straightforward. Then, the scientist searches for the importance of the information gathered by searching for connections, similitudes, or contrasts to close solutions to existing issues.

RESULTS AND DISCUSSIONS

A. The profile of ChatGPT

The AI research and development firm OpenAI introduced ChatGPT in November 2022. With funding from well-known individuals like LinkedIn co-founder Reid Hoffman and Tesla CEO Elon Musk, OpenAI was established in 2015 as a non-profit organization to advance "digital intelligence in ways that are most likely to benefit humanity as a whole, without limitations. by the need to generate financial returns" (OpenAI, 2015, para. 1). 2019 saw OpenAI become a for-profit business, which led to a \$1 billion strategic alliance with Microsoft (Microsoft News Center, 2019).

One of the most sophisticated big language models to date, GPT-3 (Generative Pre-trained Transformer 3) was introduced by OpenAI not long after the Microsoft investment. According to Heaven (2023), a language model is "a type of neural network that has been trained on large amounts of text" (para. 3). With its examination of over 175 billion data parameters—ten times more than those in prior collections—OpenAI's GPT-3 demonstrated to be a major advancement for large language models (Brown et al., 2020). GPT-3 was able to generate responses that were convincingly human-like by training models on a variety of sources, including Wikipedia articles and Reddit connections. This was made possible by the billions of text samples that were employed in the machine-learning process (Thompson, 2022).

Nevertheless, the process of training GPT-3 using Internet text also produced a program that replicates a great deal of damaging, biased, and disinformation that can be found online (Heaven, 2023). OpenAI employed "reinforcement learning from human input" to improve GPT-3 and transform it into "InstructGPT," a sizable language model based on human preferences for desired answers, to lessen the harmful characteristics of GPT-3 (OpenAI, 2022). The foundation of ChatGPT is this model (Rettberg, 2022).

The following is a dashboard of the chatGPT face profile that can be used by lecturers in developing pragmatic English teaching in higher education. The dashboard consists of several instruction panels for beginner chatGPT users such as 1) an information search box in the middle of the screen, 2) daily information search topics at the top left side, 3) previous information search topics that have been carried out by the user, 4) bottom left is the user identity of the chatbot user. A further description of the profile is in the chart below. (see Figure 1):

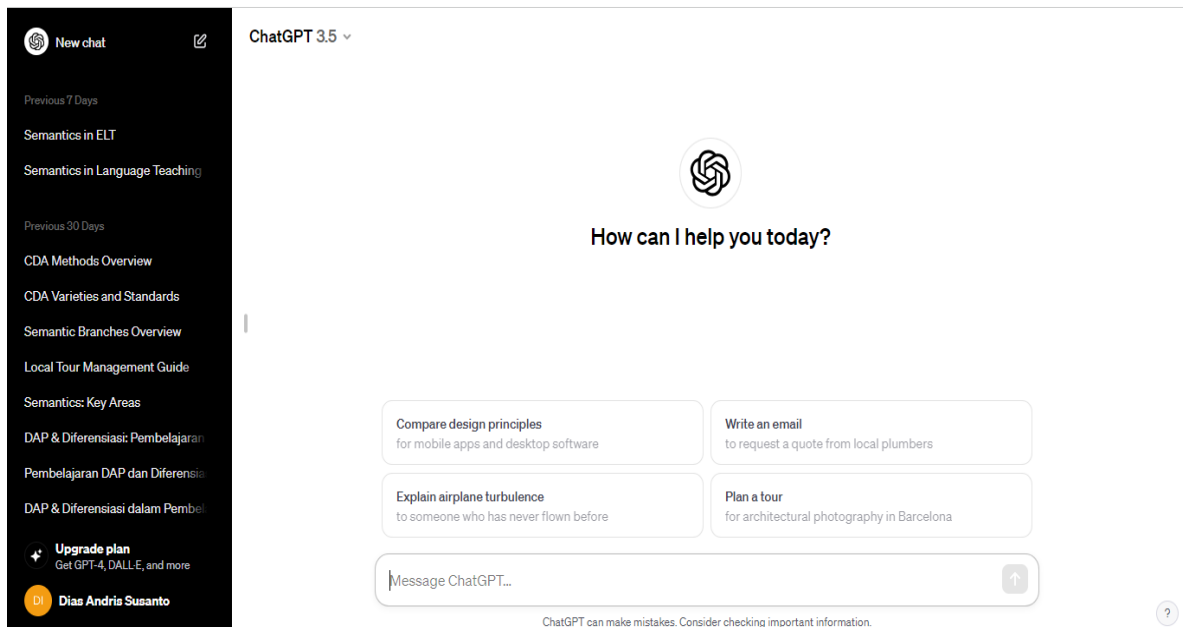


Figure 1.
Utilizing the dashboard of ChatGPT

B. Utilization of ChatGPT for designing pragmatics materials

Pragmatics is always associated with studies that study the meaning of an utterance in a certain context. Morris (6) argues that pragmatic studies have aspects of meaning that always depend on context. Therefore, meaning is studied through a specific context and systematically eliminating the arrangement of its own content and logical forms. In line with Morris's statement, Leech (9) in his book entitled *Principles of Pragmatics* also said that pragmatics is the linguistic science of how an utterance has meaning in a situation.

Yule (3) defines pragmatics into four meanings. First, pragmatics is related to the study of the meaning uttered by speakers and interpreted by interlocutors. Pragmatics in this class is referred to as the study of the meaning of what is said by speakers. Second, pragmatics is a study that interprets meaning based on a certain context. In interpreting a meaning, it is necessary to consider how the speaker prepares what they want to say along with other elements, such as who they are speaking to, where, when, and under what circumstances. In this class, pragmatics is referred to as the study of contextual meaning.

Third, pragmatics also investigates how interlocutors can conclude what the speaker said. You can understand the meaning of the speaker's words. Therefore, pragmatics is the study of how more meaning is implied than explicit. Fourth, pragmatics is the study of language. What

someone expresses will depend on the closeness between each participant. This closeness can be classified as physical, social, conceptual, etc. (see Figure 2):

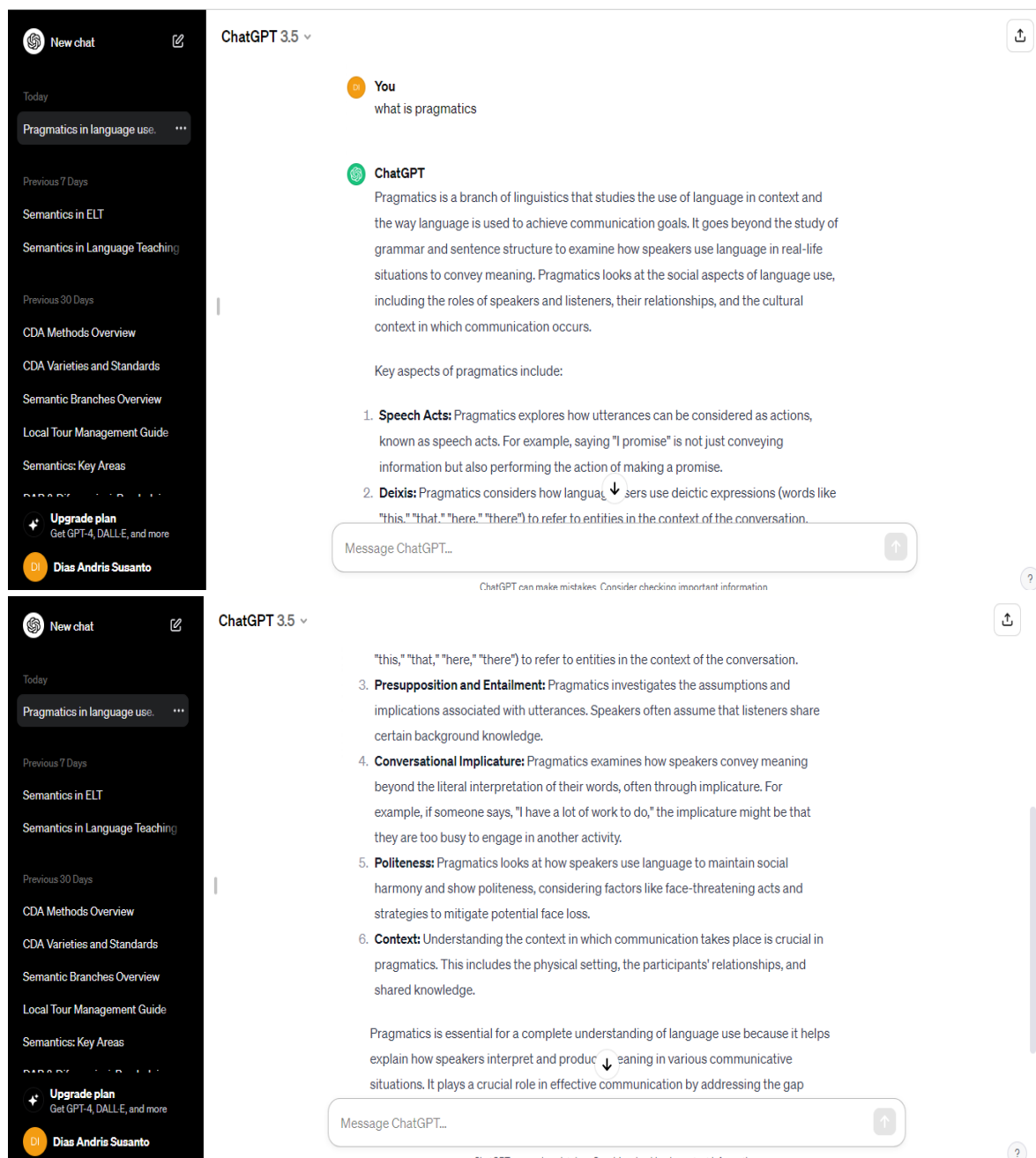


Figure 2:
Utilizing ChatGPT for designing pragmatics materials

The writers design the materials of English: Pragmatics in English Language Teaching for university students through this AI technology: ChatGPT. This machine utilizes some very complete theories of pragmatics in detail which is needed to strengthen the domain knowledge of students in obtaining the definition of pragmatics materials and the aspect of pragmatics, including speech acts, deixis, conversational implicature, politeness, face, context, and relevance theory. (see Figure 3):

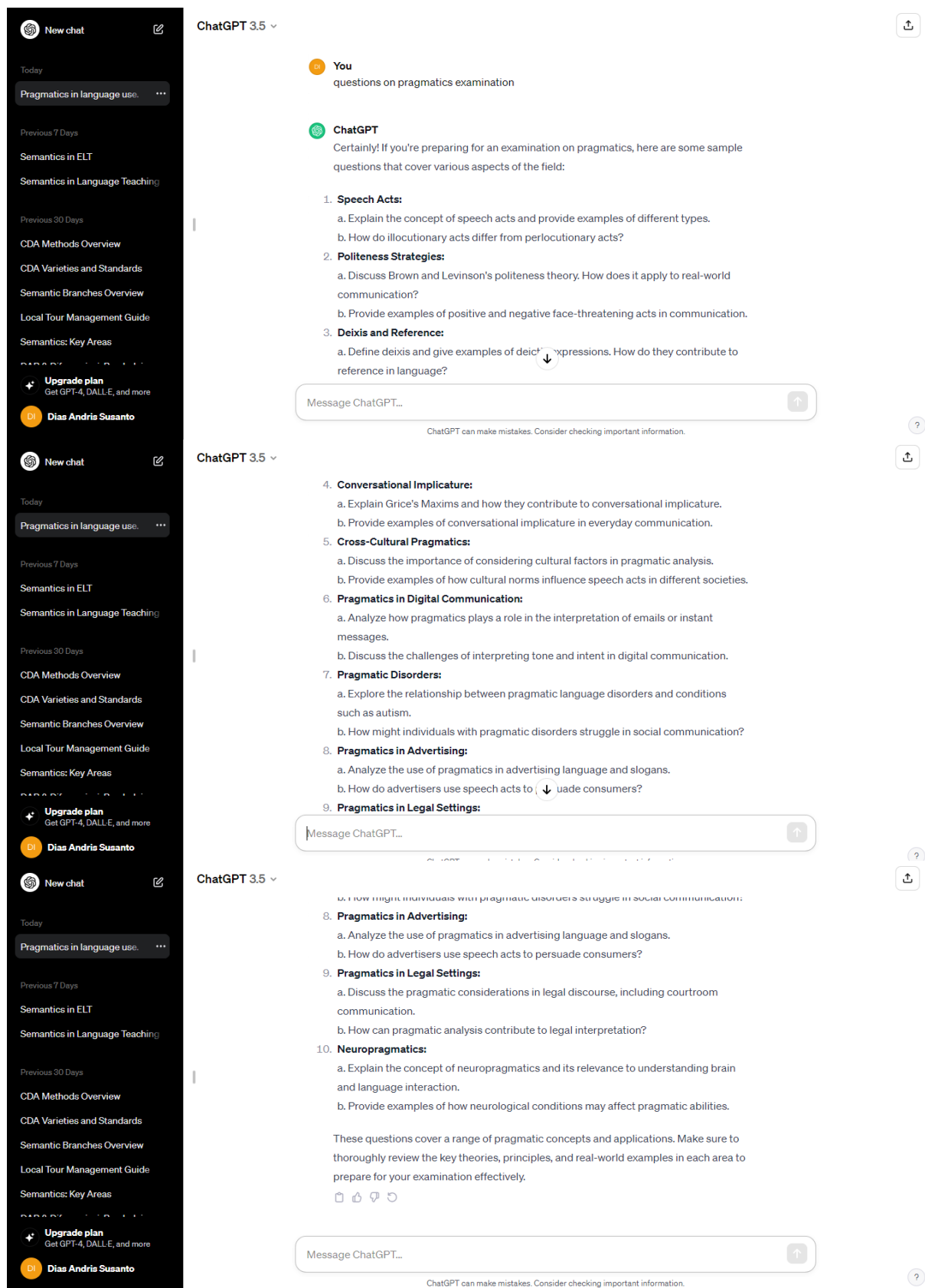


Figure 3:
Utilizing ChatGPT for midterm exam pragmatics materials

The writers conducted the midterm test helped by the AI ChatGPT in utilizing the examination of the material for the students of pragmatics. There are some points of essay questions that are built through the ChatGPT include: explaining and analyzing the concept of speech acts, defining and elaborating the concepts of politeness strategies, exemplifying and analyzing the concepts of deixis and references, explaining and giving an example of the concepts of conversational implicature, defining and simplifying of cross-cultural pragmatics, informing and scrutinizing pragmatics in digital communication, revealing and describing the pragmatics disorders, analyzing and probing of pragmatics advertising, covering and portraying the pragmatics in legal setting, defining and distributing the concepts of neuropragmatics. (see Figure 4):

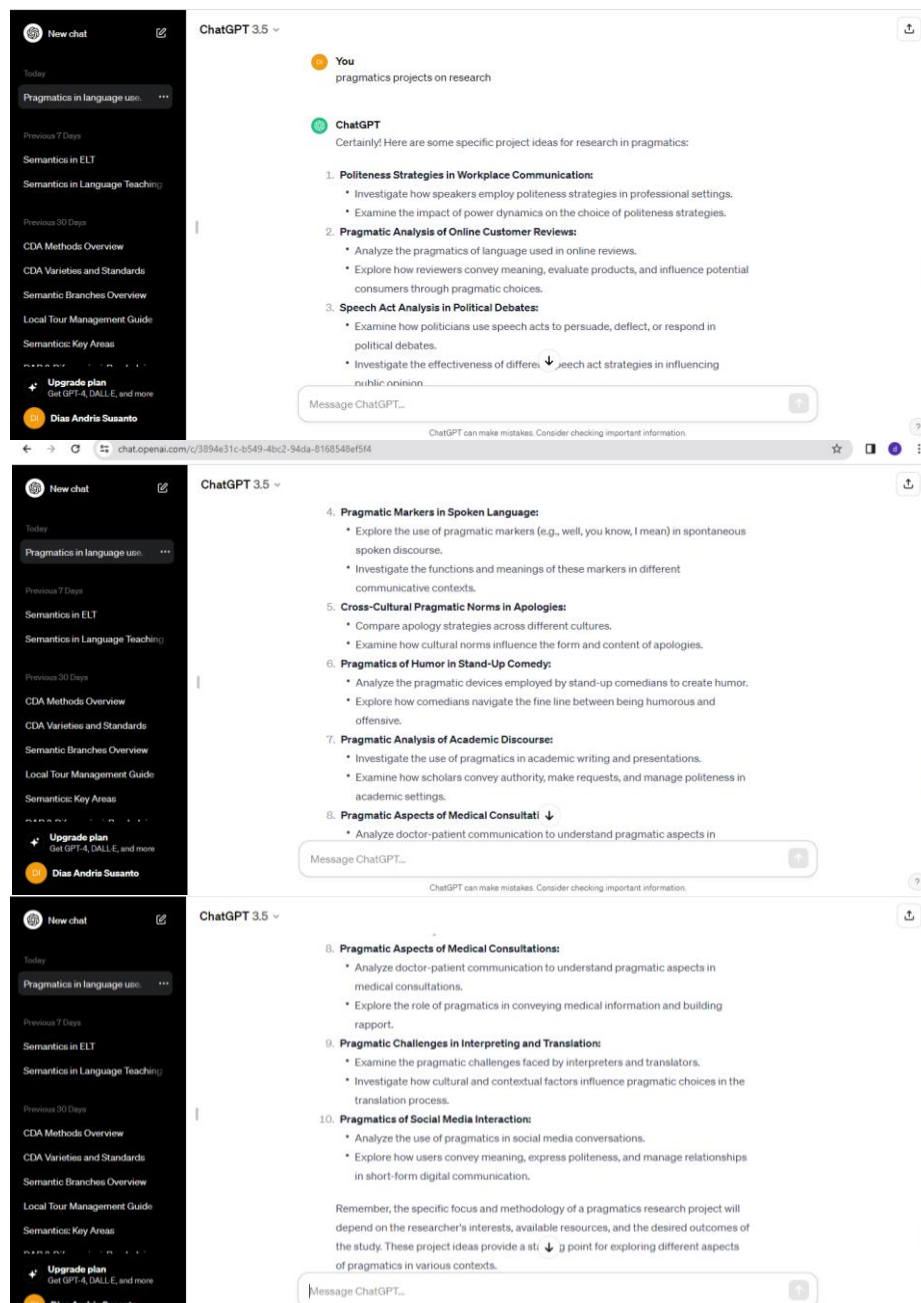


Figure 4:
 Utilizing ChatGPT for Final exam pragmatics materials

The writers expect to have some paradigms in utilizing on final examination of pragmatics ELT through AI ChatGPT to have several students' concept and understanding originally. We organize the questions for final examination with the approach of elaborating, explaining, and analyzing some materials including 1) investigating and examining politeness strategies in workplace communication, 2) analyzing and exploring pragmatics analysis of online customer reviews, 3) examining and investigating speech acts analysis in political debates, 4) exploring and investigating pragmatics markers in spoken language, 5) comparing and exploring cross-cultural pragmatics norms in apologies, 6) analyzing and exploring pragmatics of humor stand-up comedy, 7) investigating and exploring pragmatics analysis of academic discourse, 8) analyzing and exploring pragmatics aspects of medical consultant, 9) examining and investigating pragmatics challenges in interpreting and translation, 10) analyzing and exploring pragmatics and social media interaction

C. Challenges of using ChatGPT in teaching English pragmatics

ChatGPT is one of the most sophisticated AI tools available today, and it can write nearly anything that an instructor wants it to. ChatGPT can perform the following for lecturers:

1. Offer assistance in the classroom by composing lesson plans, learning objectives, discussion guidelines, learning activity guidelines, replacement lecturer plans, mini-lecture presentation scripts, and class management advice.
2. Offer assistance with student evaluation by creating student progress reports, exam and quiz questions, and assessment rubrics. Additionally, it can give pupils automatic feedback and assessments (Zhai, 2023).
3. Provide recommendations for enhancing instruction. These could include writing ideas for more inclusive and accessible learning activities, advice on how to include a variety of authors in a reading list or course syllabus, tactics for enhancing teaching and learning with digital tools and apps, and illustrations of how to use these to explain concepts to students of varying experience levels.
4. Encourage communication between faculty and students and parents. This can be done by creating emails to communicate with students and parents, writing texts in multiple languages to send to their relatives, and contributing text for class newsletters or websites to keep parents and students informed about what's going on in the classroom.

D. Opportunities for using ChatGPT in teaching English pragmatics

Although there are challenges associated with using ChatGPT for teaching English in a university environment, there are also several opportunities and potential benefits based on the perceptions of lecturers at Universitas PGRI Semarang and Walisongo State Islamic University Semarang, as follows:

Table 1:
Opportunities for using ChatGPT in Teaching English in higher education

No	Respondent	Opportunities	Activities
1	Participant 1 UPGRIS	Context of Availability	Lecturers' perception: ChatGPT can provide immediate responses to student questions, enabling continued learning outside of traditional class hours.

			This is especially beneficial for students with different schedules or those in different time zones.
		Context of Personalized Learning Experience	Lecturers' perception: ChatGPT can adapt to individual student needs and provide a personalized learning experience by generating responses tailored to each student's proficiency level, learning style, and areas of interest.
		Context of Accessibility and Inclusivity	Lecturers' perception: ChatGPT can increase accessibility and inclusivity by providing language support for students with a variety of learning needs, including those who are non-native speakers, have disabilities, or require additional language assistance
2	Participant 2 UIN WALISONGO	Context of Language Practice and Strengthening	Lecturers' perception: ChatGPT can serve as a valuable tool for language practice and reinforcement, allowing students to engage in conversational exchanges, grammar practice, vocabulary practice, and writing prompts in a low-pressure environment
		Context of Additional Resources for Language Teaching	ChatGPT can complement traditional language teaching by providing additional practice opportunities, explanations of grammar rules, examples of language use, and suggestions for improvement
3	Participant 3 UPGRIS	Context of Promotion of Active Learning	ChatGPT can encourage active learning by encouraging students to ask questions, engage in discussions, and seek clarification on challenging concepts. This interactive approach can increase student engagement and retention of course material.
		Context of Improved Writing Skills	ChatGPT can help students improve their writing skills by providing instant feedback on written assignments, suggesting alternative phrases or vocabulary, and identifying common mistakes.
4	Participant 4 UIN WALISONGO	Context of Cultural and Linguistic Explorations	ChatGPT can expose students to a variety of cultural perspectives and linguistic styles through their responses, helping broaden their understanding of the English language and its varied uses around the world.
		Context of Research and Exploration	ChatGPT can serve as a valuable resource for students conducting research or exploring topics related to English language and literature, providing quick access to information, text summaries, and insights into language trends.
		Context of Innovative Teaching Approaches	Integrating ChatGPT into language teaching can inspire innovative teaching approaches, such as blended learning models, flipped classrooms, and gamified learning experiences that leverage technology to improve student learning outcomes.

Overall, although there are challenges to overcome, the opportunities provided by ChatGPT for teaching English in a university setting are enormous and can contribute to the development of effective and engaging language learning experiences for students.

CONCLUSION

It can be concluded that the use of AI (*artificial intelligence*) based ChatGPT in pragmatics teaching and learning helps lecturers in preparing varied and constructive teaching materials, as well as helping lecturers to create questions for analytical and elaborative based mid-semester exam projects. Apart from that, during the end-of-semester exam period, ChatGPT is also very helpful for lecturers in providing mini-research material related to pragmatics so that students can carry out simple field research to solve pragmatics problems in the academic world.

Opportunities for using ChatGPT in pragmatics teaching by lecturers at PGRI University Semarang and Walisongo State Islamic University Semarang. There are several perceptions that ChatGPT provides opportunities for lecturers to develop lecturers' syllabi and semester learning plans, prepare valuable and creative teaching materials, provide various learning resources, compose exam questions, and provide fast and accurate learning assessments and evaluations.

Apart from that, the use of ChatGPT also has challenges for lecturers, namely, making it easier for students to work on various questions and projects given by the lecturer, making lecturers not want to read a lot of references because they are already complete in ChatGPT, lecturers must be precise in finding the keywords and variables needed, Lecturers must have a second opinion in absorbing the knowledge available in ChatGPT, lecturers must avoid plagiarism, and lecturers must not be dependent on ChatGPT so that lecturers' independence in selecting teaching material can be obtained from various reference sources.

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