

The Influence of ChatGPT on Students' Ability in Developing Ideas

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Abstract

ChatGPT is a widely used AI designed with a conversational format to respond to users' questions through dialogue. It uses a command prompt to generate answers by searching the internet with a single sentence. It serves as a virtual assistant in students' learning process. It is easy to access yet easy to abuse because unfortunately some students use the tools as cheating tool, and, it can backfire for the user who doesn't double-check the accuracy of information produced by the application. Other than that, the side effect of such powerful tools is how they could simplify tasks instantly and cause dependency on the tools. It can be assumed that it may lead the user to have difficulty creating a paragraph or even developing ideas. The research aims to determine whether or not the frequent use of ChatGPT influences the students' ability in writing. The research employs a descriptive quantitative method focusing on the second-, fourth, and sixth-semester students of the English education department, STAIN Majene as the sample. Questionnaires and test are used to collect the data. The result reveals that around 44.4% of respondents use ChatGPT in every assignment they were tasked meanwhile, only 22% of respondents get good scores on writing test. A regression linear analysis was also conducted and surprisingly shows that $\text{sig.} > \alpha$ or $0.431 > 0.05$. So, H_0 is accepted or in conclusion, the frequent use of ChatGPT does not influence the students' ability to develop ideas.

Keywords: ChatGPT, writing ability, English Learning, developing ideas

INTRODUCTION

ChatGPT is a widely used AI designed with a conversational format to respond to users' questions through dialogue. It uses a command prompt to generate answers by searching the internet with a single sentence. It serves as a virtual assistant in learning process and helps students find answers to questions about their subjects.

ChatGPT is powerful tools that have many capabilities to aid the user in their work. The application was launched on 30th November 2020 and has been used worldwide. The tool itself were free to use and then on May 13, 2024, was announced GPT-4o, a new version of the AI that can analyse audio, sight, and text in real-time.

ChatGPT is becoming familiar in the educational world, especially in English Learning. Now, in the digital era, it may be used by English teachers and students as a tool for learning. Even though digital tools existed before, the pandemic and tech breakthroughs rapidly increased their use in schools. Because of social distancing rules, classrooms had to close and switch to online learning. This caused a huge push towards digitalization, impacting many parts of how students learn (Afdaliah, 2024). The application is available

in teaching and learning although there is a difficulty for both teachers and students about the way to use it (Sharma et al., 2022).

The advancement of technology in artificial intelligent can proof to be a breakthrough in education. A program like ChatGPT can improve students' creativity in finding new ways to learn. This statement also shared by (Shidiq, 2023), he believes that AI can change the progress of education as long as there is clear boundaries and rules set by the lecturer to control their action

This also can be seen by looking at the advantages of using the apps such as learning languages, better writing, and ChatGPT can suggest things to read and watch that fit how the learner learns best. (Božić & Poola, 2023), the personalized learning styles are tied to autodidact study and it can help students to be more at ease when doing their work. Chat GPT could make learning both more engaging and independent by tailoring its support to each student's needs and preferences (Firat, 2023).

Some more concerns raise from the use of ChatGPT such as plagiarizing and sometimes its inaccuracy. "The new technology also raises several ethical concerns, such as plagiarism, the potential for degraded researcher autonomy, and the threatened academic integrity of researchers. There are also concerns regarding the trustworthiness of ChatGPT-generated text as there is some evidence that text is not always reliable and accurate. It is the responsibility of the researchers to confirm with the cited resources regarding the trustworthiness and accuracy of the information provided by the language model. There are also concerns that the language model may be biased towards citing highly-cited papers and ignoring those with lower citation counts."(Alberth, 2023).

ChatGPT can be research and learning buddy. It helps users find information and brainstorm ideas, translates languages on the fly, and even suggests new questions to dig deeper into a topic. (Firaina & Sulisworo, 2023) With that in mind, the application can be easily abused. ChatGPT helps users find data they're interested in within a few seconds without needing to go the extra length of research. This can cause dependency on the machine because of its accessibility. Leaning too heavily on AI tools like ChatGPT could hurt teaching methods. If students use ChatGPT for everything, they might become passive learners. This could weaken their critical thinking and problem-solving skills. They might get used to getting answers without putting in the effort to learn. For deep understanding, students need to actively participate, consider different viewpoints, and explore a variety of resources.

Furthermore, it also raised some concerns about the validity of a writing skill. The easy use of the tools and fast response can make short work of any type of test or work that needs the writer's skill and creativity. While AI writing tools like ChatGPT might seem like a dream come true for communication across languages, second language educators worry they could be a double-edged sword. These tools could bypass the need to learn the language, robbing students of valuable opportunities to practice and develop their skills. This problem can correlate with students' inability to create a proper paragraph and develop ideas due to their dependency on the applications.

Based on the information above ChatGPT has been used in many ways in education fields. Not only does it help in making tasks easier for the teacher but also the students as well. Some concerns can be raised from this like the program trivializes learning for the learners. It is easy to access and easy to abuse, with a single sentence, ChatGPT can generate information with quick and sometimes precise answers. This problem raises

question about the influence of ChatGPT, does it influence students' ability to develop ideas?

METHOD

The research aims to find out whether or not the frequent use of ChatGPT influences the students' ability in developing ideas. The research employs descriptive quantitative method focusing on the second, fourth, and sixth-semester students of English education department, STAIN Majene. Quantitative method is a research method that focuses on identifying the problem, describing the data analysis which the researcher trying to find out the overall tendency of a problem. Questionnaire and test were used to gather data before analyzing the result through SPSS using linear regression. The link to the online questionnaire is shared by utilizing WhatsApp. Finally, there are 36 students involved as the respondents. Leveraging the platform's widespread usage and ease of access among students. This approach ensured a broad and representative sample of the target population. The questionnaire was meticulously designed to capture various aspects of ChatGPT usage, including frequency, context of use, and students' writing proficiency. A total of 36 students participated in the survey, providing a robust dataset for analysis.

The collected data was subjected to descriptive statistical analysis to identify patterns and tendencies related to ChatGPT use and its potential impact on students' ability to develop ideas. Descriptive statistics offer a clear overview of the distribution of responses, highlighting key trends without delving into inferential statistics or hypothesis testing. The analysis revealed a range of ChatGPT usage frequencies among the respondents. Some students reported using ChatGPT frequently for various academic tasks, while others indicated minimal or no use of the tool. This diversity in usage patterns provided a comprehensive view of how ChatGPT is integrated into the students' academic routines. Additionally, writing proficiency tests are conducted to objectively assess students' writing abilities across various dimensions such as coherence, organization, clarity of ideas, grammar, and overall effectiveness. These assessments serve as a critical component in determining whether there is a discernible correlation between frequent ChatGPT usage and writing performance.

The sample size and composition are carefully considered to ensure representativeness and statistical validity. By focusing on second-, fourth, and sixth-semester students, the study captures a cross-sectional view of writing proficiency at different stages of academic progression. This approach enables researchers to analyze potential developmental trends in writing skills influenced by ChatGPT usage over time.

The sampling technique used is restricted random sampling when samples are selected randomly but under certain restrictions. This is why we restricted our sample to only the population of English education study program of the second, fourth and sixth semester in STAIN Majene

Ethical considerations are paramount throughout the research process. Participants are informed about the objectives of the research, their rights as respondents, and the confidentiality of their responses. Informed consent is obtained from all participants before their involvement in the study, ensuring voluntary participation and adherence to ethical research practices.

The test was assessed by using Heaton's theory. There are 5 aspects to be assessed, that is content, organization, vocabulary, language use, and Mechanics. But in this research, the researchers are focusing more on the content and organization.

The findings from this research endeavor are expected to contribute significantly to the fields of language education and AI integration in learning environments. Insights gained will inform educational practices, curriculum development, and pedagogical strategies aimed at leveraging AI tools responsibly to enhance student's writing abilities while addressing potential challenges and ethical considerations.

RESULTS AND DISCUSSION

This study explored the potential relationship between students' ability and their use of ChatGPT. To gather data, researchers employed online questionnaires. These questionnaires specifically focused on the frequency of ChatGPT use among the participating students. There are 36 students that responded and answered the questionnaire we gave to them.

The questionnaire conducted to gauge ChatGPT proficiency among 36 respondents yielded intriguing insights into the familiarity, usage patterns, and perceptions surrounding this AI tool. The findings revealed a diverse distribution of knowledge and usage behaviors, shedding light on both the opportunities and challenges associated with integrating ChatGPT into academic and creative endeavors.

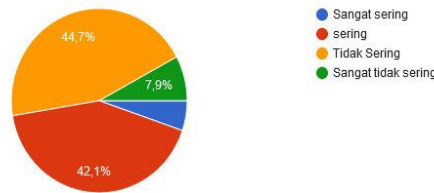
Our survey on ChatGPT proficiency revealed some interesting insights. Among the 36 respondents, a significant portion (23.7%) demonstrated a deep understanding of ChatGPT's functionalities. This suggests a growing familiarity with the tool. However, a larger group (57.9%) fell into a category with stages of understanding. Some might have downloaded the app but haven't delved deeper, while others possess a basic understanding of its functions. Finally, a minority (18.4%) acknowledged a lack of familiarity with ChatGPT.

This distribution of knowledge presents both opportunities and challenges. The high percentage of users with some level of ChatGPT experience is promising. It indicates the potential for increased productivity and creative exploration with the tool. However, the possibility of misuse also arises. Individuals with a strong grasp of ChatGPT's capabilities could potentially exploit them for malicious purposes.

To address this concern, the second question in our survey aimed to directly explore users' awareness of potential misuse. By understanding their perspectives on responsible use and identifying any gaps in knowledge, we can develop targeted educational initiatives. This could involve highlighting examples of malicious applications, promoting ethical guidelines, and encouraging users to report any observed misuse. However, it is crucial to acknowledge the limitations and challenges associated with ChatGPT usage in educational contexts. AI tools like ChatGPT may struggle with nuanced contextual understanding, potentially impacting the quality and relevance of generated content. There are also concerns about the reliability and credibility of information sourced through ChatGPT, as it predominantly relies on internet-derived data, which may not always be accurate or authoritative. Furthermore, the role of human intervention and guidance remains paramount in the educational process. While ChatGPT can aid in automating certain aspects of research, data search, and information synthesis, it should complement rather

than replace the critical thinking, analytical skills, and creativity that human researchers bring to academic inquiry.

The results, presented in the accompanying diagram, reveal a clear distribution of usage patterns across a four-point scale ranging from 1 (very infrequent) to 4 (very frequent). A total of 36 students participated in the survey. Interestingly, 7.9% of respondents reported using ChatGPT very infrequently. A larger portion, 44.7%, indicated using it "not often." This suggests that nearly half the students used ChatGPT with some level of regularity, but not extensively. However, a significant group, 42.1%, reported using ChatGPT "often." This indicates that a substantial number of students might be integrating ChatGPT into their writing process quite frequently. Finally, a smaller group, 5.3%, reported using ChatGPT "very often."



Following the data collection on ChatGPT usage frequency, the researchers sought to assess the students' writing abilities independent of any external tools. To achieve this, all participants were presented with a writing prompt. This task then instructed them to write a single paragraph in English about a topic of their choice, emphasizing the importance of using their own skills and avoiding any external assistance except for a dictionary for basic word definition clarification.

This approach ensured a standardized assessment of the students' writing proficiency, independent of any potential influence from ChatGPT. The subsequent table presents the categorized results of this writing assessment. This breakdown will shed light on the distribution of writing skills among the participating students.

NO	WRITING SCORES					SCORES
	Content	Organization	Vocabulary	Language Use	Mechanics	
1	21	14	17	18	4	74
2	26	18	19	21	4	88
3	16	13	9	10	2	50
4	26	19	20	18	5	88
5	17	9	13	18	3	60
6	16	14	9	17	3	59
7	16	13	9	10	2	50
8	17	14	9	18	5	63
9	16	9	13	10	3	51
10	19	16	19	19	4	77
11	19	14	9	13	2	57

12	23	19	18	19	4	83
13	26	19	18	18	5	86
14	17	20	18	15	4	74
15	21	15	13	17	3	69
16	26	19	17	21	3	86
17	16	10	9	11	2	48
18	17	13	9	13	4	56
19	22	13	13	15	3	66
20	26	18	19	18	3	84
21	16	17	18	18	3	72
22	15	9	9	10	2	45
23	23	17	15	18	4	77
24	16	9	17	10	4	56
25	22	13	9	10	2	56
26	16	9	9	10	4	48
27	17	14	9	11	3	54
28	21	13	15	10	2	61
29	19	14	13	15	2	63
30	22	14	13	10	2	61
31	22	14	14	17	3	70
32	26	18	18	18	3	83
33	16	9	16	10	2	53
34	17	15	9	13	2	56
35	26	18	20	21	5	90
36	17	13	9	13	4	56

The questionnaire on ChatGPT proficiency provides valuable insights into how students perceive and utilize AI technologies in their academic pursuits. It underscores the need for comprehensive educational strategies that promote responsible AI use, empower students with digital literacy skills, and uphold ethical standards in AI integration within educational settings. By leveraging these insights, educators can pave the way for a balanced and informed approach to integrating AI into teaching and learning practices, ensuring that students derive maximum benefit while navigating potential challenges responsibly.

Researchers investigated the potential link between ChatGPT usage and student writing performance. Data was collected on both the frequency of ChatGPT use and the students' writing scores. To analyze the writing scores, researchers categorized them into five distinct levels: very low, low, medium, good, and very good.

After collecting data on the frequency of ChatGPT usage and students' writing scores, the writing scores were classified into 5 categories. It reveals that a significant portion, 41.7%, fell within the "very low" range. This is followed by 19.4% of students scoring in the "low" category. The "medium" category captured 16.7% of the student population.

Fortunately, a healthy percentage, 19.4%, achieved "good" scores. However, only a small group, 2.8%, managed to score in the top category of "very good."

These findings underscore the diversity in writing performance among students, as influenced by varying levels of ChatGPT usage. The prevalence of scores in the lower categories suggests a potential area for further exploration into how ChatGPT usage may impact writing outcomes across different proficiency levels. This data provides a foundational understanding for future research endeavors aimed at elucidating the nuanced relationship between ChatGPT utilization and academic writing performance.

If we compare our findings with the one made by ChatGPT there is clear different between a paragraph made by human and the one that made by AI. For example AI have more sophisticated and much more advance structure of word while the one made by students are not that structured. This evidence also supported by the result find in a journal which says "By analyzing various iterations of ChatGPT, they gain insights into how these models evolve. This includes examining changes in their linguistic capabilities and the overall quality of the text they produce. Our findings suggest that while humans generally perceive the language generated by ChatGPT as very good, there are distinct differences in how the models structure their communication, such as the way they use transitional words and phrases."(Herbold et al., 2023). This difference can be attributed to the way AI models are trained. They learn by analyzing massive amounts of text data, identifying patterns in sentence structure and word choice. This can lead to the generation of grammatically correct and complex sentences, but it may lack the subtle nuances and human touch often found in human-written paragraphs.

NO	CATEGORIES	PERCENTAGE
1	Very low	41,7%
2	Low	19,4%
3	Medium	16,7%
4	Good	19,4%
5	Very good	2,8%

The table accompanying this text displays the outcome of the writing task, where students were asked to compose a single paragraph in English without external assistance. While the task aimed to assess independent writing skills, the results revealed a concerning trend: a majority of the scores fell within the deficient range.

This underperformance was particularly noteworthy because it spanned both groups of students – those who frequently used ChatGPT and those who rarely or never did. When analyzing the content and organization of the written paragraphs, researchers find a similarity in the paragraph made by these respondents it was a lack of strong idea development and creative expression. This suggests a potential issue that transcends the use of ChatGPT. the significance problem cannot be overstated because that means an outside factor are found that affects students' ability to think creatively and develop their ideas. this means that the dependency on using AI tools to solve their task was not the cause of the low writing scores found in our research this outside problem is linked to their low score instead. This mean another research needed to be conducted to find out this outside factor but this research focus on the influence of chatGPT , beyond the mere

presence or absence of AI assistance. In our discussion, we have meticulously examined the data utilized in this research. The comprehensive analysis of this data allows us to progress to the next phase: testing our hypothesis. Our hypothesis is constructed upon several presumptive variables, including the frequency of ChatGPT usage and the responses gathered from the tests we have conducted. The hypothesis is built upon the presumptive variables that is the frequent use of ChatGPT and the answer from the test we have conducted. With the hypothesis of:

H₀: The frequent use of ChatGPT influence the students' ability to develop ideas

H₁: The frequent use of ChatGPT influence the students' ability to develop ideas.

Our initial analysis involved examining the data through the lens of our pre-established hypotheses. We've assumed that the result of the research will favor the H₀ of the hypotheses but Surprisingly, the results defied our expectations. We employed SPSS linear regression to analyze the data, and to our astonishment, we discovered no statistically significant positive or negative impact of ChatGPT usage on student writing ability.

This finding was particularly unexpected considering our initial assumptions. We had anticipated a correlation based on the data, specifically the high percentage (42.7%) of students who reported frequent use of ChatGPT across various tasks. However, the analysis revealed a surprising truth: only 1.8% of the variation in writing ability could be attributed to ChatGPT use. The overwhelming majority (98.2%) seemed to be influenced by other external factors.

This suggests a key takeaway: students primarily used ChatGPT as a supportive tool to facilitate their work and complete tasks, not as a direct influence on their writing skills. In simpler terms, the data indicates that using ChatGPT for everyday tasks did not have a significant impact on writing ability in itself.

Following with another analysis we are conducting this time focusing on the data we got about the content and the organization to see if it is also linked with the development of ideas for students. Using the same method of analysis we found out that the results mirrored our initial findings. The p-value for content exceeded the 0.005 significance threshold, clocking in at 0.303. In simpler terms, this statistically signifies that frequent ChatGPT usage doesn't exert a measurable influence on students' abilities to develop ideas within their writing. which means the influence of frequent use of ChatGPT in their ability to develop an idea also doesn't have any impact on their writing. This reinforces our findings that there is an outside factor that affects students' ability to evolve their main idea. This other discovery seems aligned with our previous analysis data regarding the total writing score of all respondents.

Our last analysis now focuses on the organization of the paragraph the respondent made, the lowest score we have for it was 9 which means the score was very poor while the highest score ranging in 18-20 which is very good to perfect. The analysis we got is quite similar with the other result we conducted based on our writing score and content which is the sig. were over 0.005 and it was 0.609. these results indicate strongly that there is no significant influence of the frequent use of ChatGPT to their ability to develop in writing.

The reason we focus our analysis on the content, organization, and total writing score is to find out the result and see if between those categories there is a difference in outcome in our data. Across multiple analyses—including overall writing ability, content development, and paragraph organization—the findings consistently showed no significant impact of frequent ChatGPT usage. This suggests that students use ChatGPT primarily as a supportive tool rather than a direct means of improving their writing skills. The data indicate that factors external to ChatGPT play a far more substantial role in shaping students' writing abilities. Our research highlights the complexity of writing development and the multitude of influences that contribute to students' writing skills beyond their use of artificial intelligence tools like ChatGPT. Whether examining the composition of paragraphs or the coherence of arguments, the influence of ChatGPT on these critical facets of writing remained statistically insignificant. This suggests that while ChatGPT aids in generating content and structuring information, its role in fostering deeper cognitive processes essential for writing remains limited.

These findings prompt a reevaluation of how AI tools like ChatGPT should be integrated into educational practices. Rather than viewing AI as a panacea for academic challenges, educators and policymakers must approach its integration with caution and strategic intent. While AI can automate certain aspects of learning, such as information retrieval and summarization, it should complement rather than replace the cognitive and creative skills that students develop through traditional learning methods and human interaction. To understand it is to get a first-hand experience.

In summary, based on our findings, the value of significance from the data indicates that the result doesn't affect the developing idea in writing for students in any meaningful way or to make it simple there is no negative nor positive influence on the frequent use of such device for students writing ability in developing an idea.

Our findings are aligned with another journal result which said that ChatGPT are both friend and foe, is very capable yet dependent, it is accessible but restrictive and lastly is popular when banned" (Lim et al., 2023). It is after all just a tool to make life easier so it is not that surprising that it is a double-edged sword and depends on how the user wields it. The app is easy to use yet also easy to abuse by others. This result also believed by Alberth (2023) ChatGPT is a tool that can assist researchers in writing papers, but it should not be the sole resource relied upon. When used wisely and responsibly, in line with international academic writing standards and ethical guidelines, it can offer significant benefits for academic writing. Therefore, the key issue is not whether to accept this new technology in academia, but rather how to use it properly, responsibly, and ethically to support research and publication. By acknowledging these insights from other researchers, we can gain a more comprehensive understanding of ChatGPT's potential impact. The focus should shift from simply recognizing its ease of use to fostering responsible practices that ensure its benefits outweigh the risks. This includes developing educational initiatives for users, promoting awareness of ethical considerations, and establishing clear boundaries for acceptable use within academia.

The use of AI does raise some concerns about students ability to write and develop an idea but it is seen that those concerned were merely false alarmed caused by human paranoia this is believe by the result found in journal which said the use of AI tools can significantly increase the productivity and speed of a written text while also helped writer

on their writing style but that doesn't mean you shouldn't double check the result, it is needed to be carefully reviewed to see the accuracy and avoid plagiarism made by the ai (Huang & Tan, 2023). So students still need to be wary of the drawbacks that can be found using ChatGPT. although there are legitimate concerns about the impact of AI on writing skills, evidence suggests that these concerns are exaggerated. By taking appropriate measures to verify the content produced by AI, students can reap significant benefits from these advanced tools without compromising the quality and integrity of their work. Thus, the integration of AI in writing processes, when done responsibly, holds considerable promise. This finding also were not align with other researcher find that it can hinder students potential it was Studies show a positive trend in both people's willingness to use ChatGPT (utilization acceptance) and their belief in its effectiveness (perceived efficacy). However, there's a catch. Some users view ChatGPT primarily as a supporting tool for learning, limiting their perception of its broader potential. This restricted view leads to a decrease in both their psychological acceptance (feeling comfortable and confident using it) and their perception of its technological capabilities. In other words, while people find ChatGPT helpful for learning, they might be overlooking its usefulness in other areas because they see it as a one-trick pony. This could hinder wider adoption and exploration of the tool's full potential. (Ge, 2024). It is believed that instead of helping students it instead limiting their vie of the true potential of ChatGPT. To address this potential drawback, educators and researchers can work together to develop educational initiatives that promote a more nuanced understanding of ChatGPT. By showcasing diverse applications across various disciplines, students can be encouraged to view ChatGPT as a versatile tool that can enhance learning in a multitude of ways, not just as a crutch for specific tasks. This advantage was also supported by Utilizing ChatGPT in research offers advantages in streamlining tasks like data retrieval, summarizing information, and identifying references. Nevertheless, it comes with notable drawbacks and challenges. These include its limitations in contextual understanding, concerns about data reliability sourced from the internet, and the risk of potentially replacing the critical role of researchers. It is crucial to integrate ChatGPT as a supportive tool within the research process rather than viewing it as a replacement for the rigorous and methodological contributions made by knowledgeable human researchers(Suharmawan, 2023).

ChatGPT although does not affect students' ability to develop it can have some drawback to ther user themselves. According to the analysis of Abbas et al. (2024) which say that students who frequently use ChatGPT exhibited concerning trends in both personal and academic performance. Specifically, students heavily reliant on ChatGPT were significantly more likely to procrastinate on assignments and coursework compared to their peers who used the tool sparingly. Furthermore, these frequent users also reported experiencing memory loss, raising concerns about the potential impact on information retention and long-term learning. Perhaps most troubling, the study found a correlation between the frequent use of ChatGPT for academic tasks and lower overall grade point averages (CGPA). This suggests a potential link between overreliance on the tool and a decline in academic achievement. While further research is needed to solidify cause-and-effect, these findings paint a concerning picture of the potential downsides of excessive ChatGPT use among students.

For example, educators could introduce project-based learning activities that utilize ChatGPT as a brainstorming partner or a research assistant. Students could also be

encouraged to experiment with the tool for creative writing exercises or exploring different perspectives on historical events. By fostering a more expansive view of ChatGPT's capabilities, we can empower students to leverage its full potential while mitigating the potential for hindering their academic development. This also can lessen the dependency on using ChatGPT by turning it as a device to drive their education forward. Learning through the use of tools instead of using it as problem solver in every task.

By acknowledging these insights from other researchers, we can gain a more comprehensive understanding of ChatGPT's potential impact. The focus should shift from simply recognizing its ease of use to fostering responsible practices that ensure its benefits outweigh the risks. This includes developing educational initiatives for users, promoting awareness of ethical considerations, and establishing clear boundaries for acceptable use within academia. We shouldn't make the tools as something to always use or demonize the use of said device. It is made to aid and ease up task while shortening the amount of time to research, it is a convenient and luxury for anyone that can use the app properly.

CONCLUSION

In conclusion, the integration of ChatGPT into the learning environment presents a nuanced landscape, where its impact varies depending on multiple factors. While ChatGPT undeniably offers unprecedented access to vast amounts of information and personalized learning experiences, its efficacy hinges on the context of its implementation and the awareness of its limitations.

This can be seen in the result of our research where out of the 36 respondents almost half of them use ChatGPT in every assignment they were tasked with. But surprisingly, the result shows that The chatGPT does not influence the students' ability to generate ideas that is proven by the value of sig. higher than 0.05.

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