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INVESTIGATING THE ADAPTABILITY OF CHATGPT FOR GENERATING REFERENCE DIALOGUES FOR HIGHER-LEVEL ENGLISH LEARNERS

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ABSTRACT

English proficiency can enhance non-native speakers' educational experience by providing them access to a wide range of materials, international conferences, and chances for collaboration. However, acquiring a language can present significant challenges, especially for people who are not native English speakers and those who enter the education system from other nations. The utilization of Artificial Intelligence (AI) and fully automated interactive spoken language (SDS) has the potential to enhance student engagement and facilitate improvements in oral contact and communication. The Chatbot feature of ChatGPT, an AI website, has the potential to enhance language learning by promoting active participation and improving educational achievements. Nevertheless, the efficacy of ChatGPT in catering to the needs of second language (L2) learners can be constrained by their distinct linguistic demands. This project aims to investigate the capacity of ChatGPT to produce reference dialogues tailored for advanced English learners and examine the potential enhancement of dialogue quality through prompting strategies. This study used a mixed method study, which distributed a survey questionnaire and conducted semi-structured interviews with the responders to determine the best prompting technique used in ChatGPT for generating reference dialogue. Then, the finding of this research showed that most students had a positive perception of using ChatGPT to generate dialogue references. However, some of them had a negative perception in some parts of using ChatGPT to generate dialogue references. Furthermore, ChatGPT was valuable and helpful in generating dialogue references, which helped the students be more confident when they wrote a conversational dialogue.

Keywords: *ChatGPT, Reference Dialogue, Higher-Level Learner, Prompting Technique*

INTRODUCTION

English has become the most widely spoken language globally, and people from each country use it to communicate with people from another country. Moreover, the result showed that English language proficiency was increasingly becoming essential in various fields such as academic, business, and International relations to support their successful communication (Young & Shishido, 2023). In addition, English is beneficial in academic performance and significantly benefits foreign language students. English proficiency can greatly enhance the educational experience of foreign language students by enabling them to access a broader range of resources, participate in international conferences, and collaborate with scholars

from different parts of the world. Furthermore, proficiency in English can also open up numerous career opportunities for individuals in industries that require global communication and collaboration.

On the other hand, learning a language can be challenging, especially for non-native English students, and for international students, it can also be challenging in some situations due to several factors, such as a lack of opportunity to have speaking practice (Young & Shishido, 2023). Based on some previous studies, speaking is an essential part of learning a language to build fluency and confidence in using the language (Shin et al., 2021; Young & Shishido, 2023). As cited in Kim et al., (2021), foreign language students should have as many opportunities to communicate as possible by engaging in conversational usages analogous to everyday speech. One of the primary limitations of English as a Foreign Language (EFL) is the need for more opportunities for learners to engage in realistic speaking practice with a genuine audience in an authentic learning setting (Kim et al., 2021). As people know, new technology such as Artificial intelligence (AI) and fully automated interactive spoken language (SDS) can increase the student's engagement in multi-turn conversations with automated agents and also provide a means for second and foreign language learners (L2) to practice form-function-context mappings in oral interaction and communication (Timpe-Laughlin et al, 2020). In addition, technology nowadays also benefits English language learning due to several factors, such as exciting media or applications to make learning engaging for students. Furthermore, technology provides learners access to various authentic resources, such as podcasts, videos, and online forums, that expose them to real-life language use and cultural contexts. This exposure enhances their understanding of colloquial expressions and idiomatic phrases commonly used in everyday speech.

When looking back to the COVID-19 pandemic, when students worldwide had to do online learning, using technology as learning media was very useful. Then, at the beginning of 2023, many kinds of Artificial intelligence websites and applications spread worldwide to support the learning process, such as ChatGPT. ChatGPT has demonstrated potential applications in various fields, including medicine, education, programming, scientific writing, and mathematics. However,

it has ethical issues, erroneous responses, and restricted logic. It is important that only knowledgeable personnel utilize it carefully to reduce the likelihood of errors. Its adaptability to many fields is remarkable (Doshi et al., 2023). ChatGPT, a natural language processing (NLP) system, has shown the ability to perform various tasks without specific training, exhibiting strong performance in tasks involving reasoning. However, it has difficulty in sequence tagging tasks (Küchemann et al., 2023). According to Alawida et al. (2023), ChatGPT, an advanced chatbot developed with OpenAI's GPT language model, can understand and interpret user inquiries, generate responses in natural human language, and significantly advance natural language processing and AI. ChatGPT has demonstrated versatility across several domains. In the medical field, it has been used to analyze electronic health records, generate clinical reports, and provide clinical assistance (Ye et al., 2023).

Based on the previous study, ChatGPT can support the language learning process, especially for the English language, as it has a Chatbot feature to help students learn a language using reference dialogue and can increase students' engagement and learning outcomes as well as some potential ethical and privacy concerns that may arise in using chatbots in this context (Baskara, 2023). Chatbots such as ChatGPT also can be beneficial for flipped classrooms (Lin, C.-J. & H. M. (2021). Therefore, a previous study conducted by Qasem, F. G., et al. (2023) said that chatbots could enhance ESP students' vocabulary during the learning process. ChatGPT, as one of the chatbot applications, provides the digital skills teachers and students need to use this chatbot ethically and effectively for language learning (Kohnke et al., 2023).

Moreover, ChatGPT prompts use language model knowledge to generate activity descriptions and improve Human Activity Recognition (HAR) contexts (Xiao & Zhi, 2023). Previous ChatGPT prompt engineering methods had limited generalization when dealing with a list of words or a sequence of objects (Yang et al., 2023). ChatGPT uses two-stage prompt engineering to describe item activities and identify similar activities by emphasizing significant objects (Yang et al., 2023). This method recognizes activities using unsupervised objects with state-of-the-art performance on three datasets. Multimodal reasoning and action are enabled by ChatGPT's integration with vision experts in MM-REACT (Yang et al., 2023).

Textual prompts allow language models to process multimodal information and achieve advanced visual understanding in MM-REACT.

The adaptability of ChatGPT for generating reference dialogues for L2 students may be limited due to their unique linguistic requirements. When designing a chatbot for language learning, it is crucial to consider the potential for language acquisition, the learners' compatibility, and the authenticity aspect. Individual characteristics and factors such as interactional modification, language proficiency, age, and learning style should be considered (Young & Shishido, 2023). A previous study showed that using Chatbots can make an interactive, attractive graphic, unique animation, and excellent review system in the language learning process (Annamalai et al., 2023). The previous study conducted by Young et al. (2023) found that ChatGPT's dialogues are suitable for students at CEFR A2 and B1 levels, enhancing vocabulary acquisition. The study also explores prompting techniques to improve dialogue capabilities, aiming to cater to advanced English learners. Reference dialogue identifies and resolves conversational entity references. It helps summarize and systematize dialogues. Factual Error Correction (FEC) improves dialogue summarization accuracy. Fried (2021) developed FERRANTI to test the efficacy of the FEC model. FEC models are automatically evaluated for numerous error types. When mentioning visual representations on a large monitor, multimodal discourse requires reference resolution to identify items accurately (Kumar et al., 2022). Therefore, Information-state architecture preserves conversation context, and CRF tags user utterances better than deep learning (Gao et al., 2023). One partially observable reference game has a grounded neural dialogue model. This model accurately finds referents, considers them, and improves task completion and performance with pragmatic generation (Fried et al., 2021).

In addition, Higher-level English learners have specific language needs that must be addressed in higher education. These learners face challenges regarding language diversity, cultural awareness, and cultural competence (Rodríguez-Arancón, 2023). Teachers need to be aware of the distinction between everyday and academic languages and understand these learners' English language proficiency levels (Pereira & de Oliveira, 2015). Additionally, the literacy needs of English

language learners in immersion settings, and their cultural issues should be considered in English reading instruction (Vency & Ramganesh, 2013). English language proficiency is crucial for pursuing higher education and for success in various fields, and there is a need for a proper teaching methodology and curriculum to develop these skills effectively (Roy-Campbell, 2015).

On the other hand, most previous studies focused on how the prompting technique used in ChatGPT for EFL students' learning process in the classroom, which showed the result that ChatGPT had a positive impact on students' English language proficiency and can improve task completion and students' performance (Fried et al., 2021; Yang et al., 2023; Young & Shishido, 2023). Therefore, some previous studies only focus on how the use of ChatGPT as an AI Chatbot helps students to writing and speaking proficiency, not focus on how the dialogue generated by ChatGPT even though the result has a positive impact on students' performance and English learning with multimodal text (Punar Özçelik & Yangın Ekşi, 2024; Shaikh et al., 2023; Xiao & Zhi, 2023; Yang et al., 2023; Young & Shishido, 2023). The studies showed that ChatGPT can help students build their interest in learning a language through technology. Based on the gap between some studies above, the study explored how ChatGPT can generate reference dialogues that meet the language needs of higher-level English learners and how prompting techniques can improve the quality of the generated dialogues. The study will also investigate the limitations of ChatGPT in generating reference dialogues for higher-level English learners. This study attempts to answer the following research questions:

1. What is the students' perspective of using ChatGPT in generating reference dialogue and exploring their language needs?
2. What are the prompting techniques and language needs used in ChatGPT?

METHOD

The researchers applied a mixed-method design. It consists of two stages: quantitative and qualitative. The fundamental purpose of this study was to find how ChatGPT can be used to generate reference dialogues that meet the language needs of higher-level English learners and how prompting techniques can be used to improve the quality of the generated dialogues. This study was conducted in an

English certification program class at a private university in Gresik, East Java, Indonesia. The respondents of this research are Students who took the English certification program in the first and second semesters. The data was collected online using a questionnaire to answer the first research question and a semi-structured interview to answer the second research question. The instructors of each class were asked to assist the students in answering the researcher's questionnaire and interview questions. The data obtained through the questionnaire was analyzed using the Likert scale calculation by frequency of students' responses, which were stated in percentages and were interpreted more from the interview results. Then, the prompting technique will be described using descriptive qualitative.

The responders responded to items in the close-ended questionnaire by selecting from predetermined answers (e.g., Likert scales). The questionnaire that the researcher obtained was adapted from (Shaikh et al., 2023). A semi-structured interview was implemented with a small set of open-ended questions. However, it focused more on getting the details and clarification by using five indicators such as usefulness, ease of use, ease of learning, satisfaction, and experience of using ChatGPT, to know how ChatGPT can be used to generate reference dialogues that meet the language needs of higher-level English learners and how prompting techniques of respondent responses (Harris et al., 2010). The participants' responses were classified into two different attitudes on the scale: negative (1.00 – 2.50) and positive (2.6-5.00). Furthermore, the prompting technique description uses descriptive statistics using means and standard deviation.

FINDING AND DISCUSSION

Students' perspective of using ChatGPT in generating reference dialogue and exploring their language needs

Based on the result of the questionnaire, in answering the first research questions, the researcher used five indicators: usefulness, ease of use, ease of learning, satisfaction, and experience of using ChatGPT. The researcher asked the respondents by using a questionnaire. The table of descriptive statistics is shown below:

Table 1. Usefulness

	Mean	Sd. Deviation
It helps me be more effective in creating dialogue	3.96	.781
It helps me be more productive in creating dialogue	3.86	.639
It is useful to give me the references for creating dialogue	4.04	.669
It gives me more control over the activities in my life	3.40	.670
It makes the things I want to accomplish easier to get done	3.82	.596
It saves me time when I use it to generate a dialogue	4.02	.892
It meets my language needs in reading, writing, grammar, and enrich vocabulary	3.76	.797
It does everything I would expect it to do when I am generating a dialogue	3.50	.839
Total	30.36	3.827

In Table 1, the first indicator about the usefulness of ChatGPT in generating dialogue references showed a positive perception of using ChatGPT to generate dialogue references. In the table above, it can be indicated that the highest mean of respondent response is in statement number three: “It is useful to give me the references for creating dialogue” (M=4.04) and the standard deviation (SD=0.669). In addition, the lowest mean was shown in the eighth statement, “It does everything I would expect it to do when I am generating a dialogue, “with the mean (M=3.50) and standard deviation (SD=0.839). It showed that students also had a positive perception of this statement. Then, the total mean of this indicator is (M=30.36), and the standard deviation is (SD=3.827).

Table 2. Ease of Use

	Mean	Sd. Deviation
It is easy to use.	4.20	.571
It is simple to use.	4.12	.627
It is user friendly.	3.84	.738
It requires the fewest steps possible to accomplish what I want to do with it.	3.84	.738

It is flexible.	3.92	.695
Using it is effortless.	3.96	.699
I can use it without written instructions.	3.64	.875
I do not notice any inconsistencies as I use it.	3.38	.830
Both occasional and regular users would like it.	3.72	.701
I can recover from mistakes quickly and easily.	3.72	.784
I can use it successfully every time.	3.84	.681
TOTAL	42.18	5.826

Then, the second indicator shown in Table 2 about ease of use of chatbot in generating dialogue references which showed in the table can be indicated that the highest mean of respondent response is in statement number one, "It is easy to use" (M=4.20), and the standard deviation (SD=0.571). In addition, the lowest mean was shown in the eighth statement, "I do not notice any inconsistencies as I use it," with the mean (M=3.38) and standard deviation (SD=0.830). It showed that students also had a positive perception of this statement. The total means are shown in Table 2 (M=42.18) and the standard deviation (SD=5.826).

Table 3. Ease of Learning

	Mean	Std. Deviation
I learned to use it quickly.	3.88	.659
Easily remember how to use it.	3.84	.710
It is easy to learn to use it.	3.80	.670
I am quickly become skillful with it.	3.74	.803
TOTAL	15.26	2.284

The third indicator, shown in Table 3, is the ease of learning using ChatGPT. All of the statements had positive perceptions, which showed that the highest mean (M 3.88) and Standard Deviation (SD = 0.659) were in the first statement, "I learned to use it quickly." This means that most students positively perceive the ease of

learning English by using ChatGPT to generate reference dialogue. In addition, the lowest mean was shown in the fourth statement, "I am quickly becoming skillful with it" (M=3.74) and Standard Deviation (D=0.803). This means most students also positively perceive becoming skilful in quickly using ChatGPT to generate dialogue references. The total means are shown in Table 3 (M=15.26) and the standard deviation (SD=2.284).

Table 4. Satisfaction

	Mean	Sd. Deviation
I am satisfied with it.	3.48	.677
I would recommend it to a friend.	3.86	.700
It is fun to use.	3.88	.689
It works the way I want it to work.	3.62	.667
It is wonderful.	3.70	.735
I feel I need to have it.	3.60	.728
It is comfortable to use.	3.92	.724
TOTAL	26.06	3.548

The fourth indicator, shown in Table 4, is the satisfaction of using ChatGPT. All of the statements had positive perceptions, which showed that the highest mean (M 3.92) and Standard Deviation (SD = 0.548) were in the seventh statement, "It is comfortable to use." This means most students positively perceive feeling comfortable learning English using ChatGPT to generate reference dialogue. In addition, the lowest mean showed in the first statement, "I am satisfied with it" (M=3.48), and Standard Deviation (D=0.677). This means that most students also positively perceive feeling comfortable using ChatGPT quickly to generate dialogue references. Furthermore, the total means are shown in Table 4 (M=26.06), with the standard deviation (SD=3.548).

Table 5. Experience of Using Chatgpt

	Mean	Std. Deviation
I Think that I would like to use this platform frequently.	3.48	.735
I found the platform unnecessarily complex.	3.70	.839
I thought the platform was easy to use.	3.90	.678
I think that I would need the support of a technical person to be able to use this platform.	3.06	.956
I found the various functions in this platform were well integrated.	3.54	.646
I thought there was too much inconsistency in this platform.	2.66	.895
I would imagine that most people would learn to use this platform very quickly.	3.62	.753
I found the platform very cumbersome to use.	2.28	.882
I felt very confident using the platform.	3.44	.611
I needed to learn a lot of things before I could get going with this platform.	3.18	.873
I think that I would like to use this platform frequently.	3.60	.782
TOTAL	36.46	4.037

The fifth indicator, shown in Table 5, is the experience of using ChatGPT. All of the statements had positive perceptions, which showed the highest mean (M 3.90) and Standard Deviation (SD = 0.678) in the third statement, “I thought the platform was easy to use.” This means most students positively perceive learning English as easily using ChatGPT to generate reference dialogue. In addition, the lowest mean showed in the eighth statement, “I found the platform very cumbersome to use” (M=2.66), and Standard Deviation (D=0.882). It means that most students had a negative perception that using ChatGPT to generate dialogue references was cumbersome. Furthermore, the total means are shown in Table 4 (M=26.06), with the standard deviation (SD=3.548).

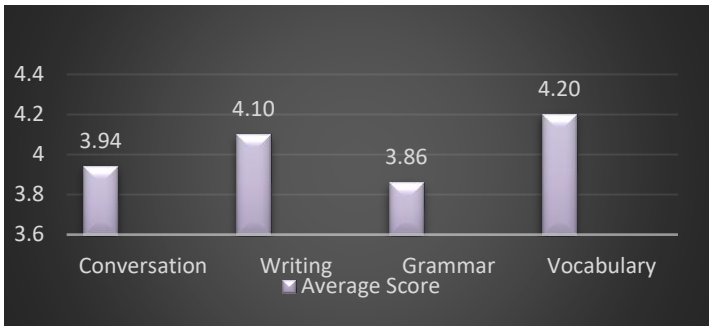

Figure 1. Rating score in using ChatGPT to learn English

Based on the result in Figure 6, the mean score of Conversation (M=3.94), Writing (M=4.10), Grammar (M=3.86), and Vocabulary (M=4.20). The use of ChatGPT in Vocabulary learning is the highest (M=4.20), which students feel can get more vocabulary when they use ChatGPT in English learning, especially for generating dialogue references. Then, the lowest score was for grammatical error (M=3.86), in which the respondent felt the grammatical error still happened and was not the same as the grammatical structure when the respondent used ChatGPT for English learning. The interview conducted by the researcher also supported the result. There were Fifteen respondents in the interview. To come up with the first indicator for the eight statements, Respondents said that ChatGPT is very helpful in generating reference dialogue for English learning (R2, R6, R9, R10):

"In my opinion, ChatGPT is very help me to creating a dialogue by the dialogue references given" (R2, R6)

"ChatGPT makes me easier to look for the dialogue references and make the time more efficient" (R9, R11)
"I can learn and get more vocabulary when I use ChatGPT to generate reference dialogue (R10)

However, two respondents said that using ChatGPT to generate dialogue references is good but sometimes needs to be more accurate and needs rechecking (R5, R8):

"Using ChatGPT in generating dialogue references is good, but it did not always give the completely accurate result." (R5, R8)

Then, the second indicator was about the ease of using ChatGPT to generate dialogue references, where the respondents had a positive perception. Respondent said that ChatGPT is accessible and understandable to generate dialogue references for learning English. (R1, R3, R12, R14, R15):

"ChatGPT really helps me to understand the material because the summary/reference provided is very simple and easy to understand." (R1, R14)

"For me using ChatGPT and learning without ChatGPT, have their own advantages if I combine the two can be an effective way to improve my English skills." (R15)

Furthermore, to support the third indicator about ChatGPT, it is easy to learn, mainly when used to generate dialogue references. Respondents said ChatGPT is easy to learn because it is like another Chatbot application. In addition, they positively perceived the ease of ChatGPT to use. Respondents said that (R5, R6, R7, R13):

"ChatGPT is easy to use to find dialogue references the language is also easy to understand." (R6, R7)

"ChatGPT is quickly and flexible to help me generating dialogue references, so it was not wasting time to do my task." (R5)

"ChatGPT help me to get more ideas and vocabulary to write." (R13)

However, some respondents used ChatGPT sparingly and preferred to do it manually. They did not use artificial intelligence tools like ChatGPT to deal with originality and confidence in their written text. Respondents said that (R4, R9, R11)

"In term of outlining, ChatGPT is really helpful indeed. But, dealing with originality, I actually prefer to create it without AI tools." (R4,R9)

"I prefer to not use ChatGPT frequently because if I use ChatGPT continuously I will become dependent and not being confident with my writing. So, I am only use GPT chat when it is urgent." (R11)

The fourth indicator showed satisfaction with using ChatGPT to generate dialogue references. Based on the seven statements mentioned in the questionnaire above, respondents positively perceived satisfaction when they used ChatGPT to generate dialogue references. They said they were satisfied and helpful in using ChatGPT to generate dialogue references because it was clear and could help them find suitable dialogue references as they wanted. (R1, R8, R15)

"I was satisfied and helpful in using ChatGPT to generate dialogue references because it was not confusing and can help me to find good and suitable dialogue references as I wanted." (R1)

"I am satistied to use it because it can demonstrate the capabilities of the model and help users understand its potential applications that result in dialog references. (R8)

"I am Quite satisfied. Because ChatGPT provides assistance to present additional related material, users will find it helpful." (R15)

On the other hand, some respondents felt that they were not satisfied with ChatGPT in generating dialogue references because they felt that sometimes the references differed from what the respondents expected. The words used in ChatGPT were different from what they usually used and knew.

"I am not really satisfied because sometimes the references from ChatGPT don't match what I expected. (R7)

"Not really, because sometimes the words ChatGPT uses are different from those used to create dialogues manually or using advanced vocabulary." (R4)

The last indicator concerns the experience of using ChatGPT to learn a language, especially to generate dialogue references. For this indicator, respondents said they are motivated to use ChatGPT to learn the language, especially to generate dialogue references, because it was beneficial for those who were still confused to create a dialogue. Then, the students felt that by learning through ChatGPT, they knew how to build a dialogue and were not confused with how to make sentences to respond in a dialogue practice with their partner (R6, R14)

"I am very motivated during I used ChatGPT because there is a lot of dialogue listed there." (R6)

"When I used ChatGPT I can understand the dialogue examples in ChatGPT and the dialogue examples in short ChatGPT are easy to understand and comprehend." (R14)

However, some respondents felt they needed clarification about using ChatGPT to learn a language, especially to generate dialogue references. (R4)

"I think that I am still need the support of a technical person to be able to use this platform because sometimes I am still confusing to use it." (R4)

To summarize the result above, respondents had positive and negative perceptions of the five indicators. The questionnaire results showed that most respondents positively perceived each statement. On the other hand, the questionnaire result showed that some students had a negative perception. The first indicator shows that the respondents showed a positive and negative perception of using ChatGPT, which was very helpful in generating a dialogue reference dealing with interview results. It aligned with the previous study, which showed that ChatGPT was useful for formal language learning in generating dialogue references (Shaikh et al., 2023). The second indicator for each statement showed that students positively perceived the ease of using ChatGPT. It differed from the previous study conducted by Shaikh et al. (2023), which showed that some respondents negatively perceived the ease of using ChatGPT.

Furthermore, the third indicator showed respondents positively perceived the ease of learning using ChatGPT. This result differed from the previous study conducted by Shaikh et al. (2023) because, in the research conducted by the researcher, the respondents also had a negative perception of the questionnaire result and dealt with the interview responses. Then, the fourth indicator showed that the result was in line with the previous study in which respondents had positive and negative perceptions of the satisfaction of using ChatGPT to learn the language, especially for generating dialogue references. Most respondents showed a positive perception of ChatGPT, and most felt motivated to use ChatGPT to generate dialogue references because it is flexible and easy to use. Some students had a bad experience because they needed clarification about using ChatGPT to generate dialogue references. So, most respondents showed a positive perception of the usefulness, ease of use, ease of learning, satisfaction, and experience in using ChatGPT to generate dialogue references.

In addition, the use of ChatGPT in conversation, writing, grammar, and vocabulary had a positive perception of the respondents who can learn more new vocabulary, writing a conversational text or dialogue, and the grammatical structure. Some respondents feel that grammatical errors still happen sometimes, and the new vocabulary they need to learn before makes them feel confused about understanding the sentences. However, most respondents are very helpful with ChatGPT in generating dialogue references for higher-level students that are suitable for their language needs.

The prompting techniques and language needs used in ChatGPT

Moreover, to answer the second research question about the prompting technique and language needs to be used in ChatGPT. The prompting technique used in ChatGPT based on the previous study was the engineering prompt, which is an art that requires creativity, intuition, and experimentation to find the best way to elicit the desired outputs from ChatGPT (Shaikh et al., 2023). In addition, ChatGPT uses natural language prompts to guide AI models, incorporating contextual details like tone and word limit. The prompt can be rephrased or combined with other prompts for improved precision and variety. Techniques like knowledge representation, semantic parsing, and ontology alignment convert the

input into a structured knowledge model (Chang et al., 2023). Therefore, the prompting technique of ChatGPT can also be used as multimodal text in language learning and transfer learning for improved performance, dialogue context for 6% accuracy, and multimodal interaction for reference resolution in multimodal dialogue systems, emphasizing the importance of maintaining dialogue state (Chen et al., 2023; Kumar et al., 2022; Yang et al., 2023).

CONCLUSION

The paper conducted by the researcher about the adaptability of using ChatGPT to generate dialogue references for higher-level students, which also explored the language needs and prompting techniques used in ChatGPT, showed that most students had a positive perception. The students showed that ChatGPT is valuable and helpful in generating dialogue references. The students were satisfied with using ChatGPT to generate dialogue references quickly and understandably for those who need clarification about creating a dialogue because of the limited vocabulary. Moreover, in their experience, the students said that using ChatGPT to learn a language is excellent and helpful. The students feel motivated to use ChatGPT to generate dialogue references. Even though some students still need clarification when they learn the new vocabulary they had never used before, it still helps them get the dialogue references. The students' language needs in conversation, writing, grammar, and vocabulary also showed a positive perception of the students, which means that ChatGPT can enhance the students' vocabulary.T

The prompt used in ChatGPT is a natural language prompt to guide AI models, incorporating contextual details like tone and word limit. It is easy to use and can represent the knowledge the students need. The limitation of this study is that the researcher does not use gender classification because most students are women. If the gender classification can be applied, it will provide more detailed information about the students' perception of using ChatGPT to generate dialogue references, especially for technical issues. The implication of this research about the use of ChatGPT in generating dialogue references and language needs of the students had a good impact on the student’s learning progress, especially in writing sentences or dialogue, while the prompting technique used by ChatGPT also suitable with what the students’ expectation on ChatGPT responses. Further studies

can use gender classification and comparative studies to compare ChatGPT with other Chatbot applications, especially in language classrooms focusing on speaking or writing.

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