Analysis Of The Impact Of Chatgpt Use On Arabic Text Translation Skills: A Case Study Of Arabic Language Education Students Of The State Islamic University Of North Sumatra

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Article Info	ABSTRACT
Keywords: Impact, ChatGPT, Translate, Arabic Text	The problem underlying this article's research is that many PBA 2 students, batch 21 UINSU, use ChatGPT in translating but there is no re-analysis of the results provided. This can be seen from the inability of students to be responsible for their translation results. The purpose of this study is to see what impacts are felt by PBA 2 students, batch 2021, due to the use of chatGPT on their translation skills . This study was conducted using qualitative methods. Data were collected through observation, interviews, and also the distribution of short essays via Google form . The collected data was then analyzed by grouping each answer based on the similarity of the answer pattern. The results of this study indicate that the use of chatGPT has 2 positive impacts and 5 negative impacts due to the positive impact on students' translation skills is that students are able to translate Arabic texts quickly and can practice producing neater word arrangements when translating. As a result of the 5 negative impacts, students do not master the basic skills for translating Arabic texts, which makes it difficult for them to produce perfect translations. 8 students ignore the truth of chatGPT, this is done based on 2 factors, namely the strategy of using chatGPT and also learning motivation.
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INTRODUCTION

Time continues to run, changes continue to occur, one of the significant changes that can be felt together is technological change. As time goes by, technology continues to develop and become more sophisticated. According to Volti in (Carroll, 2017) that technology is a system developed by humans that utilizes knowledge and arrangements to produce objects and techniques to achieve certain goals. Technology is a tool to help humans achieve goals. Technology is developed to provide convenience in doing work (Purwanto, 2009) . Technology itself can be in the form of hardware or software (Purwanto, 2009) .

One of the technologies in the form of software that is currently popular is chatGPT. ChatGPT is an application that can be easily accessed via mobile phones and laptops, not only that, even if you don't want to download the application for certain reasons such as inadequate storage space on your mobile phone or laptop, chatGPT can still be accessed via the website. ChatGPT offers various conveniences such as helping to answer simple or even

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complex questions, chatGPT is able to identify relevant literature, chatGPT is able to analyze a number of text data such as social media posts or news articles, chatGPT is also able to translate text from various languages and many more (Lund & Wang, 2023) .

Talking about chatGPT's ability to translate texts in various foreign languages, researchers found a study conducted by Martiana Nurullawasepa and her colleagues, where the results of her research were then written in an article entitled "AI (Artificial Intelligence) in Arabic Text Translation" (Nurullwasepa, Zakiyah Mandani, Adawiyah, Al-Ayyubi, & Abdillah, 2023) . Martiana and her colleagues tried to measure the accuracy of the translation results provided by chatGPT, while the text used as the test material was an Arabic poem entitled *Anaa* by Nazik Al-Malaikah. The results of the study showed that chatGPT was able to provide accuracy in translating Arabic texts of 80% (Nurullwasepa et al., 2023) .

The explanations above certainly provide an understanding of the many conveniences provided by chatGPT for everyone. However, in this article, the researcher will only focus on one convenience provided by chatGPT, namely its convenience in translating foreign language texts which are then specifically targeted at Arabic. These conveniences can help someone minimize their time in completing their work. However, it is necessary to realize together whether these conveniences, which are positive impacts of the development of technology, do not cause other impacts that may be negative?

A similar research has been conducted by Nurfaiza with the title of her research, namely "The Effect of Using ChatGPT in Learning Indonesian-Arabic Translation" in this study Nurfaiza tried to identify the impact of using chatGPT in learning Indonesian-Arabic translation and also tried to measure the effectiveness of chatGPT in facilitating communication between users and the translation system. Nurfaiza stated that this needs to be studied because she believes that chatGPT can be a useful tool in enriching the language experience for Indonesian-Arabic learners. The results of the research conducted by Nurfaiza are that chatGPT has significant potential in improving students' translation skills. The use of chatGPT provides increased accuracy and also students' understanding of cross-culture. Nurfaiza in this study also said that students who use chatGPT show a clear increase in translation skills compared to conventional learning methods.

Research that also discusses the use of chatGPT among Arabic language and literature students is research conducted by A. Syahid Robbani, Zanuwar Hakim Atmantika, and Sakila Ghina Athifa Eka Bhavan where the results of their research were then written in an article entitled "The Use of ChatGPT among Arabic Language and Literature Students: Opportunities and Challenges". The results of this study state that chatGPT can provide opportunities for students to be able to help them in writing papers, translating Arabic texts, searching for biographies of Arab figures and others. Not only the opportunities, this research also provides results about the challenges faced in the use of chatGPT among Arabic language and literature students, namely that chatGPT chatGPT has limitations in responding to texts or questions in Arabic, making students lazy to read and search for references.

The difference between this study and previous studies as explained above is that this study does not only try to explore the positive impact of using chatGPT in learning to translate

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Arabic texts as done by Nurfaiza but this study tries to provide facts that the use of chatGPT can have positive and negative impacts on Arabic text translation skills. Then the difference between this study and the study conducted by A. Syahid Robbani and his colleagues is that this study focuses on discussing the impact of using chatGPT on Arabic text translation skills where in the study conducted by A. Syahid and his colleagues explained the opportunities and challenges faced by students regarding the use of chatGPT in general such as working on assignments and answering questions given so that this study is here to provide specialization in the discussion of translation so that it can produce a more in-depth explanation regarding the impact of using chatGPT on Arabic text translation skills in PBA 2 Stambuk 2021 UINSU students.

Based on the data that the researcher received through the distribution of open essays distributed to students majoring in Arabic language education 2 stambuk 2021 totaling 34 people, 32 students, meaning 94.12% of PBA 2 Stambuk 2021 UINSU students used chatGPT in translating Arabic texts while the other 2 used other tools in translating Arabic texts. The reason they used chatGPT in translating Arabic texts was because chatGPT was able to produce translation results quickly so that they no longer needed to open a dictionary. "If you use chatGPT, it's ready quickly" (Informant 4). The problem that then arose as a result of using chatGPT in translating Arabic texts as the researcher saw directly in class was in the Tarjamah course when students presented their translation results in front of the lecturer in charge of the Translation course, 70.58% of students were not really able to take responsibility for their translation results.

One example of an event that the researcher found directly while studying in the PBA 2 Stambuk 2021 UINSU class was in the translation course. At that time it was the 6th meeting in the course. When the students finished presenting their translation results, the lecturer in charge of the course then asked the students who were doing the presentation at that time "why can you translate the word انفس in the sentence نفس الفكرة as the same? the student could not answer the question which he should have been able to answer. From what the researcher got in the field, the researcher was interested in then further exploring what impacts arose due to the use of chatGPT on the translation skills of PBA 2 Stambuk 2021 UINSU students.

The purpose of this study is to find out more about the impacts felt by PBA 2 Stambuk 2021 UINSU students on their skills in translating Arabic texts due to the use of chatGPT. It is hoped that by knowing the impacts resulting from the use of chatGPT, especially the negative impacts, it will be easy for an educator to then develop a strategy to minimize these negative impacts. However, in this study the focus is only on the impacts resulting from the use of chatGPT in translating Arabic texts, so if there is a negative impact from using chatGPT, the next study can provide a suitable strategy to minimize the negative impacts.

RESEARCH METHODS

This study uses a qualitative method. The qualitative method itself is a research method that is used to examine the condition of an object naturally. The qualitative method is a descriptive

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study so that it is able to describe the facts that occur in the field (Abdussamad, 2021) . The reason for choosing this method is because this study attempts to describe the impact felt by PBA 2 students in the 2021 semester in using chatGPT on their translation skills, although there are several numbers in it, the description in the form of words still dominates this study.

The research instrument used in this study is human as stated in (Hikmawati, 2020) that the research instrument in the qualitative research method is the researcher himself, who is tasked with interviewing his informants. In addition, the instrument used is an essay compiled via Google Form . The primary data source for this study was 34 PBA 2 students, batch 2021, UINSU. However, after distributing open essays to 34 students, only 32 students used chatGPT so that the other 2 could not be used by the researcher as research informants.

The data collection technique of this study was through observation, interviews, and also the distribution of essays to PBA 2 students of class 2021 UINSU through gform. Interviews were conducted in the UINSU campus environment, especially in the PBA 2 class of class 2021 UINSU and also asked 32 informants to answer questions related to the research through gform in the form of short essays. The data received from the informants were then analyzed and grouped based on the answer patterns given by each informant.

Literature Review

Impact of Chatgpt

Referring to KBBI, the meaning of impact is a collision. Impact also means a strong influence that causes consequences (both negative and positive). Impact is a collision that is quite severe between two differences so that it causes a significant change in the momentum (center) of the system that experiences the collision ("https://Kbbi.Kemdikbud.Go.Id/,".) . According to Otto Soemarwanto in (Fitria, 2015) impact is a change that occurs as a result of an activity, the activity can be natural, either chemical, physical, or biological. According to Hosio in (Telung, Mantiri, & Kairupan, 2019) impact is a real change in behavior caused by the issuance of policies on attitudes and behavior.

The impact itself is divided into 2, namely positive impact and negative impact. First ; Positive Impact. A positive impact is where a person's soul prioritizes creativity over boredom, joy over sadness, optimism over pessimism. A positive impact is an impact that brings good consequences to something (Cahyono, 2018) . Second ; Negative Impact. Negative Impact refers to the extent of losses that may arise from an adverse event, emphasizing adverse impacts such as serious or severe consequences for operations, assets, individuals, organizations, or countries (Stephen D. Gantz, 2013) .

From what has been conveyed above, it can be said that the impact is something that is felt by individuals, countries, organizations and others which is caused by activities that come from humans themselves or are chemical or biological in nature. The impact is divided into 2, namely positive impacts and negative impacts. Positive impacts are the result of something that has a good influence on individuals, countries, and others, while negative impacts are the result of what has been done which results in sadness and loss.

ChatGPT is an abbreviation of Chat Generative Pretrained Transformer, an artificial intelligence (AI) technology developed by OpenAI. This model is built using the GPT-4

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architecture which is one of the most advanced and sophisticated in the world. ChatGPT is designed to understand and respond to various questions and topics in text form with the main goal of helping users in various contexts (Rachbini, Evi, & Suyanto, 2023) .

ChatGPT is a technology by OpenAi. OpenAi itself is a laboratory founded in 2015. This laboratory has made rapid progress in the development of intelligence technology (AI) and has launched various machine learning products for the public including DALL-E and ChatGPT (Lund & Wang, 2023) . ChatGPT is able to help answer questions given by humans in text form. chatGPT can also be accessed for free via the website (Yeni, Zelhendri, & Darmansyah, 2018) . ChatGPT is able to translate text into various languages, is able to recommend and increase productivity and can also help in the field of education (Suharmawan, 2023)

From what has been explained, it can be concluded that chatGPT is an artificial intelligence technology with the most advanced and sophisticated architecture in the world, namely GPT-4. ChatGPT itself is a technology developed by OpenAI, a research laboratory founded in 2016. ChatGPT is able to answer questions given by humans in text form, translate foreign languages, and help increase productivity and help in the field of education.

Arabic Text Translation Skills

Translation skills are language skills that require mastery of two languages, such as Arabic as the source language and Indonesian as the target language (Aliah Darma, 2007) . Translation skills are important skills because they can develop both literal and appreciative understanding (Aliah Darma, 2007) . Translation skills are different from other skills, namely reading, writing, speaking, and listening. Translation skills take time to carry out, which in this skill can be used to teach the other four skills mentioned earlier (Siregar, Nuraida, Kalsum, & Rahmadhan, 2022) .

In this article, translation skills focus on the skills of translating Arabic texts. The things needed in translating Arabic texts are having general knowledge and also knowledge about the theme of the text to be translated (Ammar, 2005) . Ability in the science of nahwu and shorof. The science of nahwu is a science that discusses the rules of Arabic sentences to know the *'irab* or the last line of a sentence and to know the position of a word in a sentence (Nasution, 2017, Sari, 2017) . Ibn Jinni in (Bahri, 2023) stated that *'irab* which is part of the science of nahwu besides functioning to distinguish the position of words in a sentence, it also functions as an explanation of the meaning of the word. While the science of shorof is a science that discusses the rules that function to find out the changes of 1 form of a word into several other forms which then produce different meanings of words (Ni'ah & Sahkholid Nasution (Translator), 2011, Musawar, 2019) . The ability in both sciences can help in understanding all changes in word form that have an impact on changes in the function of the use of the word, its function and meaning, and being able to understand the meaning of each word based on changes in the form of the word and its lines properly and correctly (Cholil, 2014) . Mastery of Aab vocabulary (mufrodat) good mastery of mufridat can affect a person's translation skills (Deviana, Azizah, Nuruddaroini, Rusydi, & Khalidi, 2023)

From what is explained above, it can be concluded that translation skills are skills that require other skills, namely good mastery of the source language and target language. Knowledge of the theme of the text, good mastery of nahwu, shorof, and mufrodat. Translation skills are needed to increase a person's understanding of what is written or what is in a foreign language text and also what is expressed by a person through his speech so that translation skills are included in important skills to develop. By having good skills, it is easy for someone to increase their knowledge because they can read various kinds of literature in various languages.

RESULTS AND DISCUSSION
The Impact of Using Chatgpt on Arabic Text Translation Skills
Positive impact
Based on the data obtained by the researcher from the results of observations and also the distribution of open essays to 32 informants, namely Arabic language education students 2 stambuk 2021, there were 2 positive impacts felt by the students in using chatGPT.

Table 1. Positive impacts based on interview results and short essays

Positive impact	Amount	Presentation	Statement
A. Time Efficiency	32 Students	100%	" *If you use chatGPT, the translation becomes faster"* (informant 5)
B. Helping students learn to construct better sentences in translating.	8 Students	25%	*"easier and faster"* (informant 9) *"Sometimes when I translate Arabic text using a dictionary, it tends to be messy, so after translating, I look at the results of the chatGPT translation so I can see a neater picture"* (informant 25) *"When I searched for the meaning myself and then I saw the results in chatGPT, it turned out that there were better terms in chatGPT but had the same meaning, so I used them"* (Informant 5)

Based on the table above, the positive impact felt by the students is that first, students feel that there is time efficiency. 32 students, meaning 100% of informants, feel that using chatGPT in translating Arabic text is faster than translating Arabic text manually, as a result, students can immediately read the meaning of the desired text such as requiring foreign language references and can also immediately collect assignments given by lecturers without fear of being late. The second impact felt by 8 students, meaning 25%, is that the use of

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chatGPT can help students learn to compose neater sentences when translating Arabic text, namely by comparing their translations and the translations produced by chatGPT.

Negative impact

Based on the data obtained by the researcher from the results of observations and also the distribution of short essays to 32 PBA 2 students of class 2021 UINSU, the researcher found 6 negative impacts from the use of chatGPT and its consequences on Arabic text translation skills.

Table 2. Negative impacts based on interview results and short essays

Negative impact	Amount	Presentation	Statement
Not Opening the Dictionary	24	70, 58%	" *Yes, so I'm too lazy to open the dictionary* (informant 3) *"Since using chatGPT, I rarely open a dictionary"* (Informant 7)
Not deepening the knowledge of Nahwu	24	70, 58%	" *I almost never read Nahwu anymore because in GPT chat you don't need harakat, it can be translated"* (Informant 8) *"Nowadays, I rarely re-study Nahwu because I can directly get the translation results from GPT. Besides, this semester there is no more Nahwu course so I rarely open the book"* (Informant 30)
Not deepening the science of Shorof	24	70, 58%	*"Because I translated it using chatGPT, so if it's in text, there might be elements of shorof, I've never tried to find out what it is"* (informant 16) " *I rarely discuss shorof anymore because I think the translations in GPT chat are already pretty good"* (Informant 14)
Does not add new vocabulary	24	70, 58%	" *Yes, even though chatGPT translated the text I gave it, I didn't get any new Arabic vocabulary because I didn't read it. Actually, if I read it, I'm sure I would get new vocabulary, but because I didn't read it, I didn't get it"* (informant 14) " *I usually don't read the results of the GPT chat translation anymore, that's why I don't*

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Negative impact	Amount	Presentation	Statement
			know the Arabic vocabulary either" (informant 31)
Don't try to understand the theme of the text you want to translate	24	70, 58%	" If I am given material to translate Arabic text, I will immediately go to the GPT chat without trying to find out what the theme is" (Informant 23) "I didn't read what the theme was" (informant 30)

Based on the following table, it can be seen that the five impacts are as follows; *First* . No longer opening a dictionary. As many as 24 (70.58%) informants agreed that since using chatGPT, students no longer try to open a dictionary. In the process of translating itself, a dictionary is useful for finding the meaning of each word from the text to be translated. As a result, students cannot be responsible for each word contained in the translation results from chatGPT. Moreover, as stated by Ulin Nuha in his article, opening a dictionary can help in understanding the text deeply and critically (Nuha, 2024) .

Second ; No longer delving into learning shorof. As many as 24 (70.58%) students stated that the use of chatGPT made them feel safe not to learn the science of shorof, as a result when students translated Arabic texts and then found plural words, students still translated them in singular form.

Third ; Not studying the science of Nahwu. As many as 24 (70.58%) students stated that they rarely discussed the science of Nahwu, apart from the existence of chatGPT, this was also based on the absence of the Nahwu course. Studying the Science of Nahwu is important in improving translation skills because as explained in the literature review, the science of Nahwu is one of the means that has a high influence in producing good translations. ChatGPT is able to produce translations even when given Arabic texts without any harakat in them, as a result, the frequency of students studying Nahwu decreases, which has an impact on the decline in students' translation skills.

 Fourth ; Not getting new vocabulary. As many as 24 (70.58%) students agreed that the use of chatGPT resulted in no addition of new vocabulary even though chatGPT had provided its translation, but the translation results did not provide new Arabic vocabulary for students. This was due to the lack of careful re-analysis of the results of the chatGPT and they were not even read at all. As a result, students did not have much Arabic vocabulary which made it difficult for them to translate the Arabic texts they found.

Fifth ; Not reading about the theme of the text being translated. As many as 24 (70.58%) students stated that they did not find out about the theme of the text being translated. Understanding the theme of the text being translated is necessary for everyone who is translating a text, as previously explained in the literature review, as a result, students'

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knowledge of the text being translated is relatively empty, so that translating in such a state of knowledge will result in an imperfect translation.

Chatgpt Translation Results

Based on the results of interviews with 32 students, there were 8 students who ignored the translation results. The meaning of ignoring here does not mean not taking at all from what was produced by chatGPT, but the eight students did not spontaneously accept what was produced by chatGPT but continued to analyze and then tried to perfect it. The number of students is 8 people or 25%.

Table 3. Neglect of the Truth of ChatGPT Results Based on Interview Results and Short Essays

Factors	Amount	Presentation	Statement
chatGPT Usage Strategy	8	25%	" *If I use chatGPT, I usually still look in a dictionary, sometimes an online dictionary, sometimes a printed dictionary, then I try to read again what is lacking, perhaps in terms of the shorof or nahwu or maybe the theme"* (Informant 25) *"I don't just use it for the results, so I'll read it later, if there's something confused, I'll open the dictionary, if there's something that doesn't fit, I'll try to tidy it up while I'm learning too"* (Informant 9)
Motivation to learn	8	25%	"*Because I just like learning about Arabic, so even though I've been given the GPT chat result, I still try to read it and try to find out"* (informant 25) *"It's okay, I think it's a shame if I only study by looking at the results of the GPT chat. I'm afraid that I'll graduate and not be good at translating, so I'll still try to study even though I still use the GPT chat* ." (Informant 6)

From what is stated in the table above, there are 2 interrelated factors that caused 8 students to ignore the translation results provided by chatGPT. As previously stated, the meaning of ignoring here does not mean that the 8 students did not take any of what was given by chatGPT but still tried to analyze the resulting text provided by chatGPT. The two factors are: *First* ; Strategy for using cahtGPT. 8 students continued to use chatGPT but did not accept it without re-analysis. 8 students, after translating the text using chatGPT, then tried to find the meaning of the words using a dictionary, either using an online or offline dictionary. If there are confusing terms in the translation results, they try to understand these terms according to the theme of the language text they want to translate. The results of the

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chatGPT translation are then analyzed to see whether they are appropriate based on the nahwu shorof, such as whether the plural word takir is translated with only the singular or not. *Second* ; motivation to learn. 8 students have quite good learning motivation as stated by Worell & Stillwell in (Hendra, 2015) that a student who has good motivation will show the following things; *First* . Interest, having attention, and wanting to participate. *Second* ; Work hard, and give time to the business. *Third* ; Keep working hard until it is finished.

CONCLUSION

From the results of this study, it can be concluded that the dominant impact due to the use of chatGPT is a negative impact, as evidenced by 32 informants, only 8 ignored the truth of the chatGPT results, while 24 others or equivalent to 70.58% felt the negative impact of using chatGPT. As a result, students lose the basic abilities in translating Arabic texts. The loss of these basic abilities, namely a large vocabulary, understanding of the science of shorof and Nahwu, understanding related to the theme of the text, and no longer having mina to open a dictionary, means that Arabic text translation skills are imperfect. ChatGPT can still be used and helps on the condition that you do not accept what chatGPT gives for granted, this is evidenced by 8 informants who did not get a significant negative impact. The factors so that 8 informants did not feel the same as the other 24 students were the existence of a strategy in using chatGPT and also the existence of good learning motivation.

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