

Ibaa Ahmed El-Tigani Awad King Abdul Aziz University, Jeddah, Republic of Sudan
e-mail: iaawad@kau.edu.sa

THE REALITY OF USING THE CHATGPT IN RESEARCHING MEDIA, APPLIED TO STUDENTS, RESEARCHERS AND PRACTITIONERS

This paper contains the results of a study conducted in the second half of 2023 to identify the possibilities and algorithms of using ChatGPT toolkit in academic texts. In the concept of the mentioned direction, the respondents were sampled according to various criteria, the questionnaire covered 249 people.

The purpose of the study is to determine the qualitative and quantitative characteristics of the toolkit, methodologies of application, advantages and disadvantages of ChatGPT in academic media research. The main idea (hypothesis) is the existence of a statistically significant relationship between the qualifications, age and intentions of ChatGPT users in academic media research, as well as a framework to explore the potential of AI in conducting research without the use of human resources.

The author addressed universal methods for assessing qualitative categories of information, content, informativeness, usefulness, value, and opportunities for the named AI application in scientific research.

The most important findings: the survey showed many advantages of ChatGPT for academic media research, the most important of which is saving time and effort when searching for information. Most participants confirmed they are familiar with ChatGPT and work with it on the Internet. Still, they do not support the opinion that using this chatbot will eliminate the need for human resources when conducting media research. In the results, the author notes that there is no significant relationship between the use of ChatGPT to solve scientific problems, and the age and gender of the survey participants influence the opinion regarding eliminating human presence in scientific research. The author recommends using Chat GPT to improve research language, translation, and summarization of information, but not to provide information, sources, or references.

Key words: ChatGPT, reality, academic media research, language, translation.

Ибаа Ахмед Эль-Тигани Авад

Король Абдул-Азиз университеті, Джидда қ., Судан Республикасы
e-mail: yaavad@kau.edu.sa

Студенттер, зерттеушілер мен тәжірибелі мамандар үшін ChatGPT-ді медиа зерттеуде пайдалану шындығы

Бұл мақалада ChatGPT құралын академиялық мәтінде пайдалану мүмкіндігі мен алгоритмін анықтау үшін 2023 жылдың екінші жарты жылдығында жүргізілген зерттеу нәтижелері бар. Осы бағыттың тұжырымдамасында көрсетілген сауалнамаға 249 адам қатысты.

Зерттеудің мақсаты – академиялық медиа зерттеулерде ChatGPT құралдарының сапалық және сандық сипаттамасын, қолдану әдістемесін, артықшылығы мен кемшілігін анықтау. Негізгі идея (гипотеза) ғылыми медиа зерттеулердегі ChatGPT пайдаланушылардың біліктілігі, жасы мен дағдысы арасында статистикалық маңызды байланыстың болуы, сондай-ақ адам ресурсын пайдаланбай зерттеу жүргізуде ЖИ мүмкіндігін қарастыру.

Автор ғылыми зерттеуде аталған ЖИ қолданбасының ақпараттың сапалық санаттарын, мазмұнын, ақпараттылығын, пайдалылығын, құндылығын және қолдану мүмкіндіктерін бағалаудың әмбебап әдісіне жүгінді.

Ең маңызды нәтижелер: сауалнама ChatGPT-дің академиялық медиа зерттеудегі көптеген артықшылығын көрсетті; олардың ең бастысы – ақпаратты іздеу кезінде уақыт пен күш-жігерді үнемдеу. Қатысушылардың көпшілігі ChatGPT-мен таныс екенін және онымен Интернетте жұмыс істейтінін растады. Алайда, бұл чат-ботты пайдалану медиа зерттеуін жүргізу кезінде адам ресурсын тарту қажеттілігін жояды деген пікірді қолдамайды. Түпкілікті нәтижесінде автор ғылыми мәселені шешу үшін ChatGPT пайдалану арасында айтарлықтай байланыс жоқ екенін және сауалнамаға қатысушылардың жасы мен жынысы ғылыми зерттеулерде адамның қатысуын

қа шығаруға қатысты пікірлерге әсер ететінін атап өтеді. Автор ChatGPT-ді ақпаратты, дерек-көздерді, сілтемелерді беру үшін емес, зерттеу тілін жақсарту, ақпаратты аудару және жинақтау үшін пайдалануды ұсынады.

Түйін сөздер: ChatGPT, шындық, академиялық медиа зерттеулер, тіл, аударма.

Ибаа Ахмед Эль-Тигани Авад

Университет короля Абдула Азиза, г. Джидда, Республика Судан

e-mail: iaawad@kau.edu.sa

Реальность использования ChatGPT в исследованиях медиа для студентов, ученых и практиков

Статья содержит результаты исследования, проведенного во второй половине 2023 года, по выявлению возможностей и алгоритмов использования инструментария ChatGPT в академических текстах. В концепте указанного направления была проведена выборка респондентов по различным критериям, анкетирование охватило 249 человек.

Цель исследования – определить качественные и количественные характеристики инструментария, методологии применения, преимущества и недостатки ChatGPT в академических исследованиях медиа. Основная идея (гипотеза) – существование статистически значимой взаимосвязи между квалификацией, возрастом и намерениями пользователей ChatGPT в научных исследованиях медиа, а также рамочное изучение возможностей ИИ в проведении исследований без применения человеческих ресурсов.

Автор обратился к универсальным методам оценки качественных категорий информации, содержания, информативности, полезности, ценности и возможностей применения названного приложения ИИ в научных исследованиях.

Наиболее важные выводы: опрос показал множество преимуществ ChatGPT при проведении академических медиаисследований; самые важные из них – экономия времени и сил при поиске информации. Большинство участников подтвердили, что знакомы с ChatGPT, работают с ним в Интернете, но, не поддерживают мнение о том, что использование данного чат-бота избавит от необходимости привлечения человеческих ресурсов при проведении медиаисследований. В итоговых результатах автор отмечает, что не существует значимой связи между использованием ChatGPT для решения научных проблем, а возраст и пол участников опроса влияют на мнение относительно отказа от человеческого присутствия в научном исследовании. Автор рекомендует использовать ChatGPT для улучшения языка исследования, перевода и обобщения информации, но не для предоставления информации, источников, ссылок.

Ключевые слова: ChatGPT, реальность, академические медиаисследования, язык, перевод.

Introduction

Devoting technology to help humans in daily tasks is no longer far from people, as the machine has become a partner in this, many applications have come in various fields, including media and scientific research. The emergence of inventions in the recent past was slow, but with the beginning of the third millennium, their appearance has become accelerating. Surprisingly, securing pace with the speed of the times, and as soon as an invention or application appears and there is not enough time to learn about it or apply it, another one appears, not with a long time separating them, just as multiple inventions and applications are announced at the same time or simultaneously with each other. ChatGPT application was launched in November 2022. It is one of the applications of artificial intelligence. The ChatGPT allows the pre-training of a robot to process information and data and present it to humans upon request in an organized manner. It can answer

questions that come to it from users, following their accuracy. Hence, users are keen to determine the information they want and can modify it to become more accurate. It is also used to produce audio and audio-visual clips.

The ChatGPT, Chat Generative Pre-Trained Transformer, is a large language model-based chatbot developed by Open AI that enables users to refine and steer a conversation towards a desired length, format, style, level of detail, and language. Successive prompts and replies, known as prompt engineering, are considered at each conversation stage as a context (Kevin, 2023).

The use of the ChatGPT in the media is in processing, translating, and presenting these texts. In academic research and contributing to its preparation, it can only be useful in the case of assistance and not complete reliance on it. However, voices have been raised opposing this application, justifying that the ChatGPT leads to negligence in conducting academic research and researchers relying

on it without exerting academic efforts that live up to the human mind. Conduct pseudo-research that is useless when applying its findings and presenting its recommendations to solve the research problems facing any field, including the media (Lock, 2023)

This research aims to identify whether the usage of the GPT chat application in academic research achieves accuracy for researchers and brings feasibility to humans by benefiting from the research findings and recommendations to identify the advantages and disadvantages of using this application in media studies. The electronic survey has been conducted on the available sample members who had prior experience with this application, which is considered modern, and the number of those who used it was small (Solso, 1995).

The problem of the study

Problem-solving is the thoughts directed toward a specific problem, performing mental activity, and arriving at specific responses that contribute to solving the problem. It is necessary to study the Chat GPT, which is one of the artificial intelligence AI, and to know the practical research benefits for users in conducting academic research, including its steps. Accordingly, the problem of this research can be identified to benefit from this application and the opinion of the study sample members as to whether their use leads to achieving benefit and feasibility. The possibility of conducting research easily, conveniently, and with high efficiency, with which one can benefit from its results and submit its recommendations to the competent authorities to solve the research problem in the place of research. In addition to the positives and negatives resulting from the application of this technology, as well as by answering the research questions posed to solve the problem and clarify the ambiguity surrounding this application due to its novelty. It is also useful to carry out this study as a starting point for academic research that enriches this field.

Relevance of the Study

Artificial Intelligence and its applications, including ChatGPT chat, which is known as a robot equipped with information in advance—have become a reality. The aspects of using AI are still shrouded in mystery due to the modernity of its application, even though Artificial Intelligence has been known since the 1950s, where it has been used in many fields, including the media, manifested in many applications that contribute to the quality of the media

and thus the product that reaches the audience in its various colors, whether traditional or electronic via the Internet. The method of using these applications is also unknown to many individuals and society, and its media and research ease life by solving research problems through this application. The relevance of the study comes from the importance of identifying the use of this application in media and academic research.

Objectives of the study:

1-Recognizing the importance of the ChatGPT and its use in researching because it is new and rarely applied

2-To be aware of the opinion of the study sample members about the extent to which they have realized the benefit of media work and the steps for conducting media. Academic research.

3-To find out whether the negatives of the ChatGPT are more than its positives in academic research.

4-To identify the pros and cons of the ChatGPT among the sample selected for the study.

5-To identify the possibility of dispensing with humans in academic research by using the Chat GPT.

Richness of the Medium

This theory can be applied to study the selection criteria set by the audience according to its degree of information richness and their level of exposure to the medium, in addition to the theory's focus on interactive forms of two-way communication between the communicator and the recipient of the message. According to theory, the medium that produces immediate echo feedback is richer.

The theory assumes that communication via computer is a rich medium. It supports simple and complex messages and is more accurate because of its presentation, audience, and interactivity. A user looking for information uses a richer medium. This theory has two assumptions:

1-Technological media provide a variety of information to clarify information ambiguity.

2- There are four criteria for measuring media richness: speed of reaction, ability to convey various signals using techniques such as multiple media, personal focus on the medium, and use of natural language (Al-Qaari, 2004).

Artificial Intelligence creates a rich environment through the ChatGPT to provide information in the form of written texts in different languages and the possibility of their translation and various animated audio and video recordings. The subject of the cur-

rent study seeks to reach results that remove ambiguity in this field, even though the Chat GPT chat in the field of providing information and scientific media research is shrouded in ambiguity and has also led to widespread controversy among media professionals and researchers and the emergence of different viewpoints between support, neutrality, and rejection, especially in academic research (Davis & Wen, 1998).

Previous Studies

1- In a study conducted by Miza Noor Rahman et al. (March 2023) on academics, researchers, and students using large language models (LLMs) such as the ChatGPT to complete their various academic and non-academic tasks, such as writing articles and various formal and informal letters, summarizing literature, and generating ideas, however, the use of the ChatGPT in the academic paper has become a controversial issue, especially since this application is recent; its impact on academic research and publishing is still being examined. The primary goal of this study is to be aware of the ChatGPT in academic research by showing a practical example with some recommendations. Data from this study has been collected by analyzing published articles, websites, blogs, and visual and digital artifacts. The findings show that the basic idea for the research, ChatGPT, can be an effective tool. However, literature reviews, citations, problem statements, research gaps, and data analysis are still challenging. Therefore, they should be careful about using ChatGPT in the research. Given the potential applications and consequences of the Chat GPT, academics should develop guidelines for the appropriate use of LLMs, especially the ChatGPT, in the publication (Oprah, 2023).

2-In a study conducted by researchers Dinesh Killa and Nathan Smith from the University of Colorado (March 2023) the ChatGPT uses artificial intelligence techniques to generate natural linguistic responses to a specific prompt or input. It has been used in various fields, from natural language processing to customer service to content creation. This study and analysis of the Chat GPT explores its origins, how it works, and its impact on different fields of study. The two researchers highlighted the advantages and disadvantages of the ChatGPT, along with its limitations and features. The effect of the ChatGPT on academics, cybersecurity, customer support, software development, careers, IT, and potential applications for researchers (Debby & Cotton, 2023).

3- A study conducted by Emmanuel Oprah (January 2023) on introducing artificial intelligence into the field of education and using information and communications technologies as a tool to improve teaching and learning. Expert systems and machine intelligence have the potential to revolutionize education by providing personalized learning experiences, automating repetitive tasks, and allowing teachers to focus on more important tasks and offer individual attention to students. It is used in education, including adaptive learning systems that may change the complexity of content depending on student performance. This research evaluates the literature on the educational impacts of artificial intelligence. By assessing the capability of ChatGPT, the study evaluates the capabilities and limitations of ChatGPT for applying Open AI to teaching, learning, and research. The results indicated that ChatGPT provides a fast and immediate response to search queries and produces an automated text that resembles a chat response. The article also highlighted difficulties encountered, like lack of citations and references. The researcher suggested recommendations, including verification before adoption and referring to the responses provided by the ChatGPT (Kuraku & Samaah, etc., 2023).

4- A study conducted by Debbie Cotton (March 2023) on the use of Artificial Intelligence in academics is a hot issue in education. ChatGPT is an artificial intelligence tool that offers a range of benefits, including increased student engagement, collaboration, and accessibility. However, it also raises concerns about academic honesty and plagiarism. This paper examines the opportunities and challenges of using ChatGPT in higher education and discusses the potential risks and rewards of the tools. The paper also examines the difficulties of detecting and preventing academic dishonesty and suggests strategies universities adopt to ensure the ethical and responsible use of the tools. These strategies include developing policies and procedures, providing training and support, and using various methods to detect and prevent fraud. The paper shows that while the usage of AI in higher education presents opportunities and challenges, universities can address this concern by taking a proactive and ethical approach to using these tools (Opara, 2023).

It is to be noted that the previous studies to the current study relied on a questionnaire tool distributed to virtual reality users, including watching movies and playing games.

Questions of the study

1-Does the ChatGPT realize benefits for the users?

2-How did the study sample hear about the ChatGPT application?

3-What are the applications of Chat GPT applications for conducting academic research?

4-Are there more advantages of the ChatGPT than the disadvantages?

5- What are the advantages of ChatGPT in media and research?

6- What are the negatives of applying the ChatGPT in media and research?

7-Does relying on the ChatGPT to conduct academic media research solve research problems?

8-Is it possible to dispense with humans for conducting academic media research by using the ChatGPT?

Hypotheses of the study:

1-There is a significant relationship between using the ChatGPT in academic media research and qualifications.

2-There is a statistically significant relationship between the study sample's acknowledgment that using the ChatGPT in academic research solves research problems and age.

3-There is a statistically significant relationship between the study sample's acknowledgment of the possibility of dispensing with human resources when using the ChatGPT to conduct academic media research and gender.

Frames of the study:

1-Spatial and temporal frameworks

A-Spatial framework is the place in which the study is conducted, the Kingdom of Saudi Arabia is the biggest country economically and geographically and the densest population corresponds to the geographical area occupied by the Kingdom and the balanced distribution of population and some countries in the world.

B-Time frame for the study: the period in which the study was conducted, the period in which the study was conducted, the second half of 2023.

2- Humanitarian framework: An electronic questionnaire has been distributed to members of the sample representative of the study population, who use the ChatGPT in work and academic research in the media due to their ability to answer the research questions. They represent the research population.

3- Cognitive framework: It supports human knowledge in all areas of life, including the media in general and academic research in particular, which requires accuracy to reach the desired findings based on research questions and hypotheses.

Study type and method:

This quantitative study uses the descriptive approach in its conduct, which describes a phenomenon, and the approach is a method used by the researcher to collect data and research information for the study he intends to conduct. In this study, it is possible to describe the Chat GPT as one of the applications of artificial intelligence, as this application appeared recently and had not completed a year when this study was conducted, and how to benefit from it in the field of media and academic media research, and the benefit that the sample members achieve when they use this application and its supporting applications.

Sample of the study

A representative sample of the community can be selected for the study, to represent the sample members who use the ChatGPT with its applications, numbering 249 participants, male and female, by distributing an electronic questionnaire, as the sample contained different age groups, the sample of this study is known as the sample available via the electronic questionnaire, because It is difficult to obtain it in a specific place and time and without the researcher's prior selection of the items for this sample, which is within the classifications of a non-random sample (bbcarabic.com).

Data collection tools:

A – Sources and references. The source is general and includes many areas for collecting information, while the reference is specific and attributed to a person or several people.

B – The electronic questionnaire consists of questions and topics based on research questions and hypotheses.

Terminology of study

Chat GPT

A – (A robot or program that works using artificial intelligence. It communicates with the user and answers his questions in detail. He remembers all the questions he was asked during the conversation. GPT Chat can produce human-like texts. It was trained using vast amounts of information available on the Internet ...) (<https://en.wikipedia.org/wiki/ChatGPT>).

B – (A model of artificial intelligence that simulates chat and conversations between humans and responds to questions and issues accurately and quickly. It is based on reinforcement learning technology and continuous training data. Users can

use it for free after registering with their email and phone number and entering its website...) (Ivankov, 2023).

Literature Review

Open Eye launched the ChatGPT model on November 30, 2022, in San Francisco, with a free service for users as a trial service, with the prior intention of converting to commercial activity in search of financial profit later, like any company seeking financial gain and reputation. Kindness contributes to the spread of the service that contributes to business and the provision of the service to those requesting it.

Although this model's original mission is to simulate a human speaker, it is very versatile: it can write, adjust, and debug computer programs, and compose music, plays, fairy tales, and student essays; answer test questions (sometimes, depending on the test, at a level higher than the average for human test takers); In addition to writing poetry and song lyrics, he simulated the Linux system. Simulate a full chat room and games like tic-tac-toe; and simulate ATMS. Machines. Providing data for this model includes user manual pages and information about Internet applications, programming languages, forum systems, and programming languages like Python.

This model is like many models of artificial intelligence applications that enable users to conduct conversations in many areas, including providing information and data. ChatGPT is an abbreviation for the term "generative pre-trained transformers," which spread massively within five days of its launch. More than a million people signed up to test it, according to Greg Brockman, head of Open AI. Thousands of screenshots of conversations spread on X and on other apps, with early fans talking about it with a great deal of admiration and amazement, as if it were a combination of software, supernatural superstition, science, or fantasy.

Advantages of ChatGPT:

1 – It helps in creating cohesive content and has high-quality writing in various subject areas, with the ability to write in many languages.

2 – This model prepares summaries of news stories, articles, press interviews, news analyses, investigations, opinion columns, product descriptions, and other artistic, editorial, advertising, and promotional forms.

3 – It presents problems and finds appropriate solutions, including academic research in all aspects, including scientific media research.

4 – It contributes to creating conversational robot responses that are appropriate and consistent with the questions asked across different circumstances

5 – It helps to create attractive posts and messages for communication on social networking sites

6 – It creates materials for productivity programs such as reports, emails, and other information.

7 – This model can be used to analyze big data sets, obtain information from them, and employ them in many fields, including the media and media research.

It is also used and employed in the following ways:

A – It builds a robot that conducts conversations between human users

B – It creates text based on entries, such as news articles, poems, or summaries of stories.

C – This form completes incomplete sentences or paragraphs

D – ChatGPT answers questions based on a specific context, such as answering questions about a topic or answering frequently asked questions

E – It is used to translate texts from one language into another (Ginger Software, 2023)

Disadvantages of using the ChatGPT:

1. There is a risk of plagiarism, which is unacceptable.

2. It creates fast and accurate content on simple issues, but it struggles with more complex problems.

3. Users should consider that ChatGPT is still in the first step and cannot achieve perfect results.

4. Useful for learning capability, which means that the ChatGPT sometimes generates the most accurate or appropriate responses. The lack of reliability in the content may lead to errors or misunderstandings, which may negatively impact the user experience.

5. The user needs training and fine-tuning to obtain the best results. It is time-consuming and requires higher technical expertise

6. It is open source and available, however, it requires additional resources like computing power or storage space, to work effectively and create a barrier for users.

Many educational institutions have come under scrutiny and banned its use. Researchers and creators worry about copyright infringement because its outputs are based on human-made texts. It also raises the question of whether to use the ChatGPT as an alternative to services that require human interactions like customer service representation and therapeutic counseling.

In conclusion, although there are limitations to this model, it is still one of the excellent virtual as-

sistants, as it is one of the manifestations of rapid development. It is used in the natural language understanding to handle more complex tasks, improve incremental personalization, and integrate with technologies.

Academic Writing by using the ChatGPT

There are some academic writing tools with the help of Artificial Intelligence and ChatGPT as:

1 – Ginger AI

It is a writing tool that helps in writing with confidence, correct texts, improve style, and enhance creativity. Ginger AI goes beyond spelling and grammar checks and takes sentences into account to suggest context-based corrections. It speeds up writing texts, especially emails or documents. It also contributes to reformulating texts. It can summarize texts, lengthen them, or make them more formal, direct, or creative.

It enables you to write your best in ways traditional online grammar checkers cannot. Using Ginger's Sentence Rephraser feature, sentences can be rephrased using word synonyms, antonyms, idioms, and phrases (<https://caminoagi.com/tome>).

2 – Tome AI

It is an AI-powered storytelling format that allows creators to create entire stories quickly and easily with presentations or outlines from scratch. It uses GPT-3 and DALL·E 2 models to generate text and images based on vector13. With Tome AI, you can write scripts and create entire narratives in seconds. It also writes smart titles, page numbering, and page layout. This tool helps in compelling stories quickly (<https://caminoagi.com/tome>)

3 – Writerly.AI

It is an AI-powered writing tool that helps users create high-quality, original content in less time than it takes to write by hand. It is a SaaS platform that provides no-code, AI-powered productivity tools to scale sales, marketing, e-commerce, user and product experience. Writerly.ai uses cutting-edge Natural Language Processing (NLP) technology to analyze a user's writing style and create content that matches their tone and voice. With Writerly.ai, ideas can be turned into words (<https://www.writerly.ai/>).

4 – Wordtune

Wordtune is a free AI-powered writing assistant developed by Wordtune Generative AI. It also helps in better and faster writing, allowing you to reach your professional potential. With Wordtune, you can rewrite text from a single word to an entire page, improve your writing with AI recommendations, and unleash your ideas without worrying about grammatical or spelling errors. It offers features like AI writing assistant, rewrite, AI creation, sum-

mary, and AI answers. Wordtune is trusted by leading companies. It is also used by platforms such as Google Docs, Microsoft Word, and Gmail (<https://www.wordtune.com/>).

5 – Trinka

It is an online grammar checker and AI language correction tool for academic writing. It uses patented AI technology to provide grammatical corrections. Trinka AI offers advanced grammar checking, tone and style optimization, and accurate writing tips. It can correct more than 3,000 complex grammatical errors. Trinka AI enhances writing vocabulary, tone, and syntax. It also suggests relevant corrections to the topic by learning from the best papers on all issues. Trinka AI also helps in fast writing with correct English grammar and style (<https://www.trinka.ai/>).

6 – Lex.page

Lex.page is an AI-powered word processor that combines a Google Docs-style editor with advanced AI to help you write faster, clearer, and more organized. It offers a simplified version of Google Docs with integrated AI support features including bold, italics, and headings. Lex.page uses GPT-4 to create articles, essays, and stories to help overcome writer's block. It can also summarize text and work on existing sentences. The tool is free to use (Cluska, 2023).

7 – Cognii

Cognii is a leading provider of AI-based educational technologies. Cognii Virtual Learning Assistant allows students to learn by speaking with the AI, writing answers in their own words, receiving instant assessment and learning feedback, practicing with multiple attempts until they master concepts, and accessing it anytime, anywhere. Teachers can author pedagogically rich learning assessments, reduce grading burden, gain deeper insight into student learning, personalize instruction, and improve student performance on summative exams (<https://cognii.com/>).

Machine Learning and Deep Learning

There are examples of machine learning and deep learning, they are:

1 – Perplexity AI

It is a conversational answer engine powered by AI, large language models, and search engines. It aims to provide accurate answers to complex questions, answer follow-up questions, and provide timely information. Perplexity AI shows information sources that increase the user's confidence in the information provided, obtain general answers to the queries, and a series of web links³. AI-powered search engines like Google's usage and reputation (Dhaubanjari, 2023).

2 – Originality AI

It is a content detection tool, powered by artificial intelligence, that helps its users prevent plagiarism in texts. It uses OpenAI's GPT-3.5 to carefully scan any text for authenticity by comparing it to public information sources on the web, ensuring that everything written is its author's. Originality AI is a powerful AI script generated by popular big language models like ChatGPT, GPT-4, and Bard1. It is the most accurate AI content detector that produces the fewest false positives, and it is also the only tool that accurately determines whether text comes from humans or AI after it has been paraphrased. Originality AI has advanced works such as grammar checking, tone and style improvements, and advanced writing tips1. It can correct over 3,000 complex grammatical errors, including verb-subject and pronoun disagreements, sentence structure, word choice, pronoun, article usage, and technical spelling. Native AI is professional a grammar checker and text-writing enhancement (<https://originality.ai/>).

3 – Paper Digest

It is an AI-powered solution that helps researchers quickly understand the key ideas of academic papers. It aims to reduce reading time to 3 minutes by summarizing academic articles. Paper Digest solves the problems of students who want to read more papers in less time, researchers who want to get their research done quickly, and science communicators who want to summarize research effectively. It covers several topics and offers templates and search functions (<http://www.paper-digest.com/>).

It is to be noted that ChatGPT supports searching information in the PDF model by using files or parts of them, which means that the ChatGPT makes academic research easier than it was in the near past, however, it can't be used instead of humans.

Testimonies on using ChatGPT

Omar Fadlalla noted (that some students resort to using ChatGPT to create different parts of their research theses, such as writing an introduction that explains the thesis and provides basic information about the topic and the importance of the research. ChatGPT is considered a disaster in academic research and is not recommended as a source of information. It is useful in writing and drafting, however, it is not recommended in educational research. Its impact is harmful and devastating on the levels and efforts of students in academic achievement as well as in conducting research. It is good that universities can detect theft, forgery, and deception, using Chat GPT to detect forgery, deception, and plagiarism.) (Fadlallah, 2023).

Mohammad Abdullah Al-Siddiq stated that (ChatGPT can help researchers obtain study literature by summarizing and grouping relevant academic papers. Researchers can submit a topic or research question to outline or highlight key points of the paper format, saving time and effort. The machine does not have feelings like humans and cannot think like humans because it has no thought or mind. Therefore, humans cannot be dispensed with in academic research. Its impact is harmful and devastating on the levels and efforts of students in academic achievement in conducting research) (Al-Siddiq, 2023).

Sir Ali Saad, described the ChatGPT, saying that (it is an effective tool for writing research and improving language and translation (Saad, 2023).

Faisal Kamel mentioned that he did not use it to conduct academic research in the media but rather used it for correct writing and improving the level of academic writing among students) (Kamel, 2023).

Omer Awed stated that (ChatGPT is a model that improves formal writing, documents, and academic papers. It is useful for non-native speakers. It does not provide sources of information, so it is not recommended to rely on it to obtain information or its sources, advising the researcher to write and deliver the required information and use it to improve the research writing style) (Awed, 2023).

The researcher does not depend on ChatGPT academic research conducting, because it doesn't specify the references and sources of information which is not acceptable in the research and paper writing, but it is accurate in translation (Sajjad, 2023).

It is an important tool to help the researcher, and human thought and vision cannot be dispensed with. It cannot be replaced by using artificial intelligence (AI) in general because it is rigid and does not have human feelings.

In conclusion, AI does not aim to write your thesis or paper but to enable you to optimize your time and resources as you do your research (Ali, 2023).

Data analysis

The main objective of this research is to understand the reality of using the ChatGPT in conducting media academic research, according to the sample of the study including university staff members, researchers, practitioners, and students in this field. The questionnaire has been applied to the research sample. It has been distributed to the participants, to obtain 249 valid responses from the participants. The data was treated by using SPSS.

The analysis was conducted, using statistical methods to answer the research questions and test the research hypotheses. These methods are descriptive and inferential statistical indicators, frequencies, means, Standard Deviation (SD), and correlations (Ali, 2023).

Data analysis:

This part illustrates the analysis of participants' demographic characteristics, answering the research questions, and testing research hypotheses.

- Participants demographic characteristics

The participants in this study have been described according to gender, position, age group, qualification, and the country where they live. The findings are as follows:

Table 1 – Participants demographic profile

Demographic variables	Frequency	Percent
1. Gender		
Male	148	51.4
Female	121	48.6
2. Position		
Researcher	49	19.7
Academic	123	49.4
Media practitioner	52	20.9
Student	25	10.0
3. Age group		
25- to less than 35	32	12.9
35- to less than 45	43	17.3
45- to less than 55	79	31.7
55- to less than 60	80	32.1
60 years over	15	6.0
4. Qualification		
Bachelor	113	45.4
Master	35	14.0
Doctorate	101	40.6

The above table presents the participants of this study profile, including gender, position, age, and qualification. Regarding gender, the males represent 51.4% and the females 48.6%, which are relatively equal. The respondents in the academic position have the highest participation, equal to 49.4%, while media practitioners comprised 20.9%, researchers 19.7%, and students only 10%.

According to the age profile of the participants, 32.1% are between the ages of 55 and less than 60, 31.7% are between the ages of 45 and less than 55, 17.3% are between the ages of 35 and less than 45, and 12.9% are between the ages of 25 and less than 35. However, only 6% are 60 years and older. Thus, almost all participants in the two age categories, from 45 to less than 60 years, comprised 63.8% of the total participants.

Regarding participant distribution according to qualification, the results reveal that the bachelor's degree holders comprised the majority at 45.4%, holders of a doctorate at 40.6%, and master's degree holders reached 14%.

Table 2 – Participants are distributed according to country of living

Country	Frequency	Percent
Saudi Arabia	173	69.5
Sudan	11	4.4
Turkey	11	4.4
United Arab Emanate	28	11.2
USA	9	3.6
Egypt	3	1.2
Bahrain	3	1.2
Iraq	3	1.2
Others	8	3.2
Total	249	100%

The table above shows that most of the participants, 69.5% confirmed that they live in Saudi Arabia, while 11.2% live in the UAE, 4.4% live in Sudan and Turkey, and a few live in Iraq, Bahrain, and Egypt.

Material and methods

To collect the data from the sample, the questionnaire contains questions related to the study and the demographic characteristics of the participants. The questionnaire was piloted to check its reliability and validity, and the results show that the measurement of internal consistency (Alpha Cronbach) is reaching 0.706, which is a high value supporting the reliability of the survey instrument to collect accurate data. The results are illustrated in the table below.

Table 3 – Survey tool reliability

Scale	No. of items	Cronbach's Alpha
Overall reliability	12	0.706

Questions of the study

This part solicits evidence by answering the research questions and calculating frequencies, percentages, the mean score, and standard deviations, as illustrated in the following tables:

Research Question 1, stated that (What are the main benefits of the application of ChatGPT to the user?)

Table 4 – Benefits of ChatGPT application to the user

Benefits	Frequency	Percent
Saving time when searching for information	183	73.5
Saving effort while searching for information	132	53.0
Reducing the use of paper references	75	30.1
The novelty of the information	67	26.9
The accuracy of information	44	17.7

The previous table reveals that most of the participants, with 73.5% confirm that, one of the most important benefits of ChatGPT saves time, while 53% agree that it saves effort while searching for information. Whereas 30.1% think that reduces the use of paper references, 26.9% saw that it achieved the novelty of information, whereas 17.7% of the participants believed that achieved the accuracy of information. Thus, saving time and effort are among the most important benefits of the ChatGPT.

Research Question 2, stated that (How participants know the ChatGPT?)

Table 5 – Illustrates how participants know the ChatGPT.

Options	Frequency	Percent
Friends	74	29.7
Colleagues	50	20.1
The Internet	116	46.6
Family	9	3.6
Total	249	100.0%

The previous table reveals that participants, 46.6% confirm that the ChatGPT is run by using the Internet, while 29.7% know that from friends, 20.1% from colleagues, and few know that from their families. The respondents were asked to show if the ChatGPT is available in their country. The findings are presented in the coming table:

Table 6 – Presents participants' perceptions regarding whether the application of ChatGPT, is available in their resident countries.

Options	Frequency	Percent
Yes	215	86.3
No	34	13.7
Total	249	100.0%

The above table found that most of the participants, 86.3%, confirm that the application of ChatGPT is available in their countries, while only 13.7% report that it is not yet available. Thus, most participants can use the ChatGPT to conduct media academic research.

Table 7 – Shows how participants log into ChatGPT.

Options	Frequency	Percent
The Internet	212	85.1
VPN	22	8.9
Other	15	6.0
Total	249	100.0%

The previous table reveals that most of the participants (85.1%) state that they log into the ChatGPT via the Internet, 8.9% log in via VPN, whereas few log in through other means. Thus, all users can download the ChatGPT on their laptops and log in with their usernames and passwords.

Research Question 3, stated that, (What are the applications of ChatGPT that can be used in the completion of media academic research?)

The table above shows that 31.7% of respondents believe that one of the ChatGPT applications used in the media academic research is paper digest, while 30.5% use originality.ai, whereas 25.7% use perplexity.ai. However, 6.8% used Ome.ai and few used Ginder.ai. Thus, almost all respondents confirmed that the most important applications of the

ChatGPT they used for achieving media academic research include the paper digest and Originality.ai.

Table 8 – Shows the ChatGPT usage in media research.

Options	Frequency	Percent
Preplexity.ai	64	25.7
Paper digest	79	31.7
Originality. Ai	76	30.5
Ginder.ai	13	5.2
- Ome.ai	17	6.8
Total	249	100.0%

Research Question 4, stated that (Are the disadvantages of using ChatGPT more than its advantages?)

Table 9 – Shows the participants; perceptions regarding whether the ChatGPT disadvantages are more than its advantages.

Options	Frequency	Percent	Mean	SD
Strongly agree	23	9.2	2.98	0.86
Agree	17	6.9		
Neutral	145	58.2		
Disagree	61	24.5		
Strongly disagree	3	1.2		
Total	249	100.0%		

The table below shows that more than 58% of participants report neutral perceptions regarding the disadvantages of ChatGPT are more than its advantages, while 24.5% disagree; however, 9.2 strongly agree, 6.9 agree, and just 1.2% strongly disagree. The mean score reaching 2.98 indicates that the majority neither agreed nor disagreed, that the disadvantages of the ChatGPT are more than its advantages.

Research Question 5 states, (What are the advantages of the ChatGPT in work and media academic research?). To provide statistical indicators to answer this research question, the respondents' perceptions are illustrated in the table below.

The table above reveals that one of the most important advantages of the application of ChatGPT in media academic research is the writing of research in correct academic language, as 48.6% of

the respondents reported that, whereas 41.4% confirmed the second advantage is to summarize media research information quickly. 38.2% believed that the advantage is the editing of research information correctly, while 37.8% reported that one of the advantages is to obtain accurate research information. Additionally, 29.7% thought that it is necessary to benefit from the Chat GPT in arranging media research information.

Table 10 – Shows the advantages of the ChatGPT in media research.

Advantages	Frequency	Percent
Writing academic research in the correct academic language	121	48.6%
Editing research information correctly	95	38.2%
Obtaining accurate research information	94	37.8%
Arranging media research information logically	74	29.7%
Quickly summarizing media research information	103	41.4%
Summarizing media research information efficiently	59	23.7%
Correcting media research information	47	18.9%
Creating a list of references in alphabetical order at the end of the media research.	55	22.1%
Easing informational documentation in the media search	57	22.9%
Inserting the bottom margins	35	14.1%
Translating media research information	58	23.3%
Detection of information plagiarism for media research	47	18.9%

- Research Question 6 stated that (What are the disadvantages of the ChatGPT in media academic research?)

The previous table reveals that one of the most important disadvantages of the application of ChatGPT in media academic research is that the researcher does not rely on himself in the media research, as there are about 64.3% of the total participants confirmed that. The second disadvantage of using ChatGPT is the conduct of fake media research, which is supported by 29.7% of the total population. While

28.1% reported that one of the disadvantages of using ChatGPT is the inability to detect plagiarized research information. 26.1 reported that, among these advantages are the inaccurate recommendations of studies to solve research problems.

Table 11 – Shows the disadvantages of using the ChatGPT in media research.

Disadvantages	Frequency	Percent
The researcher does not rely on himself in conducting the media research.	160	64.3%
Conducting fake media research	74	29.7%
The inability to detect plagiarized research information.	70	28.1%
The inability to prove academic plagiarism in media research	57	22.9%
Inability to identify sources of information	61	24.5%
the large amount of research confuses the researcher	55	22.1%
Doubting about the academic honesty	37	14.9%
Not reaching applicable research findings	42	16.9%
Inaccurate recommendations of studies to solve media research problems	65	26.1%
Reducing the scientific enthusiasm of the media researcher	35	14.1%

- **Research Question 7** (Can we rely on the Chat GPT application to conduct academic media research to solve media research problems?)

Table 12 – Shows the participants' perceptions regarding whether we can rely on ChatGPT to solve media research problems.

Options	Frequency	Percent	Mean	SD
Strongly agree	52	20.9	3.57	1.05
Agree	89	35.7		
Neutral	62	24.9		
Disagree	42	16.9		
Strongly disagree	4	1.6		
Total	249	100.0%		

The findings in the above table show that more than 20.9% of participants strongly agreed that they depend on ChatGPT to conduct media academic research to solve the media research problems, while 35.7% agreed, whereas 24.9% of them are neutral. On the other hand, 16.9% disagreed, whereas only 1.6% strongly disagreed. Therefore, we conclude that more than 56.6% of the participants confirmed that relying on using ChatGPT applications to conduct media scientific research can solve the problems of media research. The main value is 3.57%, indicating the positive influence of relying on Chat GPT on conducting media academic research.

Research Question 8 stated that (Is it possible to dispense with humans when using ChatGPT to conduct media research)?

To provide answers to this research question number 8, the participants' views are illustrated in the following table:

Table 13 – Shows the participants' perceptions regarding using ChatGPT will dispense with human resources to conduct media academic research.

Options	Frequency	Percent	Mean	SD
Strongly agree	28	11.2	2.99	1.15
Agree	53	21.3		
Neutral	84	33.7		
Disagree	57	22.9		
Strongly disagree	27	10.8		
Total	249	100.0%		

The table above reveals that only 10.8% of participants strongly agreed that using ChatGPT to conduct media research will dispense the role of human resources in conducting media research, while 22.9% agreed, whereas 33.7% provided neutral perceptions. 21.3% disagreed, and only 11.2% strongly disagreed. Most participants do not support using the ChatGPT dispenses with human resources in media research. The mean value is 2.99, which is good.

The respondents have been asked to provide their views regarding whether ChatGPT helps in following up citations of media studies. The findings are presented in the coming table:

Table 13 – Shows the participants’ perceptions about whether ChatGPT can help in following up citations from media studies.

Options	Frequency	Percent	Mean	SD
Strongly agree	0	0.0	3.06	0.87
Agree	98	39.4		
Neutral	71	28.5		
Disagree	77	30.9		
Strongly disagree	3	1.2		
Total	249	100.0%		

The above table confirms that 39.4% of participants agreed that the ChatGPT can help in following up citations from media studies, while 28.5% have neutral views, whereas 32.1% provide negative views. The mean value equal to 3.06 indicates that participants show different views on this concern, which is that the ChatGPT can help in following up on citations from media studies. So, there is no cut evidence to support that using the ChatGPT helps in following up the citations of media studies.

Testing Research Hypotheses

In this section the research hypotheses have been tested:

1. A statistically significant correlation between using the ChatGPT in media academic research and the qualification.
2. A statistically significant relationship between relying on the ChatGPT to solve media scientific research problems and participants’ age.
3. Significant relationship between the participants’ recognition of the possibility of dispensing with human resources when using the ChatGPT to conduct media scientific research and the participants’ gender.
4. Results of Testing Research Hypothesis 1 stated that there is a statistically significant correlation between using the ChatGPT in media research and the qualification. To test the previous hypothesis, Spearman’s correlation coefficient was run, and the results are illustrated in the following table:

Table 14 – Correlation relationship between using ChatGPT in media academic research and academic qualification.

Variables	Using ChatGPT I media research	
Academic qualification	Spearman’s correlation	P-value
	-0.105	0.10

Table 14 shows that the value of Spearman’s correlation coefficient reaches (-0.105) at the P-value is greater than the significant level (0.05). This result indicates no significant relationship between using ChatGPT in media academic research and the qualifications of researchers. That means that the qualification doesn’t affect the use of the ChatGPT in research.

Results of Testing Research Hypothesis Two stated that there is a statistically significant relationship between relying on ChatGPT to solve problems of media research and age.

To test the hypothesis, Spearman’s correlation coefficient was run, and the results are in the table below:

Table 15 – Correlation between relying on the ChatGPT to solve problems of media academic research and age group.

Variables	Relying on ChatGPT to solve problems of media research	
	Age group	Spearman’s correlation
	0.027	0.67

The results in the above table found that the value of Spearman’s correlation coefficient reaches (0.027) at the P-value greater than the significant level (0.05). Therefore, it concluded that there is no significant relationship between relying on ChatGPT to solve problems of media research and the age of researchers. This affirms that the variation of age groups has no impact on relying on ChatGPT to solve media research.

Results of Testing Research Hypothesis 3 stated that there is a statistically significant relationship between the participants’ recognition of the possibility of dispensing with human resources when using ChatGPT to conduct media academic research and their gender.

To test the above hypothesis, a Chi-Square test was run, and the result is in the table below:

The above table found that the value of the Chi-Square test reached (16.395) at the P-value less than the significant level (0.05). Therefore, it is concluded that there is a considerable relationship between human resources when using Chat GPT to conduct media academic research and the participants’ gender. This result confirms that gender affects participants’ perceptions regarding the dispense of human resources when using ChatGPT to conduct media research. The value of T-test statistics is statisti-

cally significant at the (0.01) level, which means that there is a significant difference between males and females regarding the dispense with the humans when using ChatGPT to conduct media research; considerable variations are positive to the side of the females as the mean score to them reaches (3.22) compared with the mean score to the males equal to (2.77).

Table 16 – Correlation between relying on the ChatGPT to solve problems of media academic research and age group.

Variables	The possibility to dispense with human resources when using Chat GPT to conduct media scientific research and gender	
Gender	Chi-Square test	P-value
	16.395**	0.003

***Indicated that Chi-Square is significant at the (0.01)*

Summary of findings:

Based on data analysis to provide answers to the research questions and test research hypotheses, the following findings are:

1. Although the study shows many benefits of the ChatGPT when conducting media academic research, the most important benefits are saving time and effort while searching for information.

2. Most of the participants (46.6%) confirmed that they know ChatGPT by using the Internet; most of them (86%) stated that the ChatGPT is available in the counties where they live. That means that many people can use the application to conduct media academic research. Almost all respondents confirmed that the most important applications of ChatGPT they used to achieve media research include the paper digest and Originality.ai.

3. There is no clear-cut evidence supporting that the disadvantages of using ChatGPT are more than the advantages.

4. The most important advantage of using ChatGPT in media academic research is that it is written in the correct academic language (48.6%); the second advantage is that it summarizes media research information quickly (41.4%). (38.2%) believe that editing research information correctly, while 37.8% reported that one of the advantages is accurate research information.

5. The main disadvantage of using ChatGPT in media academic research, at the top, is that the researcher doesn't rely on himself to carry out research, as 64.3% of the participants confirmed that

using ChatGPT leads to conducting fake media research, supported by 29.7% of the total participants, and 28.1% reported that one of the disadvantages of using ChatGPT is the inability to detect plagiarized research information.

6. Most of the participants do not support the opinion that the use of ChatGPT will dispense with human resources in conducting media academic research; there is no cut evidence to support that the use of ChatGPT will help in following up on citations of media studies.

7. The result of testing H1 is that there is no significant relationship between using ChatGPT in media academic research and the academic qualification of researchers. That means that qualification does not affect the usage of ChatGPT in academic media research.

8. There is no significant relationship between relying on ChatGPT to solve media academic research problems and the age group of the respondents. This result confirms that the variation of age groups does not affect relying on ChatGPT in this concern.

9. There is a significant relationship between the possibility of dispensing with humans when using ChatGPT to conduct media academic research and the participants' gender. This result confirms that gender has an impact on participants' perceptions regarding the dispense with human activity when using ChatGPT to conduct media research.

Recommendations:

1. Using ChatGPT to improve the research language, translation, and summarizing the information to save time and effort for the researcher.

2. Using ChatGPT to provide information and references and sources of information is not recommended.

3. Conducting more studies to reach the required findings, which can solve problems in media and their research.

Conclusion

ChatGPT is an application of Artificial Intelligence AI that has been innovated recently. It solves many problems in academic and formal writing for people, especially non-native speakers around the globe. It also saves time and effort for researchers in all fields; however, it can't act as a human because humans have souls, minds, and senses. It helps to achieve tasks not to dispense with humans. Many studies are needed in this field.

References

- Ali, N. (2023) Arbitration of the questionnaire. Interview
- Al-Qaari, Ali. (1998). Communication Theories: Philosophical Insights and Practical Applications. Riyadh, Al-Rushd Library.
- Al-Siddiq, M. (2023) engineer for the Arab States Broadcasting Union (ASBU), Interview.
- Awed, O. (2023). Assistant Management Information System at Notre Dame College, Leeds, UK, Interview.
- Davis, R. Wen, D. (1998). New Media and American Politics. New York: Oxford University Press.
- Fadlallah, Omar. (2023) former professor of information technology at the University of Pennsylvania and an information technology consultant in the United States, Interview.
- Kamel, F. (2023) assistant professor in media, UAE, Interview.
- Kevin, R. (2023). The Brilliance, and Weirdness of ChatGPT. The New York Times, Archived from the original.
- Lock, S. (2023). What is AI chatbot phenomenon ChatGPT and could it replace humans? .The Guardian. Archived *from the original*.
- Saad, S. (2023) Associate Professor in Media, UAE. Interview.
- Sajjad, S. (2023). Artificial Intelligence (AI) and GPT Technology Generative Pre-Trained Transformer to Enhance Research, Seminar.
- Lex.page Review – Eliminate Writers Block Using This AI Writing Assistant | Gold Penguin (PDF) CHATGPT for teaching, learning and research: prospects and challengeS (researchgate.net)
- Advanced Grammar Checker for Academic & Professional Writing – Trinka
- AI Content Checker and Plagiarism Check | GPT-4 | ChatGPT (originality.ai)
- bbscarabic.com
- ChatGPT – Wikipedia
- Cognii – Artificial Intelligence for Education and Training
- Crea presentaciones con Tome AI – Herramienta de IA gratuita | Camino AGI Writerly | AI Software Cloud for Business
- Emmanuel Chinonso Opara, etc. CHATGPT for teaching, learning and research: prospects and challenges (researchgate.net) https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4407462
- Full article: Chatting and cheating: Ensuring academic integrity in the era of ChatGPT (tandfonline.com)
- Ginger Software | English Grammar & Writing App
- How To Use Perplexity AI? A Complete Guide – The Nature Hero
- http://www.researchgate.net/publication/369539233_Study_and_Analysis_of_Chat_GPT_and_its_Impact_on_Different_Fields_of_Study
- <https://www.profolus.com/topics/advantages-and-disadvantages-of-chatgpt>
- Paper Digest (paper-digest.com)
- Wordtune: Free AI Writing Assistant | Write Better Today1

Information about the authors:

Ibaa Ahmed El-Tigani Awad, associate professor, King Abdul Aziz University (Republic of Sudan, Jeddah, email: iaawad@kau.edu.sa).

Авторлар туралы мәліметтер

Ибаа Ахмед Эль-Тигани Авад, Король Абдул Азиз университетінің доценті (Судан Республикасы, Эдда, email: iaawad@kau.edu.sa).

*Келіп түсті: 10 қыркүйек 2024 жыл
Қабылданды: 18 қараша 2024 жыл*