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In-Service English Teacher's Lived Experience in Using ChatGPT in Teaching Preparation

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Abstract

ChatGPT usage has gained popularity in education. ChatGPT is an AI that can produce human-like text and has implications for education. This study explored eight Indonesian English teachers' lived experiences in integrating ChatGPT in their teaching preparation. In-service teachers' perceptions, emotions, pedagogical activities, decision-making, and teaching transformations were explicated from their lived experiences through one-on-one in-depth interviews. The data gathered was later analyzed through transcendental framework analysis. The findings highlighted teachers' various perceptions. Some considered this AI as a useful tool to generate ideas and materials with the awareness of its limitations in human-like understanding. Further, teachers experienced both excitement and concern towards ChatGPT. The integration practice resulted in improved teaching planning among teachers while retaining the quality after thoughtful adaptations. Additionally, ChatGPT helped teachers provide a better learning approach and contextualized learning. Significantly, as ChatGPT becomes more widely accessible, further research is required to guide teachers on its wiser utilisation.

Keywords: ChatGPT utilization; In-service teacher; teaching preparation

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1. Introduction

In this disruptive era, teachers need to be well-prepared to be able to keep up and adapt to the technology evolution. Additionally, teachers are demanded to use technology in a way to improve the teaching and learning process of this era (Darius, 2022). Accordingly, today's teacher must have the ability to carry out innovative and fun learning by integrating critical thinking and problem solving, communication and collaborative skills, creativity and innovative skills, information and communication technology literacy, contextual learning skills, and information and media literacy (Kemdikbud, 2022). Besides, Law Number 14 of 2005, article 8 mandated that a teacher must be equipped with academic qualifications, competencies, teacher certificates, physical and mental wellness, and the ability to actualize the goals of the national education (Pemerintah Indonesia, 2005).

The Indonesian government mandates teachers to meet the requirement of professional teacher competences through a certification program. In detail, teacher certificate can be obtained through the in-service teacher education program. Further, The Regulation of The Minister of Education, Culture, Research, and Technology of The Republic of Indonesia Number 54 of 2002 defined in-service teacher education program known as *Profesi Guru Dalam Jabatan (PPG)* as one of the government programs held to train and prepare Bachelor or *Diploma IV* (S1 / D-IV) to obtain an educator certificate (Pemerintah Indonesia, 2022).

This program boosts teacher's readiness to face disruptions in this technological era. Digitization is bringing disruptive innovations that interrupt the established system, including the education (Purfitasari et al., 2020). Supportively, technology has led to the creation of many new concepts and ideas like virtual worlds, smart cities, big data, Internet of Things (IoT), and AI have taken centre stage in driving development in the new era (Coles, 2023). Similarly, the field of artificial intelligence has made significant advances, resulting in the development of cutting-edge technologies such as Open AI's ChatGPT (Mhlanga, 2023). Moreover, currently, the post-pandemic era has significantly impacted how technology is integrated into a bigger portion than ever in learning. Consequently, AI-powered collaborative and interactive language learning is becoming increasingly relevant in this context to enhance learning in the post-COVID-19 era (Toboula, 2023). Likewise, AI has become an unavoidable trend in modern education (Huang & Li, 2023). Importantly, this period of time might be classified as the VUCA (volatile, uncertainty, complexity, and ambiguity) era of uncertainty (Pertiwi et al., 2022). Supportively, teachers have a crucial role as the frontline in acknowledging that students are the group that is most impacted by VUCA transitions (Abu et al., 2023). Hence, teachers need to be adaptive and innovative in equipping students in this unprecedented era.

In this 21st century, traditional ways of teaching have rapidly shifted as technology is integrated into classroom. Moreover, to successfully integrate technology in classroom,

teacher must develop and master TPACK (Lim et al., 2021). The TPACK framework focuses on how the linkages between teacher content knowledge, pedagogy, and technology interact to create effective teaching (Abubakir & Alshaboul, 2023). Additionally, teachers' professional development, both in-service and pre-service, begins with being equipped with professional knowledge about the content to be taught, the pedagogy and assessment expected to enhance their students' learning outcomes, and the technology required further to integrate that in the teaching and learning process (Mishra et al., 2022).

Although the TPACK level is already good, the use of AI especially addressing ChatGPT is still hardly to be found. To compare a study reported that more than 60% of the participants had a high level of TPACK on average, still, the remaining participants had a sufficient but low level of TPACK in a vocational high school setting (Destiani et al., 2022). To ease them in teaching, the existence of Artificial Intelligence is seen as a helpful tool to address the issue. The other study shared that Gen X teachers in West Sumatra were not entirely ready to integrate technology into classroom (Sari et al., 2023). Although teachers are able to use different technologies, to use approaches in learning, and to have subject matter of knowledge, in fact, they still need improvement in technological content knowledge, pedagogical content knowledge, technological pedagogical knowledge, and technological pedagogical and content knowledge. Furthermore, another study shared that pre-service teachers had the highest level of self-confidence in pedagogy knowledge and the lowest in technological knowledge (Irwanto et al., 2022). The previous studies indicated that there is still a limited number of studies focusing on how in-service teachers utilise ChatGPT in teaching preparation to improve learning, especially TPACK.

One of the latest technologies is Artificial intelligence called ChatGPT, which eases us in many ways. ChatGPT can be defined as a leading artificial intelligence designed to provide human-like responses to text-based input (Riyaz & Salim, 2023). Besides, it was briefly explained the way ChatGPT works by inputting a query and providing a human-like response afterwards (Rathod, 2023). Further, the study also shared how ChatGPT can be utilised to enhance teaching practice such as facilitation personalised and adaptive learning, enhancing students' engagement and retention, and enhancing teacher efficiency. Accordingly, a recent study also shared a similar claim of how ChatGPT can support teachers in providing teaching resources and elevating work efficiency (Huang & Li, 2023). Due to its usefulness, it was also stated that many people have been astonished by its ability to respond to the user's input in a natural way (Iqbal et al., 2022).

To construct a strong base for this study, it is crucial to review the previous literature. To illustrate, a recent study focuses more on students' attitudes towards using ChatGPT to improve their English learning and their perceptions regarding the advantages and disadvantages of ChatGPT (Liu, 2023). Besides, a study investigated how ChatGPT has positive and negative implications for students and teachers in education (Huang & Li, 2023).

In contrast, this study wants to explore more about the teacher's lived experience in utilising ChatGPT. Ultimately, a study was also suggesting for future researchers to explore further investigation of how ChatGPT impact the language teacher through techniques such as surveys, interviews, etc (Baskara, 2023). In response to this, the researchers plan to dig deeper into teachers' lived experience utilising ChatGPT in their teaching preparation. Although some studies have discussed ChatGPT in education, a detailed investigation of in-service teachers' lived experiences has still not been conducted thoroughly. To bridge this gap, this study provides an in-depth investigation of the real-world experiences of in-service English teachers in using ChatGPT during their teaching preparation. This study also aimed to contribute to the ongoing research on the impact of technology in learning, especially in the context of in-service English teachers. Crucially, this study posed two research questions to be discussed; the first is about in-service English teachers' lived experiences in using ChatGPT for teaching preparation and the second is about how ChatGPT helps in-service teachers in teaching preparation.

2. Method

This study focused on in-service teachers' lived experience in using ChatGPT in their teaching preparation. To explore teacher's lived experiences closely, qualitative method utilising the transcendental phenomenology approach was employed. In particular, phenomenology is mainly used to look into people's lived experiences by gathering data through interactions and involving their views on specific issues (Creswell & Creswell, 2022). Accordingly, the goal of phenomenology is to have a better understanding of a phenomenon or things as they seem to appear or are experienced by other people (Farrell, 2020). Similarly, phenomenology is defined as an approach that allows researchers to dive into individuals' lived experiences in order to get a nuanced understanding of a phenomenon (Badil et al., 2023; Becker & Schad, 2022). This is in line with what is claimed by Moustakas who mentioned that first-person narratives of life experiences serve as the basis for phenomenological study (Moustakas, 1994). In addition, this method allows researchers to examine the phenomena objectively (Castro, 2023). Particularly, transcendental phenomenology is described as a scientific study of how things appear, the phenomena that we see and as they appear to be used in consciousness (Moustakas, 1994). In this method, researchers need to put aside their prejudices, preconceptions, and assumptions which known as epoche. In epoche, it is crucial to view things as a new concept we have never encountered previously (Moustakas, 1994). Additionally, prior information or experiences should not influence our judgment. Consequently, researchers "bracketed" themself out of the study to focus on the phenomenon through in-service teachers utilisation in using ChatGPT. To do so, researchers are demanded to be completely open, receptive, and naive in listening to and hearing research participant in describing their experience of the phenomenon investigated (Moustakas, 1994). Accordingly, the descriptions provided by the participants gave greater

emphasis on the transcendental phenomenological design than the ones provided by the researcher (Meihami, 2022).

The following process is transcendental phenomenological reduction. In this phase, a textural description of the meanings and essences of the phenomenon was obtained (Moustakas, 1994). In this phase, the bracketing process was utilized to focus on the topic. Next, every statement is initially treated as having equal value. Later, irrelevant, overlapping and repetitive statements about the topic are omitted (Moustakas, 1994). The following step is clustering the horizons into themes and organizing the horizons and themes into a coherent textural description of the phenomenon (Moustakas, 1994).

The third step after transcendental reduction is imaginative variation. The aim of this phase is to obtain structural themes from the previous textural descriptions that have been drawn (Moustakas, 1994). Lastly, the structural essences of the imaginative variation are then integrated with the textural essences of the transcendental-phenomenological reduction in order to arrive at a textural-structural synthesis of meanings and essences of the phenomenon or experience being investigated (Moustakas, 1994). In practice, the researcher then developed a textural description of teachers' lived experiences concerning their utilisation of ChatGPT in teaching preparation and a structural description of these teachers' experiences and how ChatGPT helps in-service teachers in teaching preparation. Finally, the researcher combined structural and textual descriptions to obtain the overall experiences of the in-service teachers.

The data was drawn from eight in-service teachers who utilised ChatGPT in their teaching preparation by using criterion sampling. These eight in-service teachers were chosen by the researchers because they met the following criteria: an in-service teacher who has experience in using ChatGPT; and has experienced utilising ChatGPT in teaching preparation. To ensure the ethical research practice with participants, the researchers have obtained consent from participant before conducting the interview. Additionally, participants are also informed that their cindidentiality would be maintained. In collecting data, the researchers utilize in-depth interviews as the major data source. To obtain a deep understanding of teachers' lived experience, the researchers used open-ended questions. This technique allowed participants to express and describe their ideas better, including feelings, attitudes, beliefs, intentions, and actions. To ensure the credibility of the data, the researchers completed member checking and asked the respondents to review and evaluate transcript results. This process enabled participants to check, modify or clarify important details in the transcripts (Ulla et al., 2023).

The first step began with repeatedly listening to recordings before and after the transcribing process. Secondly, researchers began to organise data through coding. In particular, the coding process was developed and refined as the researchers proceeded through the coding process. For example, while the new code was generated, the previous codes were inevitably deleted, separated, or merged with other codes. After the coding

process was completed, themes emerged. Related codes were grouped as a theme. Further, the themes were reviewed and modified whenever needed. Data analysis also be evaluated by an expert professor to guarantee the themes' validity and prevent misinterpretation based on the data gathered. When refined themes were drawn, the researchers started to define them. Lastly, the results were reported in a well-written format.

3. Findings and Discussion

This section focuses on the data results and findings of this study, which was done on eight in-service teachers using qualitative method. The data was obtained through in-depth interviews to obtain authentic and real responses from their lived experiences utilising ChatGPT in teaching preparation. The eight in-service data later be transcribed and analyzed with thematic analysis. The result later be grouped into five themes as follows: 1) teachers' perception of ChatGPT's utility, 2) emotional complexity in technology integration, 3) multifaceted motivations and intentions, 4) decision-making dynamics in AI integration, and 5) adaptive pedagogy and teaching transformation. In detail, in-service teachers English teachers' live experiences explores about their perception after utilising ChatGPT. Further, the way on teachers' utilize ChatGPT is reflected on their emotional complexity, motivations and intentions, decision making process and their transformation and adaptation process.

3.1 Teachers' perception of ChatGPT's utility

Findings showed that in-service teachers had various perceptions of ChatGPT's usefulness. ChatGPT is seen as a beneficial tool to provide teachers with a broad collection of educational resources as well as creating engaging educational materials (Riyaz & Salim, 2023). On top of that, all of in-service teachers also expressed how ChatGPT saved their time in teaching preparation. Besides, they also shared that they had peer collaboration to discuss and exchange ideas from materials developed with ChatGPT. The discussion includes the best way to adapt ChatGPT's answer and apply it in the classroom. From in-service teachers' utilisation, many stated that they obtained positive. As teachers shared:

> So, when we know the ChatGPT, we save time in making teaching requirements, creating exams, and making eum... activities in learning. (P1)
>
> From the beginning, just like what I said earlier, linking the material to their daily lives, we use ChatGPT a lot. Looking for ideas sometimes we get stuck. (P6)
>
> So, I was a bit confused about how HOTS and TPACK, ChatGPT helped. Luckily, it worked too. (P3)
>
> The preparation with ChatGPT is quicker. Then for ideas, it's also easier..because right now, if we still use the traditional way, it might take one day and one night. (P4)

Equally important, in-service teachers were also critically aware of ChatGPT's limitations. To mention, teachers also expressed that ChatGPT's output lacks human emotion as an AI. For instance, on participant noted down that ChatGPT can not respond to prompt that involved feelings and emotions. In contrast, in-service teachers have the ability to empathize, relate, and give emotional support that could be lacking from AI technology (Riyaz & Salim, 2023). This awareness emphasized the notion that, even though ChatGPT might be a useful tool, human aspect in teaching cannot be entirely replaced. As some in-service teachers expressed:

> Because it's a machine...man-made, it doesn't have emotion, it doesn't have emotions. Sometimes the words are too rigid so I have to edit it first. (P5)

> Yes. Then the next one is eeumm... sometimes for ChatGPT it can't answer about a feeling. (P1)

Further, most of the in-service teachers also expressed their positive expectations of future usage of ChatGPT. As ChatGPT is undeniably gaining popularity of the ability to respond to a more conversational communication than humans (Javaid et al., 2023), in-service teachers also agreed that the number of ChatGPT users will increase significantly in a very short time. Yet, one in-service teacher claimed that if there is a more powerful AI that surpasses ChatGPT, many will switch to other AI.

> I think, in the future, ChatGPT will definitely be used more often and more than..from now on. (P2)

> In the future, they will probably use ChatGPT, and that's if ChatGPT has no competitors. Maybe in the next 1 year there will be a rival ChatGPT that is more powerful. But for now nothing is beating ChatGPT at the moment. (P5)

3.2 Emotional complexity in technology integration

This section investigated the complex feelings of in-service teachers in integrating technology into their teaching. It was found that many of in-service teachers showed positive feedback after utilising ChatGPT. The majority of in-service teachers expressed excitement and interest after knowing ChatGPT can enhance teaching materials and lesson plan quality. Some of them highlighted that ChatGPT is dependable in providing complete and thorough information in terms of assisting them making teaching syntax. Moreover, they were suggested to have better teaching delivery. Additionally, many also stated that they felt reassured after using ChatGPT. The other positive response was that the teacher became more diligent in creating exams and relied more on ChatGPT. As a result, many in-service teachers expressed that they still use ChatGPT regularly even after the in-service program has ended.

> When I first found out about this ChatGPT, just trying it out... I was amazed. Because this is more than Google. That is.., yes. Especially when we are working on something,

> and we have difficult. So, I tried to ask ChatGPT and turns out it was so helpful. The thing is, ChatGPT is very helpful. (P2)
>
> Since using ChatGPT. I often...maybe too addicted. Maybe because of...maybe because it was easy to use and then there was a lot of information that was beyond my expectations. I also often even more diligently make exam questions with ChatGPT. (P5)

On the opposite, in-service teachers also expressed concerns about the effect of overreliance. They perceived that overreliance could diminish creativity and critical thinking abilities. Supportively, it was stated that ChatGPT users must consider AI as a supplementary tool instead of a main source that we should rely on (Liu, 2023). Consequently, some of them also mentioned that they limit their usage by developing their original ideas first and then exploring ChatGPT if needed and using the answers as additional sources.

> Yes, so if we make it ourselves, we are a bit less confident. Yes, we're not sure whether the sentences we made are true or not. So, we ask ChatGPT. In terms of creativity, in making sentences, and making text, we feel inferior to ChatGPT. (P6)
>
> ChatGPT should be used by people who really need it, not for cheating, not for like..what is it..anyway it's a bit risky for the future..it can cause laziness of thinking too actually. When you're a little stuck, you don't want to think too hard, so you just ask ChatGPT, right? So…yes, it can cause lack of innovation from each individual is afraid that's what I said. (P3)
>
> If we consider that it is not too difficult, I do not think it is necessary to rely too much on ChatGPT. So, I first look at the material, if it's a bit difficult, a bit stuck, ah, you can add it with ChatGPT, with ideas from ChatGPT. That is from my experience. (P3)

3.3 Multifaceted motivations and intentions

Each in-service teacher has their own reasoning that drives them to use ChatGPT. Some users have their own intentions like exploring materials they have not mastered, developing HOTS materials, and seeking confirmation. Supportively, it was stated how HOTS learning materials could evoke students' motivation and creativity (Umam et al., 2023). Besides, many in-service teachers also confirmed that they use ChatGPT due to time limitations to complete their tasks. Relatedly, in-service teachers also wanted to develop more interesting, personalized lessons for students.

> Eemm, the benefit is that, when we have developed a topic, we randomly browse, go to ChatGPT, and there will be ideas that pop up. So sometimes we want to make HOTS questions, but sometimes it's quite difficult. how are HOTS questions? Later we try to find out about HOTS questions, and after that oh... we have an idea, later we can make

> deeper questions so that we can provide ee... what is it? Eee... learning materials that are HOTS to students. (P1)
>
> Well, in the in-service program, there are many assignments, yes. in the in-service program, assignments are given with very limited time, so we are after deadlines on the LMS. With ChatGPT, it gave me inspiration, ideas to use it. Finally, if you can say it was forced because of the situation, yes indeed. because inevitably how can we get our work done quickly, well, use ChatGPT. (P7)
>
> For example, there is this material, for example, material about congratulation. For example, what does HOTS for students looks like? So maybe we search in ChatGPT about the materials, just for fun, randomly, what can be interesting for students in terms of, the congratulation following current trends, so like that. (P4)

3.4 Decision-making dynamics in AI integration

In integrating ChatGPT, in-service teachers often shared some considerations that they wanted to highlight. After their utilisation, in-service teachers mentioned that there are some drawbacks which affect their judgment before collaborating with ChatGPT. At the same time, in-service teachers also suggested ways to overcome drawbacks that they encountered. The majority of in-service teachers realized that prompt creation would affect the expected answer given by ChatGPT. In this case, in-service teachers understood that prompt creation affects the desired answer:

3.4.1 Prompt issue

> The problem is that when the ChatGPT is given an order that is not thorough, not detailed, the answer will also be not comprehensive.... So it must be detailed. (P1)
>
> ChatGPT is too formal, too rigid, sticking too much on standardized words, and sometimes the language is too lengthy. (P5)
>
> In the beginning, it was because I didn't really understand how to type the question, so that the answer would be suitable, in the beginning. (P6)

The process of making prompts may require some attempts before producing satisfactory outcomes. This can be accomplished by repeating the process and modifying prompts in accordance with particular requirements (Mollick & Mollick, 2023). From in-service teachers' responses, it can be concluded that the less comprehensive the prompt request, ChatGPT will provide a more general answer for users. Thus, many in-service teachers mentioned the importance of putting extra detail into each diction or keyword that inserted in questioning ChatGPT. Knowing so, in-service teachers also shared some lessons learned to overcome the challenge.

> If my suggestion is, uhm... when we ask on ChatGPT, uhm, yes sorry... when we want to use ChatGPT, please give detailed questions. For example, please make a lesson plan for grade 10 for example. It would be better if we mention for a vocational school, what kind of material, then the hour ... the duration is… in how many minutes, then the activities, what activities are there. So, it will be more detailed when using ChatGPT. So that ChatGPT gives the expected answer too. (P1)

> So I rephrase the question a little bit different, or I reload it. Because the question is like related from above, right? I think there is already a bit of an error. ChatGPT is confused with my question, so I reload it. Start from the beginning again. I also changed the question and it was more in line with what I wanted. (P3)

> Yes, the focus is on the question again, more specific, more precise, more concise, more detailed like that. (P4)

> Usually, make it simple. Make it simpler for intermediate or beginners. (P7)

This finding appeared to indicate that in-service teachers found some ways to cope with their challenges in creating prompts. Many of them highlighted the importance of mentioning every detail of information that relates to the expected answer with careful selection of diction. Besides, it is also crucial to rephrase or simplify the questions bit by bit whenever the given answer is not approaching expectations.

3.4.2 Rigidness and less humanised answer

During the utilisation, several in-service teachers found that ChatGPT's results sound rigid and less humanised. Thus, in this context, it is crucial to adapt and personalise the given results by ChatGPT. Supportively, it was mentioned that ChatGPT provides customizable learning resources according to the proficiency level of each learner (Huang & Li, 2023). It is also believed that in-service teachers need to put more effort into contextualising answers in order to produce suitable results based on their preferences and needs. The adaptations include altering results based on students' level, applicability, and combining them with other sources.

> Sometimes the words are too formal, so I have to edit them first. Sometimes the words are too wordy, and details are lengthy. Therefore, sometimes I cut it. We can't just copy and paste, we can't just copy and paste because then it won't be relevant. So when I use ChatGPT to make it more humanized, I also need to adjust it. I need to edit first. Maybe the challenge is like that, too rigid and too formal. (P5)

> There are answers that are too complex to be applied in class, so that's a bit hard. Therefore, I need to change it and find something that suits my needs.(P3)

> For example, yesterday, because I taught elementary school, it turned out that the students' ability in "speaking" was still low. So I adapted it with... a little bit of

> Indonesian. so it's like mixed bilingual, not full English. Adjusting to their low speaking ability, maybe only with one or two words or one phrase. (P8)

> Oh, maybe we use the ChatGPT for the activities, what activities we can do in the classroom, then later when we are in class, we still need to adjust it to the needs of the students, like that. So it doesn't... for example, the scenario doesn't have to be exactly the same as ChatGPT, but we can change it with the conditions and characteristics of the students at that time. (P1)

3.4.3 Plagiarism

Regarding plagiarism, the majority of in-service educators expressed concern. In particular, some in-service teachers highlight the importance of adapting results obtained from ChatGPT to avoid plagiarism. They perceived that plagiarism should not be done by teachers which can affect the contextuality of learning performed. Supportively, contextualized learning materials help students to grasp information better (Van Den Berg & Du Plessis, 2023).

> It goes back to the individual. Yes, for example, if you copy and paste, it is not necessarily in accordance with the condition or situation in the school environment. In my opinion, we should first filter whether it is suitable, then it's okay. If it is already suitable, then it's okay. But for example, it needs adjustment, it needs adaptation, either something is reduced or maybe there are additions and so on. That needs to be adapted. (P8)

> For plagiarism, yes...we shouldn't just copy it. Indeed, we have to adjust it again, we have to..ee... there are some that we have to edit again, using our own words. (P6)

As they mention the concern of teacher plagiarism, the majority of in-service teachers also agreed on how they still limit students on having the access to ChatGPT without guidance on how to use it wisely. Similarly, the use of ChatGPT carries some risks, such as the possibility of plagiarism and cheating as well as the potential to interrupt or distract from traditional learning contexts (Iqbal et al., 2022). They even mentioned even if students use ChatGPT, they would test them with oral tests to crosscheck whether they only copy the AI work or criticise it beforehand.

3.5 Adaptive pedagogy and teaching transformation

The integration of AI has led many teachers to shift their teaching approaches to be more student-centred, contextual, and engaging. In-service teachers often adapt their lessons to match to their students' level and interest. Some of them highlighted that they shifted to a more student-centred approach rather than teacher-centred which was more boring and monotone. This is aligned with the claim that in this disruptive era, student-centred learning is way more preferable compared to teacher-centered learning (Erfiati & Lailatussaadah, 2022). Moreover, in-service teachers also use more innovative learning methods like

problem-based learning and task-based. Similarly, the same claim also mentioned problem-based learning as one of the most suitable learning method that is suitable in this 21st-century era (Erfiati & Lailatussaadah, 2022). Further, it was mentioned that innovative learning method like problem-based learning promotes cooperation, flexibility, and engaging learning experiences. As some in-service teachers pointed out:

> Before using ChatGPT, I used to teach, it was just me who was talking all the time. So it was more teacher-centered. But when we know ChatGPT, we have started to shift to student centered. So, we pose problems to students, students think creatively. (P1)
>
> Yes, improved... Improved than I did before. Especially after PPG, I got a lot of knowledge, yes...how to teach, what methods to use so that students are more interested. Then it was added with the support from ChatGPT. So luckily so far ... These few months after using ChatGPT, after participating in the in-service program, ee... my learning ... Eee ... The learning that I give to students has improved, luckily. (P2)
>
> Um, so learning activities are not monotonous. The students also become happier, more motivated to be more active. So if we usually use the lecture method...the use of media is only using videos or games not too often because of signal issues, children's device issues too. Mostly just displaying videos. But for ideas, ChatGPT is very helpful, like yesterday I did PPG to teach writing. So I was a bit confused about how to do HOTS and TPACK, ChatGPT helped. (P3)

As a result, most of the in-service teachers shared that class engagement was improved. Accordingly, with the help of ChatGPT, students can work collaboratively to solve problems and achieves goals with creative distinct scenarios (Baidoo-Anu & Ansah, 2023). Additionally, the final materials in teaching were becoming elevated in terms of quality because it was equipped with HOTS aspects. Consequently, students can understand better during learning. As a result, their final outcome also levelled up compared to before.

> But if we make the command using ChatGPT, please make an example of an announcement task that contains HOTS elements, ChatGPT will make it, then we will adapt it, it will make students think creatively (P1)
>
> The students' responses were more interesting, more motivated. At first, the students were confused because before the in-service program, it was not like this…It is not like this, traditionally using like book or something ... Afterwards, students asked about the next meeting excitedly, what is the activity? (P4)
>
> Yes, it has changed a lot from being teacher centered. Now through ChatGPT, there are many ideas that I discovered from ChatGPT. So yes, it has really changed my learning method in class. (P6)

> So if I'm going to teach the next day, in the evening I open ChatGPT, what questions should I ask for tomorrow, so that students are interested? What activities? That's the thing usually, in nutshell it is useful. (P7)

3.6 Emergent Findings

The data analysis revealed additional findings. First, some teachers noted difficulties in using ChatGPT due to poor internet connectivity, especially in remote areas. Second, support from the government was also expected as in-service teachers were passionate about learning and adapting to technology development in order to improve the quality of teaching. In this context, some in-service teachers mentioned that they would be enthusiastic to integrate technology, especially ChatGPT in a positive way to their teaching. Above that, based on the data collected, in-service teachers mentioned that there are still many teachers who have limited knowledge about the existence of ChatGPT. Consequently, many in-service teachers expect the government to provide formal training for teachers to make use of ChatGPT and provide premium accounts to help teachers maximise their teaching preparation utilising ChatGPT. Third, some in-service teachers also expressed their expectations for ChatGPT to upgrade their features. Particularly, many of them mentioned on how ChatGPT can add their input and output format into visual in the form of picture of video, not limited only to text.

This research provides valuable insight into the future of language teaching, demonstrating the vast potential of ChatGPT in teacher's teaching preparation. It reveals that Indonesian in-service English teachers are utilising ChatGPT to enhance their teaching in cautious and thoughtful way. Nevertheless, to fully harness the benefits of ChatGPT in teaching and learning, it is essential to address access issues, mitigate the risks of overreliance, and provide adequate training to ensure that ChatGPT aligns with user needs. With appropriate support and guidance, teachers can achieve positive educational outcomes through the use of ChatGPT. Additionally, the result also shed the light on making use of AI in th erapidly developing field of technology development. By embracing AI technology, educators can revolutionize traditional teaching approaches and leverage automated feedback, personalized learning experiences, and comprehensive resources to enhance student engagement better.

4. Conclusion

ChatGPT invention is the beginning of AI technology advancement that can influence today's education. This study explored in-service teachers English teachers utilising ChatGPT in their teaching preparation. The findings revealed ChatGPT integration provided beneficial usefulness such as producing more tailored teaching materials, elevating teachers' readiness, performance, and professionalism in teaching and transforming teaching methods. Oppositely, limitations in ChatGPT usage such as prompt issues, rigidness and less humanised answers, along with plagiarism concerns were also highlighted.

In addressing the lived experiences, in-service teachers claimed their beliefs on using ChatGPT as a dependable supplementary source in the teaching preparation process. The majority of in-service teachers also shared their way of coping with the drawbacks of ChatGPT by adapting and contextualizing ChatGPT's results. Therefore, it is crucial for in-service teachers to personalise and modify given results by ChatGPT by at the same time considering students' needs, applicability, and combination with other sources. Since this study only explore in-service teachers' lived experiences, future studies should investigate deeper on combining teachers' and students' lived experiences in using ChatGPT for education. Additionally, future researchers are also encouraged to explore more deeply on comparing traditional pedagogical approaches before and after ChatGPT integration could also provide additional insights.

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