



THE USAGE AND GRATIFICATION OF AI ON THE DEVELOPMENT OF
COMMUNICATION SKILLS: A CASE STUDY ON CHATGPT AMONG FCI
UNDERGRADUATES IN UTAR

AGNES HO SEET YAW

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
BACHELOR OF CORPORATE COMMUNICATION (HONS)
FACULTY OF CREATIVE INDUSTRIES
UNIVERSITI TUNKU ABDUL RAHMAN

MAY 2025

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DECLARATION

I declare that the material contained in this paper is the result of my work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Date : 13 May 2025

APPROVAL FORM

This research paper attached hereto, entitled “The Usage and Gratification of AI on the Development of Communication Skills: A Case Study on ChatGPT among FCI Undergraduates in UTAR” prepared and submitted by Agnes Ho Seet Yaw in partial fulfillment of the requirements for the Bachelor of Corporate Communication (Hons) is hereby accepted.



Supervisor,

Ms. Jullian Khor Gee Khing

Date: 13 May 2025

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ABSTRACT

The rapid rise of artificial intelligence (AI) tools such as ChatGPT has been introduced in the education field, particularly in communication skill development among university undergraduates. This study, *The Usage and Gratification of AI on the Development of Communication Skills: a Case Study on ChatGPT among Faculty of Creative Industry (FCI) Undergraduates in University Tunku Abdul Rahman (UTAR)*, examines how ChatGPT as an AI tool is used by undergraduates and affects the development of their communication skills. The objectives of this study are guided by Uses and Gratification Theory, which are: (1) to study the usage of ChatGPT on the development of communication skills among FCI undergraduates; (2) to study the ways ChatGPT gratifies FCI undergraduates in the aspect of communication skills development. This study adopted quantitative research, involving 102 FCI undergraduates as purposive sampling. The data is collected through an online survey questionnaire. The findings reveal that ChatGPT enhances students' writing and speaking skills by providing information and interpreting complex topics. In addition, the findings also show that ChatGPT fulfils the five needs mentioned in the Uses and Gratification theory. This study concludes that ChatGPT as an AI tool fulfils an important role in the development of communication skills.

Keywords: ChatGPT, Uses and Gratification Theory, communication skills, Artificial Intelligence, undergraduates.

CHAPTER 1: INTRODUCTION

1.1 Artificial Intelligence (AI)

Artificial Intelligence (AI) is a computer programme that stimulates human thinking and brings more creativity to humans. It plays a role that can greatly help humans in learning and working. When completing daily tasks, AI helps humans complete those repetitive and boring tasks. While the concept of a computer can think like a human was realized since long time ago, humans make it realistic now.

Nowadays, the youths often use AI as a way to navigate their everyday lives. Whether it is a difficulty in life or a struggle encountered at work, AI can provide them with a few solutions in different aspects. In this case, who should be credited for the invention of AI? Two great people, Alan Turing and John McCarthy. Turing is called the ‘father of AI’ as he introduced the Turing Test in 1950 (2U Wordpress, 2023). It was a test that focused on whether or not computers can think like humans and explained the differences between humans and AI. Although Alan Turing named the test by his name, the public usually takes John McCarthy as the inventor of AI. This is because McCarthy is the one who created the word “Artificial Intelligence”. The Dartmouth Summer AI Research Project which was organized in 1956 became the foundation base for the development of AI theory. Since then, AI has been used by many organizations. AI contributed to the development of many other technologies which used by today. For instance, recommendation systems. AI can calculate and predict what a user might be interested in based on the big data and the type of content they usually watch. Examples include Shopee's recommended products to buy and YouTube's video recommendations. Other technologies that have evolved from AI include navigation systems, facial recognition, and autonomous driving systems. All of these technologies have undoubtedly brought great convenience to humans.

1.1.1 Turing Test

Before AI was officially launched, the Turing test was conducted. The Turing test is an experiment proposed by Alan Turing in 1950. At first, it was called “the imitation game” and was used to measure computers' ability to communicate like humans (Coursera Staff, 2024). People assumed it was a useful tool to study computers' interaction with human and their capabilities. The Turing test was called “the imitation game” because it was designed in a way which the questioners do not know whether they were talking to a computer or a human. If the computer was able to answer the questioners and make them believe that they were talking to a human, meaning that it was demonstrating human intelligence.

The Turing test is evaluated by a few standards such as creativity, ethics, language use, and empathy. Before the test starts, questioners should have conversations with a computer and human respectively to make sure they don't know which one is answering their questions. This step can ensure that there is no bias leading to an inaccurate result. Then, the test can start with questioners asking the same questions with the same tone to the computer and human. After collecting the responses, the questioners may evaluate the results. If the questioners are unable to differentiate if the responses come from the computer or human, means the computer passes the test.

1.2 Types of AI

With the advancement of AI technology, it is even more important for humans as everyday users to understand AI. Generally, AI is divided into two types, weak AI and strong AI. Weak AI is basically a software that has been well programmed. When receiving instructions, it will only repeat the installed programme and repeat its function. Weak AI focuses specifically on simulating or duplicating functions and is therefore particularly suited

to repetitive tasks. According to Martinez, R. (2019), weak AI can be described as a simulation of decision-making.

Although, like weak AI, it operates on the basis of programs that have been installed, strong AI attempts to produce the same thoughts as humans, to understand and empathize with human (Flowers, J. C., 2019). In 1958, AI was used to develop chess programmes. Its programmes calculate the best possible outcome and move according to an algorithm. It is like a human playing chess, “thinking” about which move to make to achieve the best result before making each move. Therefore, this type of AI is more of a strong AI. It imitates human intelligence, “thinking” about the moves it should make.

Based on the above description, we can distinguish between weak AI and strong AI. Weak AI is a functional tool that can be used to explain a situation or problem, while strong AI is a tool that can be used to understand humans from their point of view. Therefore, we can call strong AI ‘having a mind’.

1.3 Benefits of AI

From the time it was invented until now, AI has undoubtedly been used as a right-hand man. It just depends on how humans apply it. Using correctly and with clear instructions can make AI a great help at work.

One of the benefits of using AI is that it can greatly reduce errors. AI is generally performed by a program that is set up so that accuracy is increased. Before providing an answer, the AI goes about projecting the answer from previously gathered information and specific algorithms. For example, a computer will answer basic customer questions and further analyze data to make the next prediction. They can use this big data to surmise what customers are interested in, which in turn speeds up their search experience.

In addition to reducing errors, AI can work tirelessly without the need for rest. The

average working hours of humans are generally 8 hours, and they also need to have their work-life balance with their rest time. Unlike humans, AI doesn't need to take breaks. They can complete their work

Without any interruptions, handle multiple tasks at once, and help humans manage repetitive tasks efficiently. This assistance provided by AI can also help organizations scale up their operations. While AI takes care of the menial and boring repetitive tasks, other staff within the organization can focus on more complex things that require a human to complete.

1.4 ChatGPT

Even though research on AI has been practiced since 1950, there are not many artificial intelligences invented today that are mature enough to talk like a human, and ChatGPT is one of them. In terms of the types and benefits of AI defined above, there is no doubt that ChatGPT is a strong AI. ChatGPT, "Chat Generative Pre-trained Transformer," was released on 30 November 2022 by OpenAI, a company from the America (An et al., 2023). As a strong AI, ChatGPT is currently the most advanced and frequently used AI tool available (AIAfnan et al., 2023).

Since ChatGPT is a model which collects and uses a lot of data such as words used by humans on the Internet, it can generate human-speaking replies that make the user feel as if they were having a conversation with a human (An et al., 2023). Users can ask deeper questions about its responses or reject the responses it generates. Its users can even ask it to regenerate responses until they get an answer they are satisfied with.

According to BATUBARA et al. (2024), the rapid development in Artificial Intelligence field has brought a great advancement in the technology of natural language. As mentioned above, ChatGPT captures the way humans speak in big data and understands human language. The result is that it can answer the users' questions and successfully engage

in conversations. It produces impressive responses that are increasingly alike human in their communication (Das et al., 2023; Temsah et al., 2023). With such a variety of performances, university students are compelled to believe that ChatGPT can help them in enhancing their communication skills.

1.5 Communication Skills

In general terms, communication is a process of exchanging information. People provide information, either verbally or non-verbally, and the other person receives the information by listening to and interpreting the other person, and then giving his or her opinion, thus completing an exchange of information. Communication also involves the exchange of ideas and opinions to achieve a specific purpose.

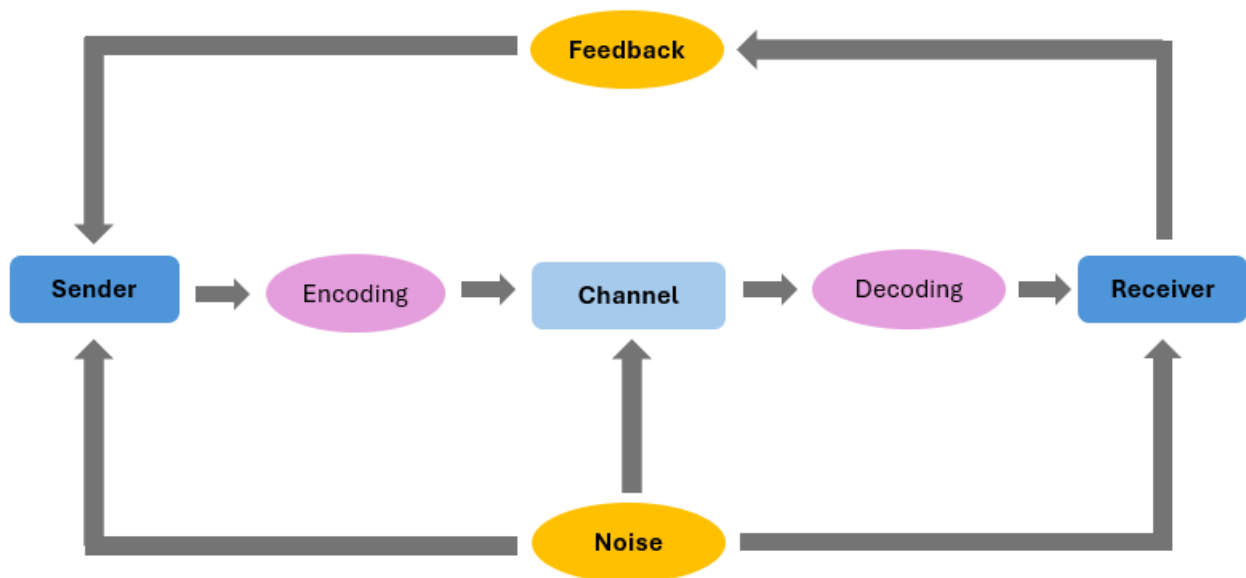


Figure 1.1 The Process of Communication

According to the figure above, the main elements of communication include the sender, channel, the receiver, and feedback. The repetition of this communication process produces the development of knowledge for people.

From infancy, people are surrounded by many voices. Parents and other family members will try to communicate with infants even though they understand that infants do

not understand what they are saying in the early stages. Teaching infants to say words such as ‘Daddy’ and ‘Mummy’, are the very first communications a person will have from birth. As infants begin to understand words and act on the instructions they hear, they are taught how to communicate. They are taught the tone of voice and the words they use in order to be able to correctly convey the information and meaning they are trying to deliver. In everyday life, people need to communicate to understand each other's thoughts so that the problems they are facing at the moment can be solved successfully. However, many people are unable to communicate effectively with others for their own reasons. Therefore, effective communication has become a popular topic that everyone needs to learn.

Harlak et al. (2008) recommended that universities and public should expose university students to activities that develop communication skills from the first year of university. This can help university students to get greater job opportunities as well as have greater self-improvement in the globalized world. Therefore, universities should provide more activities and related programmes that can develop communication skills. Among many communication skills, the most important for university students are writing and speaking skills.

1.5.1 Writing

Nowadays, written skills have become important social and educational skills. Written skills give people many benefits, especially in terms of self-expression. With strong written skills, people can use them to express their ideas and opinions, including enhancing communication between people, providing feedback, and indirectly, strengthening communication.

From a university student's perspective, written communication is an essential. Whether it is in getting along with classmates, completing group assignments, or for future

job applications, it can be helpful. If they are lacking written communication skills or they do not know how to use written skills to express themselves, it is quite difficult for them to communicate with others. This can also affect their future development as many professional communications are required to be done through writing (Klimova, 2013). For example, emails, reports, or interviews, are all skills that a university student or fresh graduate should be comfortable with. According to the study named “The Importance of Writing” did by Klimova (2013), its findings show that students are interested in enhancing their writing skills but lacking practice opportunities. Consequently, universities, educational institutions, and lecturers are encouraged to pay more attention to the development and progression of writing skills in programmes.

1.5.2 Speaking

In addition to writing communication skills, speaking skills are an especially important aspect in people's daily lives. Speaking with high emotional intelligence can solve problems promptly while using inappropriate words or tones in communication can affect people's emotions and lead to problems not being solved successfully.

Speaking skill is one of the skills highlighted in language learning (Hashim et al., 2019). As one of the communication techniques, oral skills are considered to be one of the most difficult of the many skills to master. This skill is generally regarded as a mean that enables one to convey information quickly to the target audience. In general, universities or other educational institutions focus more on writing, and speaking is often the more neglected skill. In measuring speaking skills, Heriansyah (2012) identified the ability of students to express clearly the message they want to convey and the ability of the receiver to understand their message as a standard.

Ibrahim et al. (2018) suggested that Malaysian students' speaking skills are still

staying in a low achievement even though they have been in school for many years. As mentioned above, speaking is a more difficult skill to master, hence students actually need a lot of practice. If they do not get enough training and accumulate relevant experience during their school years, then speaking is a skill that will be difficult to help students in their future. Therefore, universities and educational institutions should arrange more relevant programme so that students can have the opportunity to acquire speaking skills and communicate fluently.

1.6 Problem Statement

With the rapid development of technology, Artificial Intelligence (AI) has become a part of daily life for many people. People are getting more and more accustomed to having AI help in their daily lives. Whether it's something minor or major, people are used to asking AI and getting guidance from it. Common AI tools such as chatbots and AI-powered platforms have slowly invaded people's lives, bringing great convenience and improving work efficiency. Without realizing it, AI has actually had a great impact on the educational aspect. Students today can use AI tools to complete their assignments or write more professional drafts. Famous AIs such as Grammarly can effectively polish up written sentences and correct inappropriate wording and grammar for users. This proves that AI is slowly becoming an integral part of education and communication.

In addition, these tools and technologies have influenced the development of communication skills in university students while helping them become more productive. University students often use these tools to complete their group assignments, presentations, and proposals, and indirectly they learn how to communicate effectively. However, the downside of the increasing prevalence of AI is that the general public, especially students, can become dependent on it. Long-term dependency can lead to degradation of creativity as

well as thinking and hence students should use AI tools appropriately.

In fact, in the eyes of many parents and tutors, the use of AI is an inappropriate behavior and some may even consider the use of AI as an act of plagiarism. However, when students use AI tools appropriately, it can be a powerful tool. AI can be a more innovative and interesting tool when it comes to advancing communication skills.

1.7 Significant of Study

The results of this study will provide UTAR FCI undergraduates a deeper understanding of how the use of AI affects their communication skills. This study will analyze the impact of AI on UTAR FCI undergraduates' communication skills from various perspectives. It will measure the efficiency of AI when UTAR FCI undergraduates use AI to search for writing-related and speaking-related and focus on whether or not the use of AI can cause an impact on their writing and speaking skills. However, there is a limitation to this study, in terms of the time constraints the study was conducted. It is believed that the results of the study would have been more detailed with more time. In addition, this study can be a reference for other studies on related topics in the future.

1.8 Research Objective

1. To study the usage of ChatGPT on the development of communication skills among Faculty of Creative Industry undergraduates in University Tunku Abdul Rahman.
2. To study the ways ChatGPT gratifies Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman in the aspect of the development of communication skills.

1.9 Research Question

1. How does the usage of ChatGPT contribute to the development of communication skills among Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman?
2. How does ChatGPT gratify Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman in the aspect of the development of communication skills?

CHAPTER 2: LITERATURE REVIEW

2.1 Uses and Gratification Theory

The uses and gratification (U&G) theory is a mass communication theory that was invented in the 1940s. Its main discussion revolves around the relationship between the media and its users, explaining the effects of the media on people. In this theory, people use media with a certain goal in mind, to have it fulfill their needs and gain satisfaction. According to the inventors of the theory, Blumler and Katz (1974), users choose and use media. It can be seen that in this theory, users are the active party and have a great deal of power in deciding the type of media to use. They are involved in the dissemination process and will seek out media sources that best meet their needs.

Back in the 1940s, the uses and gratification theory is initially observed in radio listeners (Sichach, 2024). However, the theory has evolved to be different. In this era of rapid development of technology, the theory has also developed over time. One of the most obvious points is that the theory can be applied to new media as well as old media including social media, radio and newspapers (Hossain, 2019). In the 1940s, at the beginning of the theory, researchers tried to understand why groups of audiences were interested in specific types of content and how these contents satisfied the audience. With the development of digital media, the study of this theory has expanded to include new media. For example, it has been used to analyze how AI tools assist in selling products and services in business (Yang et al., 2020), why people use social media (Whiting et al., 2013), and why people use AI voice assistants (Choi et al., 2021).

Lasswell (1948), a communication theorist, concluded that there are three functions of communication, which are the surveillance of the environment, the correlation of society's response towards the environment, and the transmission of social heritage.

According to his narration, there are three types of professionals in every society. The first type investigates the political environment of the country, and its main representatives are the diplomats. They will observe everything that happens globally. The second type relates the country's reaction to the environment, with journalists and speakers as representatives. They usually gain information from the first type of professionals and explain it to the public. Lastly, the third type is responsible for transmitting social heritage to the next generation such as educators. Their responsibility is to transmit cultures and other knowledge from one generation to the next.

The functions of communication include surveillance of the environment. This function helps to reveal threats and opportunities that affect society. The powerful groups in society use communication as a means to protect their control power as well as respond to the threats they face. Moreover, they will gather information about their opponents and try to stop them from spying. This function reflects that communication can help to monitor and keep track of the environment and inform the leaders about the events that are happening. To relate to the professionals mentioned above, the first type of professional with diplomats as representatives can be the best example. Diplomats observe the events happening globally and report to the government to help them make important decisions.

The second function is the correlation of society's response towards the environment. The components of society are interconnected, and they are working together to cope with the environment. From Lasswell, we can see the importance of communication in human society and the natural world. He reflects this in human society by describing various phenomena in nature, such as the fact that animals receive information from their surroundings and respond to it. Some members of an animal group take on the role of being in charge of observing their surroundings and communicating information to other members, and the information allows the group to react quickly to threats. In human society, journalists are the members who take

the role of communicating information to other members in most cases. They interpret and explain different information gained to the public, and help the public be informed about the information. Then, based on the information, the public will react to the events.

The last function of communication proposed by Lasswell is the transmission of social heritage. It refers to the passing of cultural values to the next generations, and this usually will be done by educators such as teachers and tutors. For example, universities provide culture-related education to the students. In this case, the lecturers and tutors are responsible for passing the culture to the new generation.

In 1959, which in the context of mass media already popularize, Wright focused on the functions of communication to mass media. With the rise of radio and television as the main mass media platforms, Charles Wright realized that media provided entertainment and brought emotions to the audience (Wright & Page, 1959) and this is the thing that Lasswell did not put into his framework. Therefore, he expended a new function, entertainment aside from the three functions proposed by Lasswell.

By the 1980s, mass media had played a different role in society. In addition to conveying information, correlation, cultural transmission, and entertainment, the media has become a powerful tool to affect public opinion, shape political perceptions, and promote various activities. The development of the global network and the increasing number of social media platforms have made people's demand for media become stronger. At this time, McQuail realized that the media is not just a platform for messaging and entertaining people, it has become a tool used to encourage citizens to actively participate in political and social activities. It can create political and social influences in society, such as influencing the electing governments. Therefore, McQuail introduced new media function, mobilization. Mobilization refers to how media can affect and even drive the societal and political change of a society. Furthermore, McQuail (1987) refined four of the existing five functions as he

made these functions easier to comprehend and developed the media functions from a different perspective. He refined the surveillance of the environment as information, the correlation of society's response towards the environment as correlation, the transmission of the social heritage as continuity.

As time passed by, technology began to evolve. Stepping into the 21st century, the media has changed a lot, especially from one-way communication to two-way communication. Media has become more interactive and entertaining. However, challenges have also increased, such as privacy breaches and cyberbullying. Meanwhile, the theory is assumed as one of the results in media research which focuses on the audience's satisfaction that media provides when fulfills their social and psychological needs.

Between the 1950s and 1970s, the theorists of this theory categorized its audiences according to types of needs, mainly into five types, affective need, cognitive need, personal need, integrative need, and tension free need (Kasirye, 2024).

2.2 Types of Needs

2.2.1 Affective Need

In the uses and gratification theory, one of the needs is affective need. Affective needs are said to be needs that are related to a person's emotions, such as happiness and excitement. In other words, people use media to satisfy their personal emotions and find pleasure-related experiences from media. People find media entertaining when it satisfies affective needs and provides experiences which can bring happiness (Bryant et al., 2008). When watching a competition from the media, the audience can get satisfaction from it. When the team they support wins the competition, the audience gets mental pleasure and satisfaction; when the team loses the game, they feel sad or emotional. These emotional ups and downs are the emotional needs that people want to pursue from the media.

In the past, when people consumed media content by using old media, they relied on one-way communication to fulfill affective needs. This approach was lacking interactivity and resulted in passive emotional fulfillment (OMOSEWA BLESSING, 2024). For instance, audience could only obtain affective needs by watching sports channels on television. When they learn that the team they support has won the game, they will cheer loudly to release their joy and excitement. With the development of technology, affective needs can be obtained in a way that is full of interactivity. Today's social media includes live streaming features or there are some applications that focus on developing live streaming features such as Bigo Live. The audience of live-streaming media can interact with the host in real-time, such as leaving comments during the live-streaming, co-streaming, giving virtual gifts and virtual currency, etc., and the host will respond to the relevant messages. Such a two-way interaction can increase the affective needs of the audience. In addition, from social media, the users can watch a variety of videos such as ASMR and a variety of comedy, which can increase their viewing experience and make them entertained.

2.2.2 Cognitive Need

Another type of need is the cognitive need, which refers to the acquisition of relevant knowledge and information from the media as a way to satisfy curiosity (Ruggiero, 2000). In satisfying cognitive needs, users choose specific media to find specific knowledge or information, such as news. In this technologically advanced age, fashions are becoming more widespread. Apart from the fact that people have started to have different definitions of fashion, they also follow bloggers or watch videos related to fashion knowledge to keep up with the trends. Fashion seekers, especially young females, will tune in to bloggers in order to get this information. People who get knowledge will get satisfaction from within.

It is now easier than ever to meet cognitive needs. OMOSEWA BLESSING (2024)

states that new media encourages interactivity. With diverse content and highly interactive media, the audience has easier access to the content they want. On social media, the audience has access to a lot of knowledge, including niche knowledge like certain fitness guidance or a beginner's tutorial on personal financial management. These may not be as easy to find or as compelling on old media, causing some audiences to ignore their content. Kümbül (2019) claimed that, in many aspects, new media have made it easier for people to access knowledge that was difficult to find through older forms of media.

People have different needs in cognitive aspects. Therefore, different types of media can satisfy their needs. However, the concern is that not all the information available online is correct. People need to be more aware of the authenticity of the news or they may fall into the trap of fake news.

2.2.3 Personal Need

Personal need helps people to use different media as a medium to enhance and strengthen their personal status (Kasirye, 2024). Personal needs are more focused on an individual's self-esteem as well as credibility and the benefits that their enhancement can bring to an individual.

With the gradual rise of new media, people have begun to use new media such as social media flexibly to develop their own homepages, so that everyone can be familiar with their achievements by viewing their personal homepages. According to Swick (2023), people will post their achievements on social media platforms in order to gain recognition from people. Some successful people or professionals will list their academic achievements on FaceBook and LinkedIn page. Apart from letting people know more about them, these can also give people some recognition of their achievements, which in turn can gain people's trust. They can also achieve an ideal social status through fulfilling their personal needs.

2.2.4 Integrative Need

The fulfillment of integrative needs requires individuals to interact with friends, family or people they are likely to know. In today's world where everyone is using technology, the need for socializing is not limited to communication in reality, but communication on the internet can easily satisfy this need. Unlike the old perception of media as an adjunct to real-world socializing, today media can be described as essential for social interaction (Hepp, 2020). People often use different media to connect with the outside world and also to fulfill the desire to interact with others. The benefits of this are significant, both in terms of solving the problem of distance and satisfying the need to conduct socialization.

According to Hampton & Wellman (2020), the development of digital media has helped in the integration of mass media as well as interpersonal communication. It has created spaces on various platforms where users can discuss together, fostering social connection. Hence, people feel connected to others when discussing the same topic, which gives them a sense of well-being. Social media is being developed more and more, and the features of these platforms also include video calling, which allows people to see each other without having to be face-to-face. Studying such needs can help experts understand the reasons why people choose these social media platforms and the satisfaction they get from them. There is a famous software called Discord, through which people can share their screen in real-time and watch movies with a distant friend. The next time they meet, they can start their conversation around the movies they watched and have discussion.

2.2.5 Tension Free Need

Another important type of need of the uses and gratification theory is the tension-free need. In order to escape from stressful situations or circumstances, people often use media to

satisfy the tension-free need. This need emphasizes that people use specific media to escape from unpleasant situations to take their attention away from the unpleasant event or scenario. From the point of view of distracting people from the stresses of their daily routines and the dilemmas they face, using media can be a great way to get people out of the way (Ruggiero, 2020). For instance, some people, after having an argument with another person, instead of choosing to directly address the problem they are facing, begin browsing various media or playing games. This is because they hope that the media will help them to calm down or escape reality for a short time by taking their attention away from what is bothering them. In this way, the media can fulfill their tension-free need.

Escapism has now included more elements than before due to the advancement of technology. The media not only provides a way for people to escape from stress, but it also provides ways for people to improve their skills by engaging in educational content (Lee & Ma, 2012). In cases where people want to escape from unpleasant, they can choose to numb themselves with media that can help enhance their skills. Some people will choose to commit themselves to media that fits their hobbies to relax, such as joining a video editing class or becoming a social media blogger. This allows people to achieve their tension-free needs while escaping. It also allows the focus of escapism to be on productive escapism, where people can release their stress while gaining new skills or enhancing new skills. For example, learning a new language using Duolingo.

2.3 Uses and Gratification Theory and Communication

As media evolves to satisfy various needs, its role in communication has also transformed. With the increasing use of social media, people find that the internet can support communication in another way, which is by using new media such as social media platforms. Today, the U&G theory is often used in the media research field.

There are two different interpretations of this study of the satisfaction derived from the use of media. One is the content-based satisfaction, i.e. content gratifications. The other is the satisfaction obtained from the experiential sense of using media, process gratifications. (Eginli et al, 2018) In the era of the prevalence of new media, there has been a change in the media that people use to satisfy their needs. New media such as social media have created an opportunity for people to communicate more often, thus providing more content satisfaction (McGuire, 1974). In turn, from the uses and gratification theory, the benefits that media can bring to people also include providing the opportunity for people to be able to follow social news and social events in real-time, socialize with family and friends, and temporarily paralyze themselves from unpleasant scenarios with the satisfaction gained from media.

Today's media allows people to share information about themselves all the time, such as academic achievements and everyday life. They can post pictures of themselves and express their thoughts online as well as leave comments on other people's posts. In this way, people feel 'seen' or an increase in their social status, which gives them a sense of satisfaction and increases their self-confidence. Through shared content, people can also find friends with common interests, in other words, the media can bring together people who are interested in common things. When these people come together, it leads to collective discussion. For instance, there are many different groups on Facebook that are available for the public to join. By joining these groups, people can find friends with common interests from them, such as mates who play the same games and discuss updates to the games.

2.4 Uses and Gratification Theory and AI

Apart from having an impact on delivering information, the collaboration between media and AI has greatly enhanced the aspect of meeting the needs of the users. AI, as a widely used tool in today's world, plays a crucial role in improving communication skills.

When students need to use AI to complete their various tasks, ChatGPT stands out among the many AIs available. Therefore, uses and gratification theory can be used to examine students' motivations for using ChatGPT as an AI tool. Kasirye (2024) suggests that people make choices about types of media based on different needs. In this case, ChatGPT, as an AI media, can fulfill several types of needs of students such as cognitive needs.

The needs that students are trying to fulfill in general by using AI are cognitive needs. They have a sense of need for information beyond their cognition in the learning process of completing assignments, understanding course material, and writing papers. When they are unable to understand the course explained by the lecturers, they can ask on ChatGPT and get a more understandable explanation. According to Saputri et al (2024), as much as 54.2% of their surveyed audience would use ChatGPT to understand course material. This indicates that students use ChatGPT to gain the satisfaction of getting knowledge, i.e. cognitive needs.

On the other hand, its study also shows that as much as 40.2% of the respondents would use ChatGPT to help them prepare written works such as essays. This shows that ChatGPT can help students with their writing skills. Therefore, this study will lead to the usage and gratification of ChatGPT on the development of communication skills among Faculty of Creative Industry undergraduates in University Tunku Abdul Rahman.

2.5 Review of Uses and Gratification Theory

Although uses and gratification theory has helped a lot in media research, it still leaves a lot shortcomings. This theory mainly emphasizes how people act as active parties and choose media to satisfy their needs. The theory was developed assuming that people are well aware of all their needs. However, this is not reasonable, and people are not actually familiar with all their needs. Some needs are created when people are browsing the media, and the related needs are not considered before (Sichach, 2023).

Each person's thoughts as well as perceptions are different, therefore predicting how each person perceives his or her needs as well as perceiving the contents of the media is very difficult, bordering on impossible. According to Sichach (2023), a major controversy is how journalists, news writers, and other media-related workers wish to interpret the material they receive. Different people will interpret the same news or events differently. Regarding a newly released AI technology, employees may be concerned about the increased chances of layoffs leading to fewer job opportunities, while its release intended to improve the operational efficiency of organizations.

Moreover, the theory also assumes that individuals will choose their favorite media. However, most of the time people are subjective, and not everyone will view the media objectively. At this point, the content of the media is greatly likely to color their thoughts, thus influencing the type of media they choose. The theory only objectively focuses on media and content but ignores people's thoughts (Kasirye, 2024).

CHAPTER 3: METHODOLOGY

3.1 Research and Data Collection Methods

Research and data collection methods are tools or techniques that researchers use to collect data for their studies analysis (Mwita, 2024). Researchers often use these methods to achieve the data they need so they can align with their research objectives. This study used research and data collection methods to analyze the usage and gratification of AI on the development of communication skills among FCI undergraduates in UTAR. There are different research and data collection methods and researchers need to find the most suitable one according to their study.

Quantitative research is one of the research methods that focuses on collecting numerical data. It aims to quantify all the data and produce findings based on the sample study (Ghanad, 2023). Additionally, it is often applied in education, health, psychology, and social sciences due to its strength in establishing correlations and causal relationships among variables (Kelly, 2010). For data collection methods in this study, the researcher uses surveys. According to Parikesit and Mauritsius (2025), survey is a structured tool to collect data from a large sample. Using survey questionnaires to collect data can save time as it allows many respondents to fill in at the same time (Parikesit & Mauritsius, 2025).

3.2 Survey

This study applies a survey questionnaire under quantitative research for methodology. Quantitative research applies to numerical data. The required data is usually collected using standardized tools such as surveys and such tools are suitable for statistical analysis (Lim, 2024). In this study, quantitative research helps the researcher to collect data

in the most efficient way. The researcher uses online surveys, automated data collection can collect data quickly and helps the researcher to analyze it in real time.

A survey is a method of collecting data that is used to carry out a study (Glasow, 2005). In the process of conducting a survey questionnaire, researchers usually use statistical techniques and related tools such as SPSS to analyze the results of the data collected. These tools help the researcher to systematically process the data and make statistical inferences in the analysis to enhance the scientific validity and credibility of the results. In fact, the use of questionnaires in surveys can be most efficient in terms of cost as well as time (Bihu, 2021). Such surveys are easier to pilot and their ability to analyze data in real time allows the researcher to share the data collected with others, which can then be used by the majority. As a result, survey questionnaires have become a popular method of data collection in the context of academic research. (Regmi et al., 2016).

In this study, the survey is implemented online through Google Form. There are three sections in the survey created. Section A was designed to collect demographic information about the respondents, which included gender, the course they were enrolled in, and the frequency they used ChatGPT. The target respondent group for this survey was the undergraduate studying at Faculty of Creative Industry, University Tunku Abdul Rahman; hence, the course of study included all courses provided by Faculty of Creative Industry. Section B and Section C utilize Likert scale for data collection. Using a Likert scale for all the questions, the answers will be recorded as agree, strongly agree, neutral, disagree or strongly disagree. Section B was designed to examine how the usage of ChatGPT affects the development of the target respondents' communication skills. For a closer look, it contained four major questions, information, correlation, continuity and entertainment. In each section, there were one to three sub-questions, for a total of nine close-ended questions. Last but not least, Section C aimed to help the researcher investigate how ChatGPT gratifies the

respondents in terms of the development of communication skills. This section was subdivided into five major questions, affective need, cognitive need, personal need, integrative need, and tension free need. These major questions contained two to four sub-questions for a total of twelve questions for the entire section. The purpose of this section is to help the researcher understand how ChatGPT affects the development of the respondents' communication skills in the context of different needs.

The theory used in this research is the uses and gratification theory. Using survey questionnaires as the primary research and data collection method allows the researcher to study the usage and gratification of AI on the development of communication skills, especially among the undergraduates from Faculty of Creative Industry, University Tunku Abdul Rahman. After obtaining the results, the researcher understands how the use of ChatGPT can contribute to the development of the undergraduates' communication skills and how ChatGPT fulfills the different needs (e.g., affective, cognitive, personal, integrative or tension free) of the undergraduates in the development of their communication skills.

3.2.1 Pilot Test

A pilot study is an assessment to evaluate newly developed tools or methods to ensure they are working to provide valid results under realistic conditions (Bayani, Ayotte, & Nikiema, 2025). Its main role is to give a warning of where the main study may fail, and the suitability of the research and data collection methods used. Researchers may take the risk of producing invalid or misleading results without pilot tests. (*Guan et al., 2025*). By doing pilot test, it prevents the researcher from initiating a large-scale study in the wrong direction or when the wrong method is used, thus helping the researcher to save costs, whether it is the cost of time or money (Polit et. al., 2017). In this study, the researcher randomly selected 30 people as participants in a pilot study. Their responses will be used as a pilot study before the

survey questionnaire is officially released. Their responses will help the researcher to find out the shortcomings of the survey questionnaire and allow the researcher to make timely improvements.

3.2.2 Benefits of Survey

There are reasons why surveys have become a frequently used method. It is a method of research and data collection that saves both time and money costs. To conduct successful interviews, researchers often have to pay more resources to organize venues, equipment and manpower, but surveys save these resources. Surveys allow the researcher to use online tools such as Google Form to post the questionnaires to various websites, social media platforms and other applications in a short period of time to collect the data (Bihu, 2021). In addition, surveys help the researcher to collect data in one go. After conducting a pilot test, the researcher can then release the questionnaire to the target respondents.

3.3 Purposive Sampling Method

Purposive sampling is a different set of non-probability sampling methods, also known as judgmental sampling, selective sampling or courseive sampling (Rai et. al., 2015). According to Kelly (2010), purposive sampling is used by researchers to select respondents who are most likely to receive appropriate information. Purposive sampling was used by the researchers based on the assumption that particular types of respondents may hold different views on the same issues (Trost, 1986). In this study, researcher set undergraduates studying in Faculty of Creative Industry, University Tunku Abdul Rahman as the target respondents. Due to different academic backgrounds, the undergraduates studying in Faculty of Creative Industry are more likely to use ChatGPT as a tool to improve their communication skills than undergraduates from other faculties, thus increasing the accuracy of the study.

3.4 Validity and Reliability

Abos et al. (2024) stated that validity and reliability are Validity and reliability are key elements in assessing the quality of a study's findings. They serve as a proxy for the credibility of a study and influence the outcome of the study. Validity measures the accuracy and appropriateness of the inferences drawn from the test; reliability measures the stability of the research results (Abos et al., 2024). In this study, reliability is tested by SPSS software. As Table 3.1 shown, the Cronbach's Alpha value of the pilot test is 0.931, which is a sign of continuing the study as it indicates a high level of reliability (Tavakol et. al., 2011).

Reliability Statistics	
Cronbach's Alpha	N of Items
0.931	27

Table 3.1 Result of Reliability Statistics

CHAPTER 4: FINDINGS AND ANALYSIS

4. Survey

In the survey questionnaires for the study, a total of 102 responses are collected.

4.1 Demographic

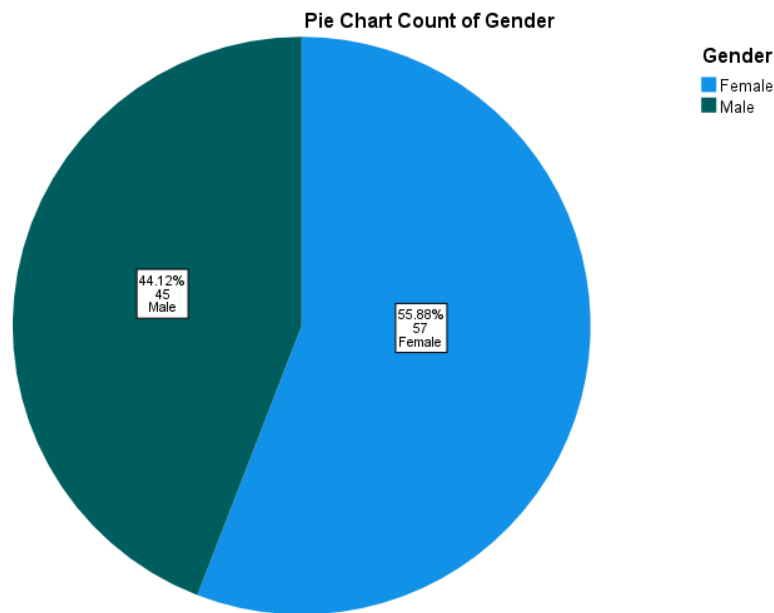


Figure 4.1 Gender

Out of 102 responses, 45 respondents are male, which stands for 44.12% out of 100%; while 57 respondents are female, which stands for 55.88% out of 100%.

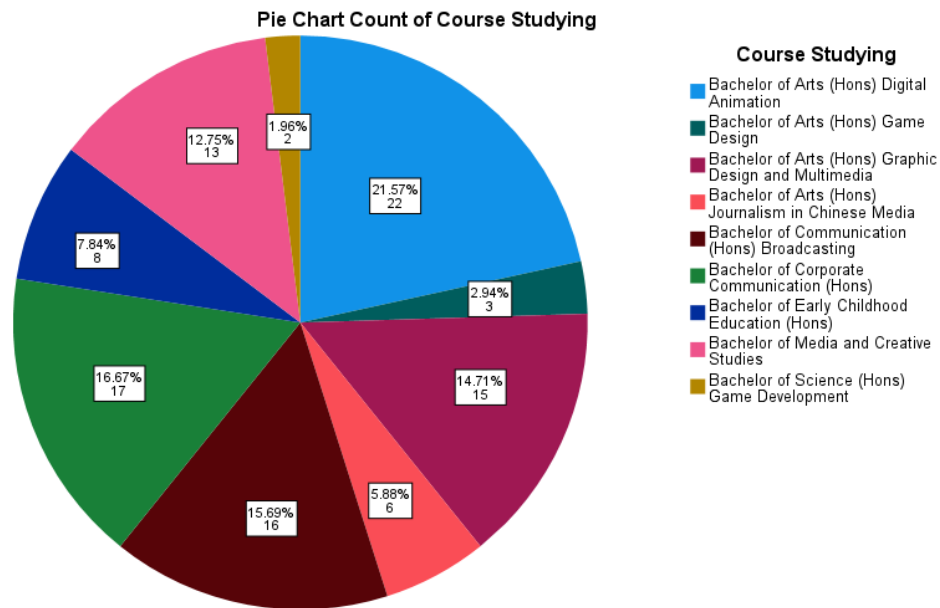


Figure 4.2 Course Studying

In this pie chart recording the courses that respondents are studying, the largest percentage of respondents are those studying Bachelor of Arts (Hons) Digital Animation. 22 respondents, with a percentage of 21.57%, are studying this course. The second largest proportion of respondents are the Bachelor of Corporate Communication (Hons) with 16.67% and 17 respondents. This was followed by Bachelor of Communication (Hons) Broadcasting with 15.69%, with 16 students enrolled, and Bachelor of Arts (Hons) Graphic Design and Multimedia with 14.71%, with 15 students enrolled. In addition, the Bachelor of Media and Creative Studies, with 13 students enrolled, accounted for 12.75% of the pie chart, while the Bachelor of Early Childhood Education (Hons) accounted for 7.84% of the pie chart, with a total of 8 respondents enrolled in the course. The Bachelor of Arts (Hons) Journalism in Chinese Media, which had 6 respondents, had 5.88%; while the Bachelor of Arts (Hons) Game Design, which had 3 respondents, had 2.94%. The course studying with the lowest percentage of respondents was Bachelor of Arts (Hons) Digital Animation with 2 respondents and accounted for 1.96%.

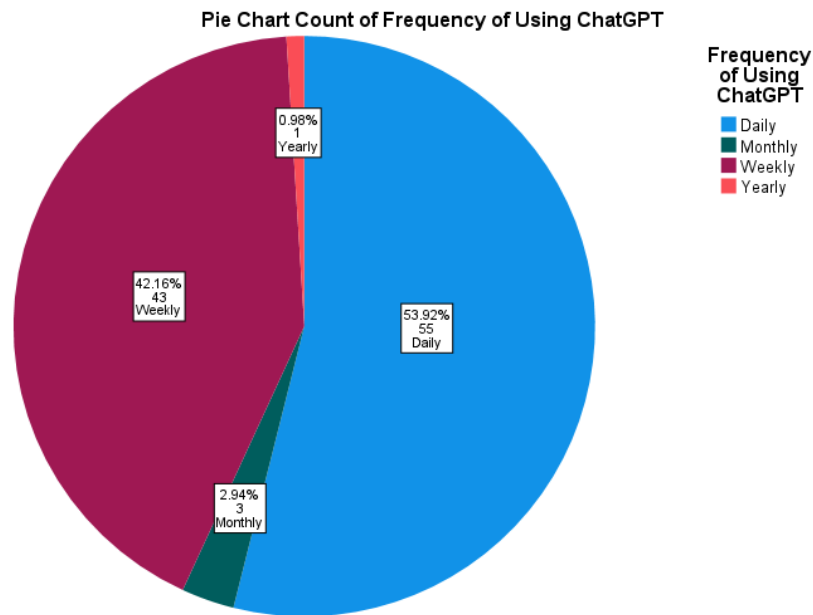


Figure 4.3 Frequency of Using ChatGPT

Figure 4.3 shows that there are 55 respondents (53.92%) who use ChatGPT daily. 43 out of 102 respondents (42.16%) are using ChatGPT on a weekly basis, while 3 out of 102 respondents (2.94%) are using ChatGPT on a monthly basis. Only one respondent (0.98%) uses ChatGPT yearly.

4.2 Usage of ChatGPT

4.2.1 Information

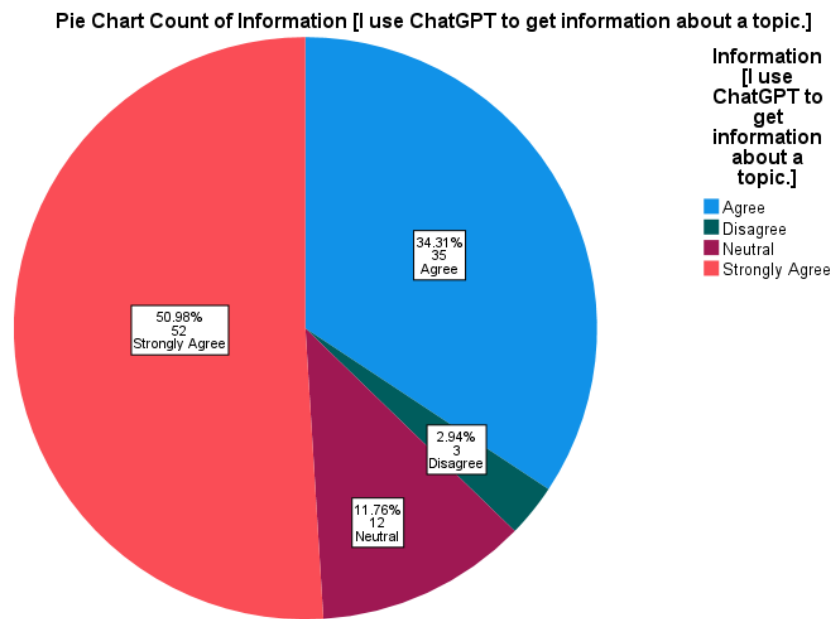


Figure 4.4 Results of ChatGPT Usage for Getting Information about A Topic

Based on Figure 4.4, 52 respondents (50.98%) strongly agree that they use ChatGPT to get information about a topic. There are 35 respondents (34.31%) who agree that they use ChatGPT to get information about a topic while 12 respondents (11.76%) have a neutral answer to this question. The other 3 respondents (2.94%) disagree that they use ChatGPT to get information about a topic.

Pie Chart Count of Information [I use ChatGPT to gather information for personal and academic growth.]

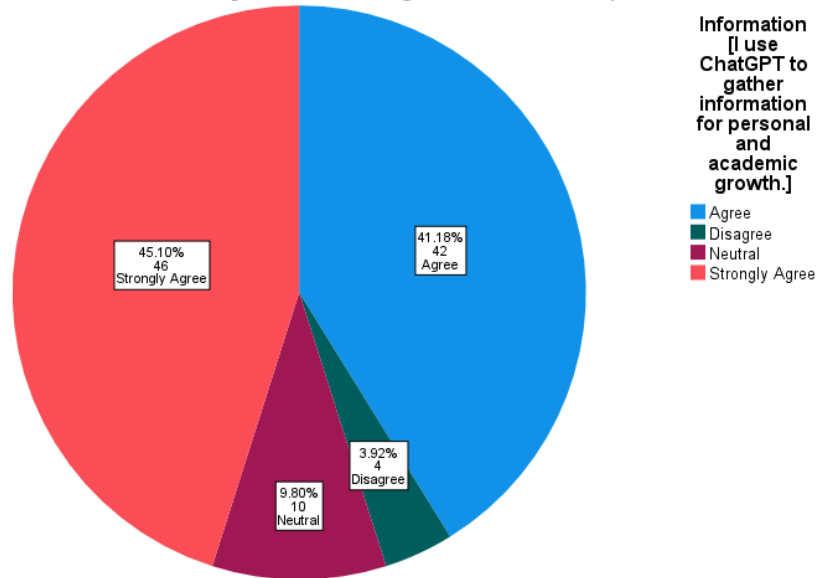


Figure 4.5 Results of ChatGPT Usage for Information Gathering on Personal and Academic Growth

Figure 4.5 demonstrates that 45.10%, which is a total of 46 respondents, strongly agree with the statement “I use ChatGPT to gather information for personal and academic growth”. 42 respondents, indicating 41.18%, agree with the statement; while 10 respondents, indicating 9.8%, stand neutral with the statement. 3.92%, 4 of 102 respondents disagree with the statement.

Pie Chart Count of Information [ChatGPT provides the latest and updated information and resources.]

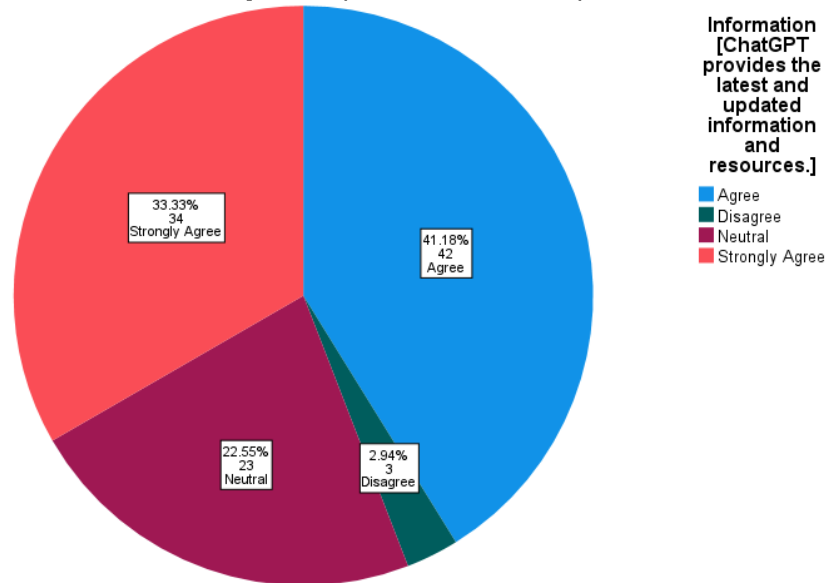


Figure 4.6 Results of ChatGPT Usage on Providing Latest and Updated Information and Resources

As shown in the figure above, 42 respondents, taking 41.18% in the pie chart, agree that ChatGPT provides the latest and updated information and resources. 34 respondents, taking 33.33%, strongly agree that the use of ChatGPT helps them to get the latest and updated information and resources. 23 respondents, taking 22.55%, stand neutral, and 3 respondents, taking 2.94%, disagree. It means the 3 respondents do not agree that ChatGPT provides the latest and updated information and resources.

4.2.2 Correlation

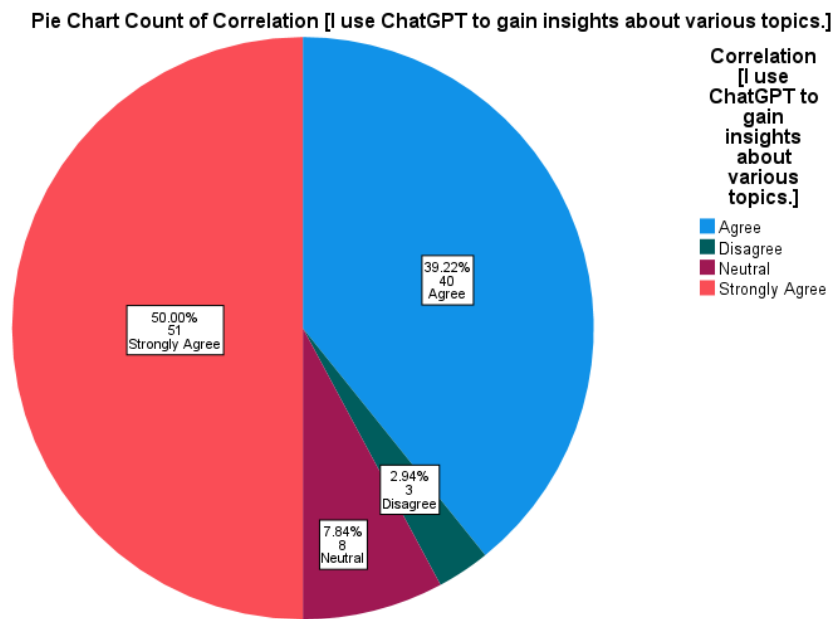


Figure 4.7 Results of ChatGPT Usage on Gaining Insights about Various Topics

Figure 4.7 indicates that 50%, which is 51 respondents, strongly agree that they use ChatGPT to gain insights about various topics. 39.22%, which shows 40 respondents agree with the statement, and 7.84%, which shows 8 respondents stay neutral. On the other hand, there are 2.94%, showing 3 respondents disagreeing with the statement.

Pie Chart Count of Correlation [I use ChatGPT to comprehend difficult topics and concepts more effectively.]

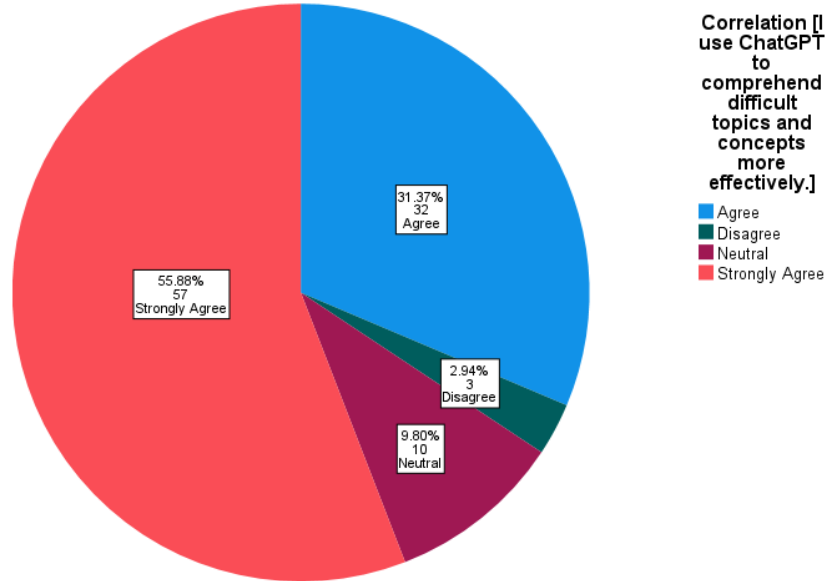


Figure 4.8 Results of ChatGPT Usage on Comprehending Difficult Topics and Concepts More Effectively

Out of 102 respondents, 57 respondents with a percentage of 55.88% strongly agree with the statement. They feel that using ChatGPT would help them comprehend difficult topics and concepts more efficiently. 32 respondents, whose percentage was 31.37%, also agree with this. Out of the remaining 13, 10 people with a percentage of 9.8% are neutral; while 3 respondents with a percentage of 2.94% disagreed with this.

4.2.3 Continuity

Pie Chart Count of Continuity [ChatGPT helps me understand different cultural communication norms and etiquette.]

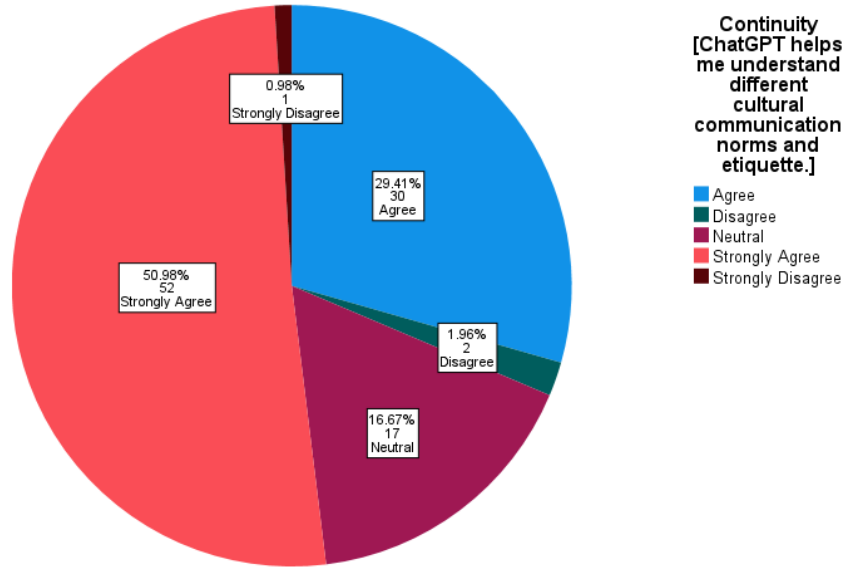


Figure 4.9 Results of ChatGPT Usage on Understanding Different Cultural Communication Norms and Etiquette

For the statement “ChatGPT helps me understand different cultural communication norms and etiquette”, 52 respondents who represent 50.98% in the pie chart indicate a sense of strong agreement. 30 respondents who represent 29.41% agree that ChatGPT helps them to understand different cultural communication norms and etiquette. 17 respondents who represent 16.67% stay neutral. For disagreement, there are a total of 2 respondents who represent 1.96%; for strongly disagreement, there is 1 respondent who represents 0.98%.

4.2.4 Entertainment

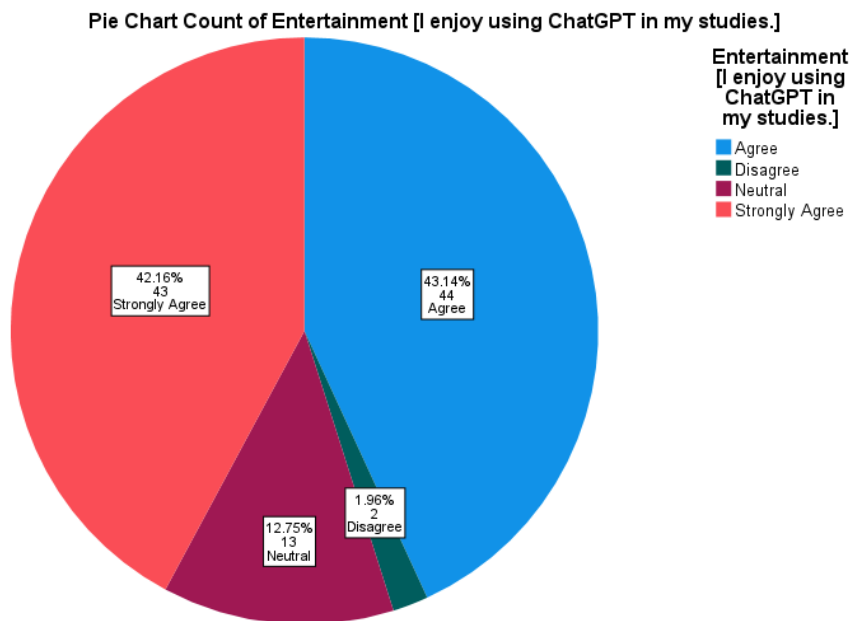


Figure 4.10 Results of the Enjoyment on ChatGPT Usage in Studies

According to Figure 4.10, 43.14%, which is a total of 44 respondents, agree that they enjoy ChatGPT in their studies. There are 42.16%, which is a total of 43 respondents, who strongly agree with the enjoyment of ChatGPT usage in their studies. Moreover, 12.75%, which represents 13 respondents, stays neutral and 1.96%, which represents 2 respondents, disagrees with the enjoyment of ChatGPT usage in their studies.

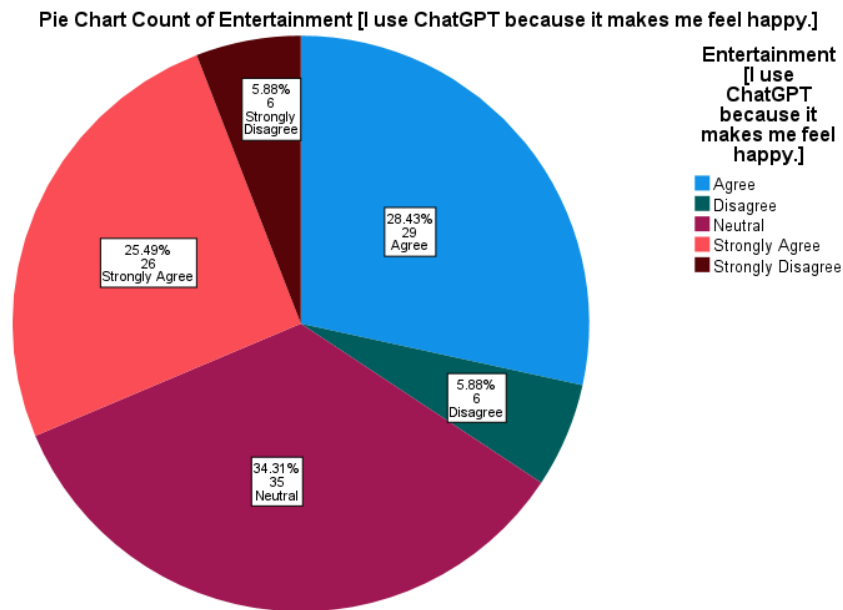


Figure 4.11 Results of the Happiness on ChatGPT Usage

Figure 4.11 shows that there are 35 respondents (34.31%) who remain neutral towards the statement “I use ChatGPT because it makes me feel happy”. While 29 respondents (28.43%) agree with the statement, 26 respondents (25.49%) strongly agree with the statement. Of the remaining 12 respondents, half disagree (5.88%) and half strongly disagree (5.88%) with the statement.

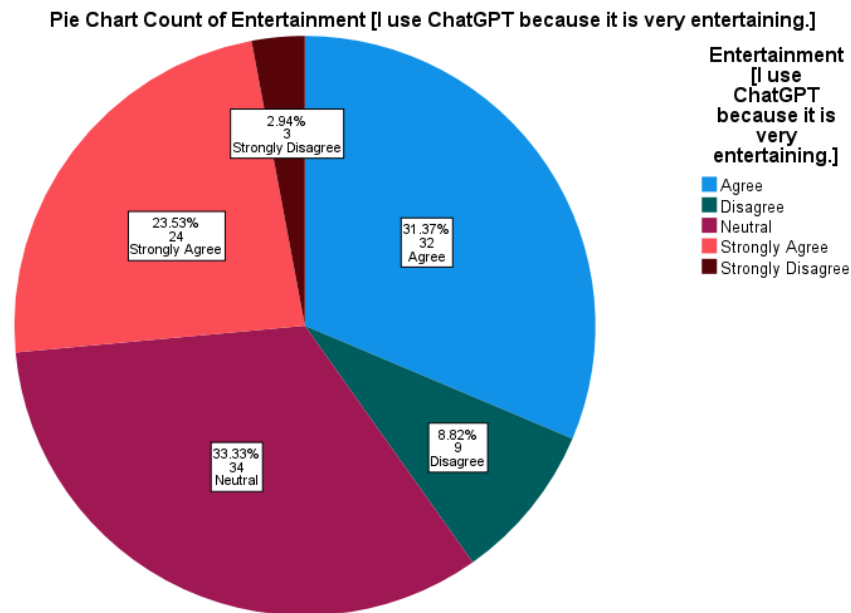


Figure 4.12 Results of the Entertainment on ChatGPT Usage

To study the entertainment on ChatGPT usage, Figure 4.12 shows that there are 34 respondents, taking 33.33% of the pie chart, react neutral to the statement “I use ChatGPT because it is very entertaining”. 32 respondents, who take the second largest percentage, 31.37%, agree with the statement, and 24 respondents (23.53%) strongly agree with the statement. 9 respondents, taking 8.82%, show disagreement with the statement, and the other 3 respondents, taking 2.94%, strongly disagree with the statement.

4.3 Gratification of ChatGPT

4.3.1 Affective Need

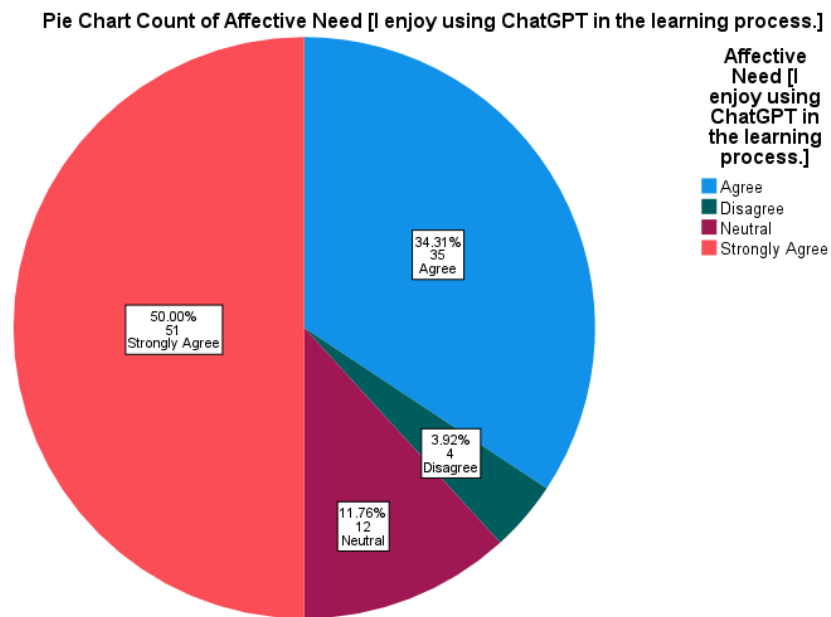


Figure 4.13 Enjoyment of Using ChatGPT in Learning Process

Based on Figure 4.13, there are 51 respondents (50%) strongly agree that they enjoy using ChatGPT in the learning process. 35 respondents (34.31%) agree with the statement while 12 respondents (11.76%) remain neutral on the statement. The other 4 respondents (3.92%) disagree that they enjoy using ChatGPT in the learning process.

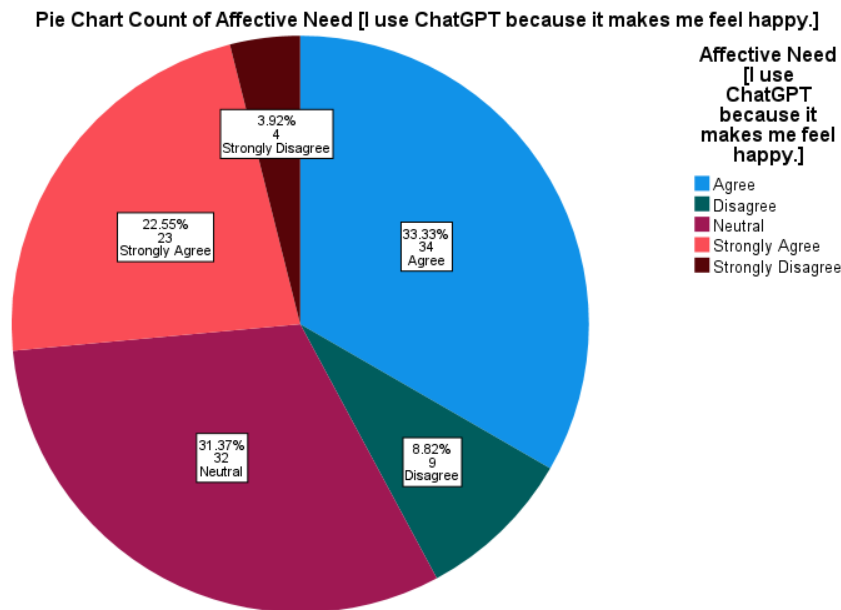


Figure 4.14 Happiness of Using ChatGPT

Figure 4.14 shows that there are 34 respondents (33.33%) who agree with the statement “I use ChatGPT because it makes me feel happy”. 32 respondents (31.37%) stay neutral as their answer, and 23 of them (22.55%) strongly agree with the statement. Of 102 responses, there are 9 respondents (8.82%) who disagree with the statement and 4 respondents (3.92%) strongly disagree with it.

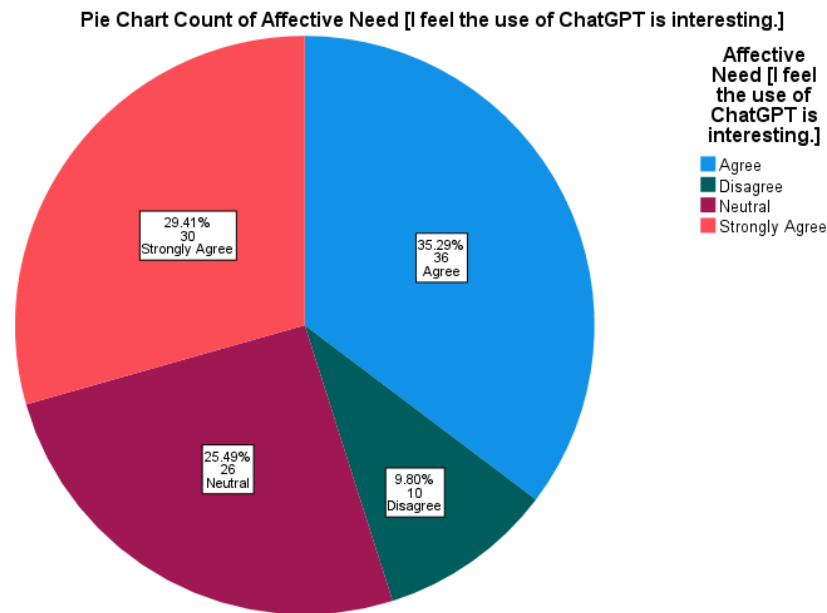


Figure 4.15 Interesting of Using ChatGPT

According to Figure 4.15, 36 respondents (35.29%) agree that they feel the use of ChatGPT is interesting, while 30 respondents (29.41%) strongly agree with it. Of the other 36 respondents, 26 of them (25.49%) stay neutral and 10 of them (9.8%) disagree that they feel the use of ChatGPT is interesting.

4.3.2 Cognitive Need

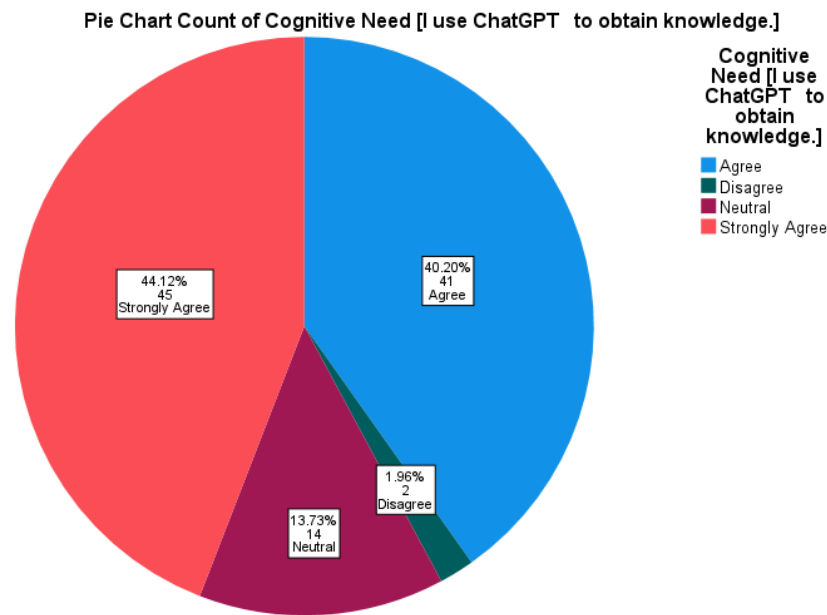


Figure 4.16 Results of Using ChatGPT to Obtain Knowledge

Out of 102 respondents, 45 respondents (44.12%) strongly agree that they use ChatGPT to obtain knowledge. 41 respondents (40.2%) show their agreement on using ChatGPT to obtain knowledge. Besides, 14 respondents (13.73%) stay neutral, and 2 respondents (1.96%) disagree that they use ChatGPT to obtain knowledge.

Pie Chart Count of Cognitive Need [I use ChatGPT to understand lecture material that is not understood in the learning process.]

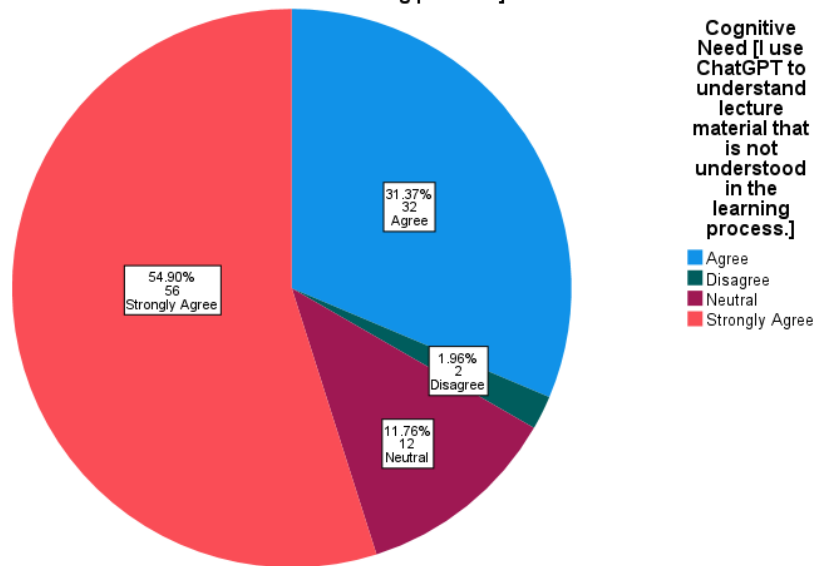
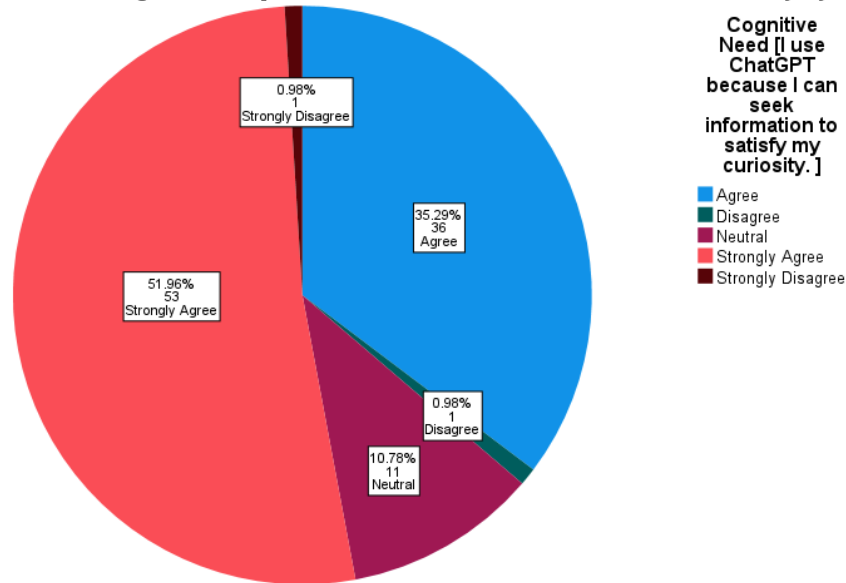


Figure 4.17 Results of Using ChatGPT to Understand Lecture Material that is Not Understood in Learning Process

Figure 4.17 indicates that 56 respondents (54.9%) strongly agree with the statement “I use ChatGPT to understand lecture material that is not understood in the learning process” and 32 respondents (31.37%) also agree with it. For another 14 respondents, 12 of them (11.76%) remain neutral and 2 respondents (1.96%) disagree with the statement.

Pie Chart Count of Cognitive Need [I use ChatGPT because I can seek information to satisfy my curiosity.]

***Figure 4.18 Results of Using ChatGPT to Seek Information to Satisfy Curiosity***

Based on Figure 4.18, a total of 53 respondents (51.96%) strongly agree with the statement “I use ChatGPT because I can seek information to satisfy my curiosity”. There are also 36 respondents (35.29%) who agree with the statement and 11 respondents (10.78%) who stay neutral on the statement. 1 respondent (0.98%) disagrees with the statement and 1 respondent (0.98%) strongly disagrees with the statement.

4.3.3 Personal Need

Pie Chart Count of Personal Need [I use ChatGPT because using ChatGPT makes recommendations that match my personal needs.]

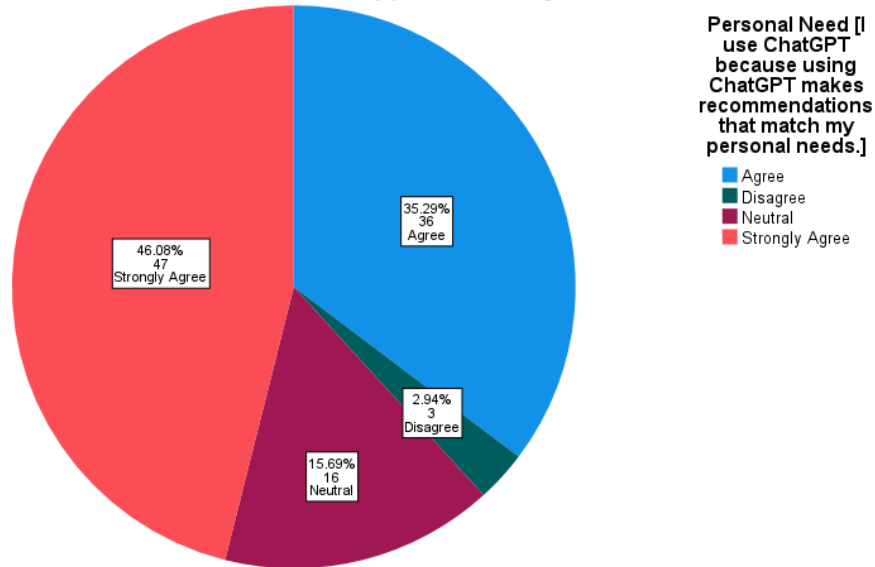


Figure 4.19 Results of Using ChatGPT Due to It Makes Recommendation that Match Personal Needs

As shown in Figure 4.19, there are 47 respondents (46.08%) strongly agree that they use ChatGPT because using ChatGPT makes recommendations that match their personal needs while 36 respondents (35.29%) agree with it. At the same time, 16 respondents who represent 15.69% in the pie chart remain neutral and 3 respondents who represent 2.94% in the pie chart disagree that they use ChatGPT because using ChatGPT makes recommendations that match their personal needs.

Pie Chart Count of Personal Need [I use ChatGPT because using ChatGPT makes me feel that I am a unique user.]

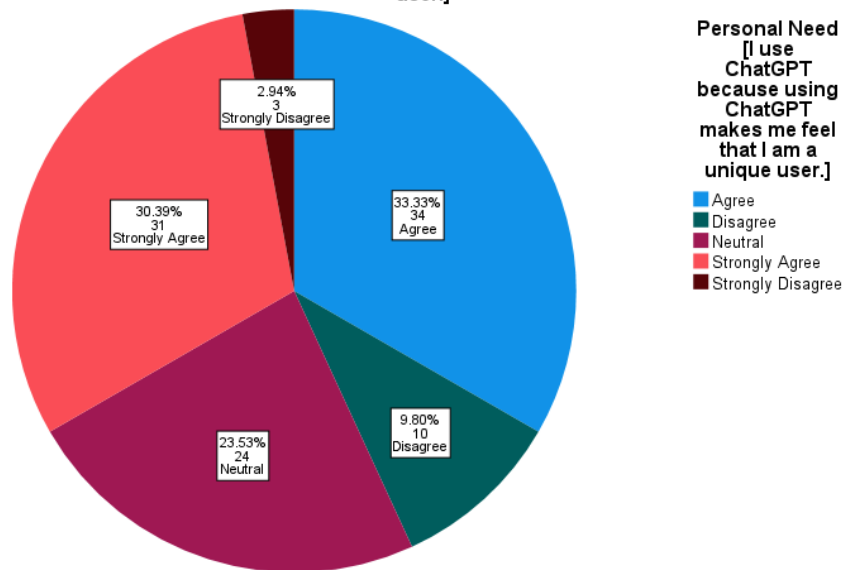


Figure 4.20 Results of Users' Feeling of Uniqueness When Using ChatGPT

From Figure 4.20, there are 34 respondents (33.33%) from the survey questionnaire who agree that the statement which they use ChatGPT because using it makes them feel that they are unique users. 31 of the respondents (30.39%) strongly agree that they feel that they are unique users is the reason using ChatGPT and 24 of them (23.53%) remain neutral. For the remaining respondents, 10 of them (9.8%) disagree with the statement and 3 of them (2.94%) strongly disagree with it.

Pie Chart Count of Personal Need [I use ChatGPT because using ChatGPT is customized to my needs.]

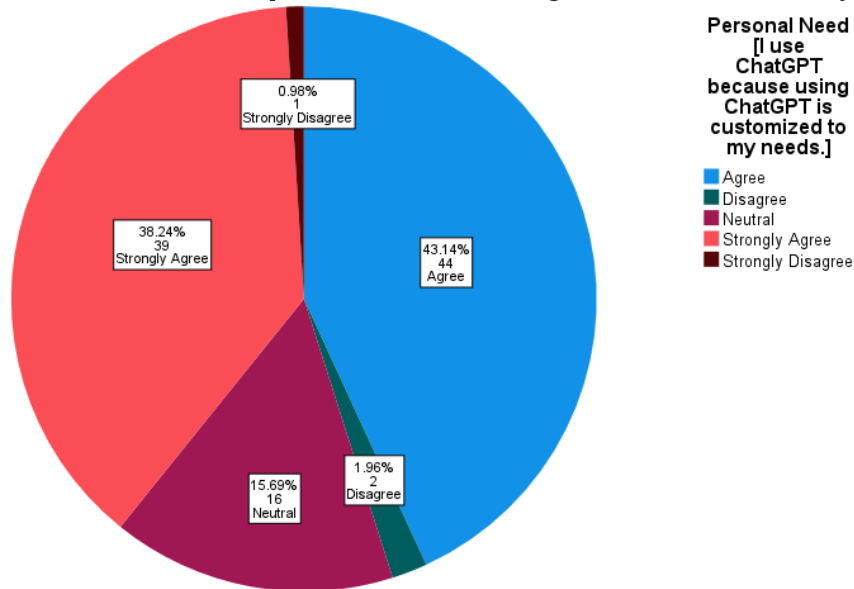
***Figure 4.21 Results of Using ChatGPT Due to Its Customization to Users' Needs***

Figure 4.21 indicates that 44 respondents (43.14%) agree with the statement “I use ChatGPT because using ChatGPT is customized to my needs”. There are 39 respondents (36.24%) who show a strong agreement to the statement and 16 respondents (15.69%) who show a neutral answer to the statement. The figure also indicates that 2 respondents (1.96%) show their disagreement, and 1 respondent (0.98%) shows his or her strongly disagreement with the statement.

4.3.4 Integrative Need

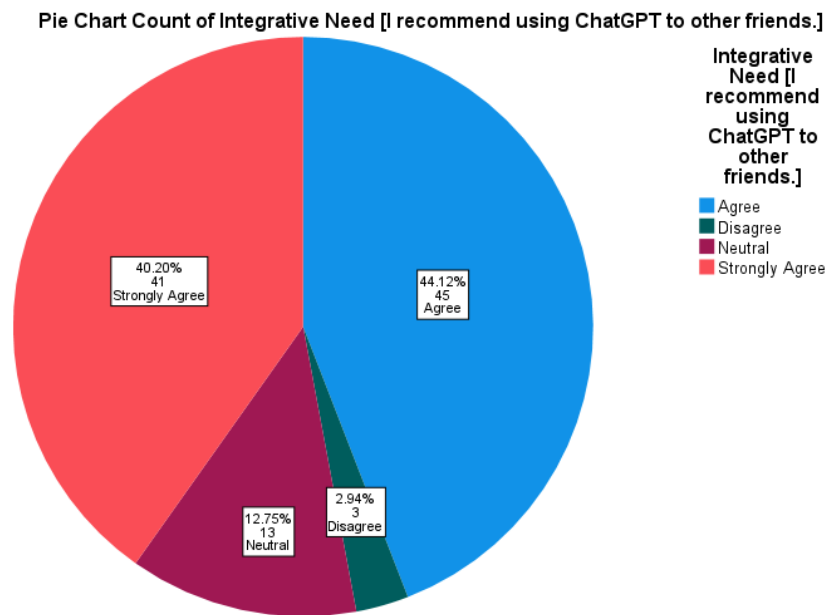


Figure 4.22 Results of Preference on Recommending ChatGPT to Friends

Based on Figure 4.22, 45 respondents (44.12%) agree with the statement “I recommend using ChatGPT to other friends,” while 41 respondents (40.2%) strongly agree with the statement. Out of the remaining 16 respondents, 13 of them (12.75%) stay neutral and 3 of them (2.94%) disagree with the statement.

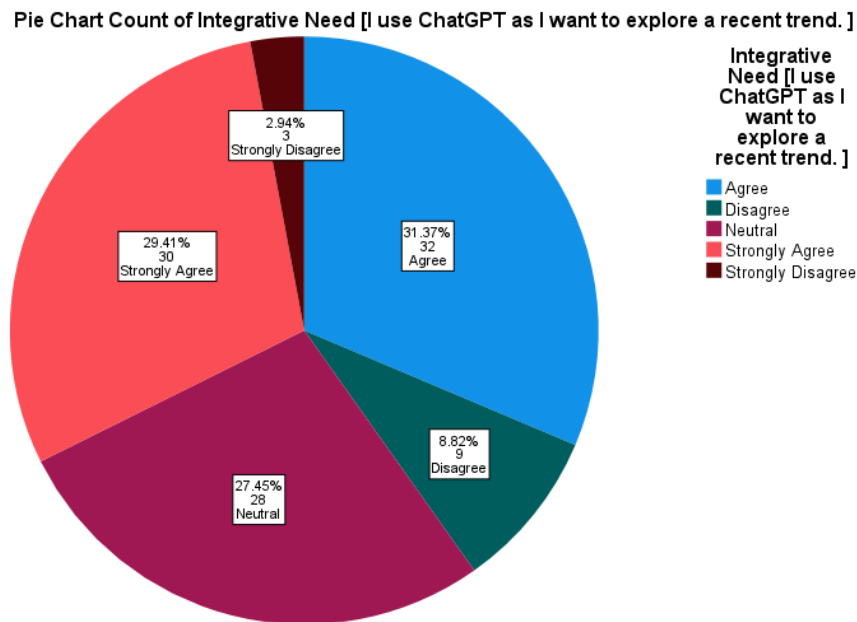


Figure 4.23 Results of Using ChatGPT to Explore Recent Trend

Figure 4.23 shows that 32 respondents (31.37%) agree that using ChatGPT is because they want to explore a recent trend, 30 respondents (29.41%) strongly agree with it as well. 28 out of 102 respondents (27.45%) remain neutral, 9 respondents (8.82%) disagree with the statement and 3 respondents (2.94%) strongly disagree with the statement.

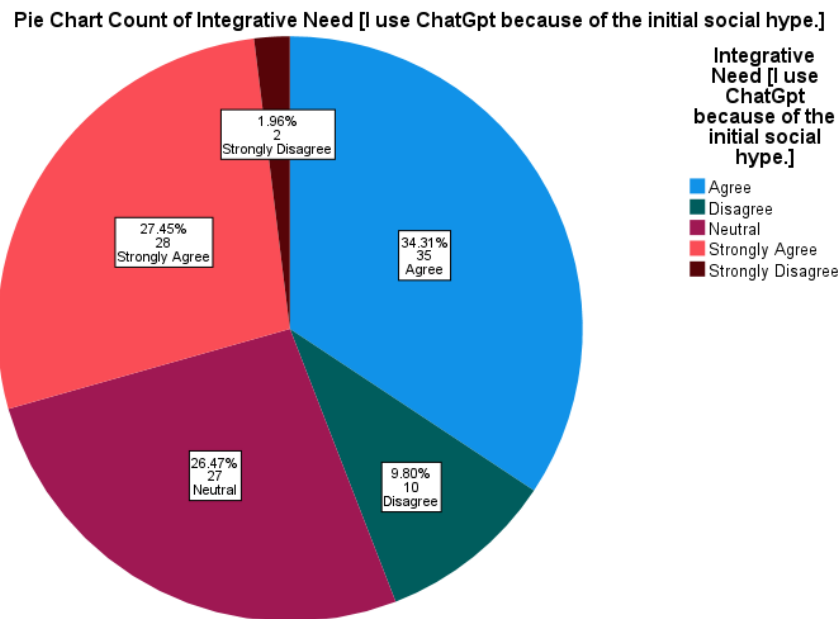


Figure 4.24 Results of Using ChatGPT Due to Its Initial Social Hype

According to Figure 4.24, a total of 35 respondents (34.31%) agrees with the statement “I use ChatGPT because of the initial social hype”. 28 respondents (27.45%) strongly agree with it and 27 (26.47%) respondents stay neutral. On the other hand, 10 respondents (9.8%) disagree with the statement and 2 respondents (1.96%) strongly disagree with the statement.

Pie Chart Count of Integrative Need [I use ChatGPT because it is always there for me when I want to talk.]

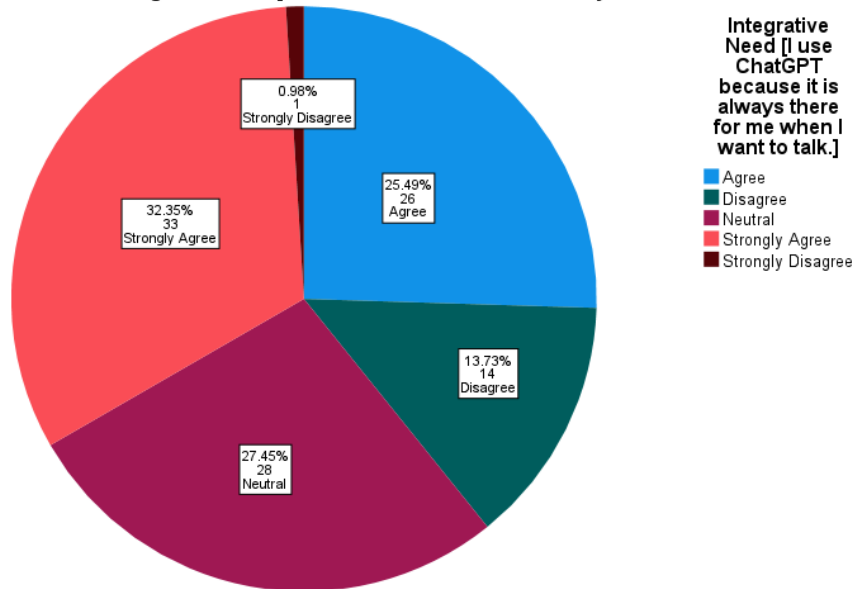
***Figure 4.25 Results of Using ChatGPT Due to Its Availability***

Figure 4.25 shows that 33 respondents (32.35%) strongly agree on using ChatGPT because it is always there for them when they want to talk. 28 respondents (27.45%) remain neutral while 26 respondents (25.49%) agree with it. In contrast, 14 respondents (13.73%) disagree that the reason using ChatGPT is because it is always there for them when they want to talk, and 1 respondent (0.98%) strongly disagrees with it.

4.3.5 Tension Free Need

Pie Chart Count of Tension Free Need [I use ChatGPT because using ChatGPT is customized to my needs.]

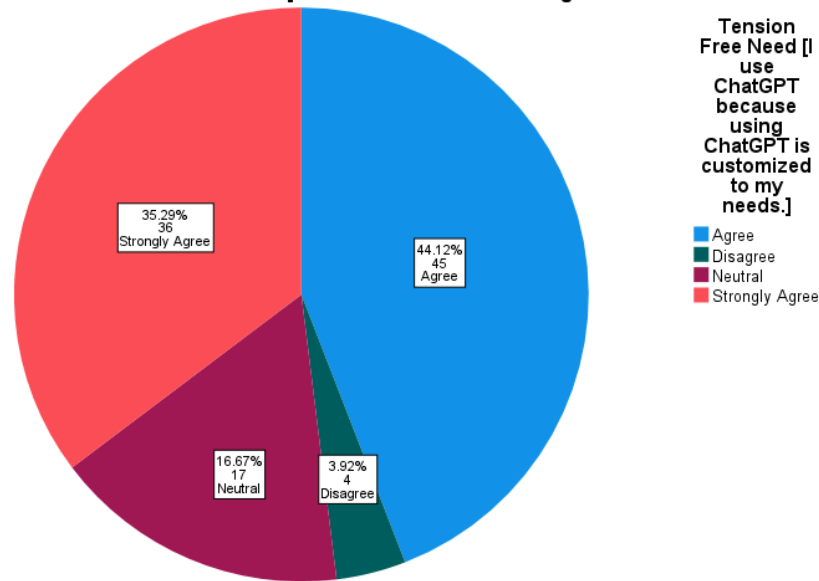


Figure 4.26 Results of Using ChatGPT Due to Its Customization to Users' Needs

There are 45 respondents (44.12%) who agree with the statement “I use ChatGPT because using ChatGPT is customized to my needs,” while 36 respondents (35.29%) strongly agree with the statement. For the other 21 respondents, 17 respondents (16.67%) stay neutral and 4 respondents (3.92%) disagree with the statement.

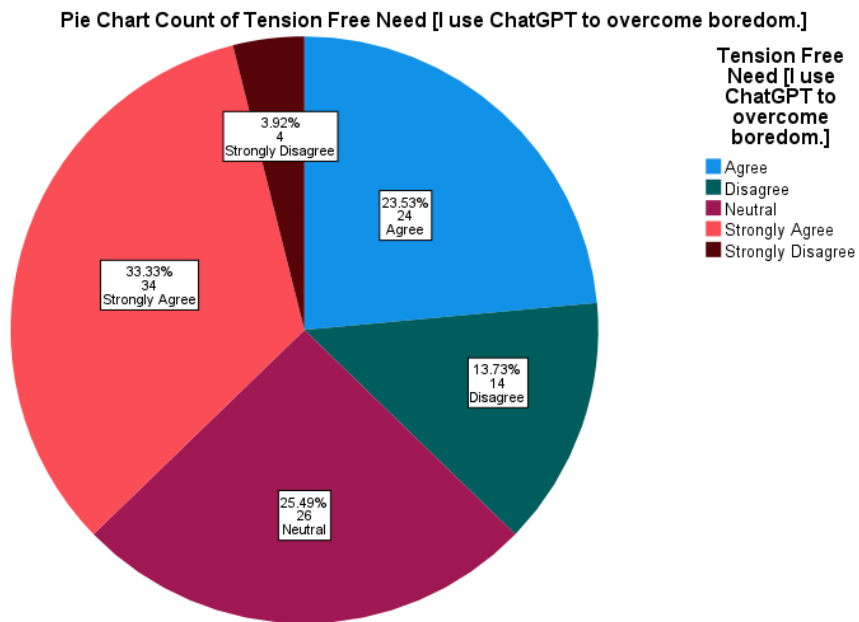


Figure 4.27 Results of Using ChatGPT to Overcome Boredom

Figure 4.27 demonstrates that 34 respondents (33.33%) strongly agree with the statement on using ChatGPT to overcome boredom, while 26 respondents (25.49%) remain neutral. In addition, 24 respondents (23.53%) agree with the statement, 14 respondents (13.73%) disagree with the statement and 4 respondents (3.92%) strongly disagree with the statement.

CHAPTER 5: DISCUSSION & CONCLUSION

5.1 Discussion

In the study, there are two research questions; therefore, the survey questionnaire is divided into two main sections, which are the usage and gratification of ChatGPT on the development of communication skills among Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman.

Through the findings, the researcher found that usage of ChatGPT contributes to the development of communication skills among Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman by providing information, helping in correlation, fostering continuity, and providing entertainment. From the survey, respondents provided their answers using a Likert scale. The results showed that most of the respondents believed that ChatGPT played an important role in helping their communication skills development, especially writing and presentation skills. ChatGPT made three major contributions in information, correlation, and continuity to give students clear information, simplify complex information, and increase cultural communication understanding. ChatGPT also made contributions to entertainment, as most of the respondents agreed or strongly agreed that the process they used with ChatGPT was enjoyable. This encouraged the undergraduates to increase the use of ChatGPT as a tool for communication skills development.

On the other hand, the researcher also designed a research question to study the ways ChatGPT gratifies Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman in the aspect of the development of communication skills. The survey is designed to help the researcher investigate how ChatGPT gratifies the respondents in terms of the development of communication skills. Through the results from the survey, the researcher found that ChatGPT could meet the needs of the students in five key areas: affective need,

cognitive need, personal need, integrative need, and tension-free need. These areas are related to the theory used in this study, which is Uses and Gratification Theory. According to Aldhaen (2024), the Uses and Gratification Theory is widely used to understand how users engage with AI to meet various needs. From the data collected from survey, the majority of the respondents agreed or strongly agreed that ChatGPT could meet their needs. Using ChatGPT provides them with happiness, which satisfies their affective need; provides them with knowledge that will fulfill their curiosity, which satisfies their cognitive need; and provides them with customized recommendations, which satisfy their personal need. In terms of integrative need, ChatGPT helps undergraduates to have a common topic with their peers and thus fosters their social connections. In terms of tension free need, ChatGPT serves as a tool to help them spend their free time. These findings show that ChatGPT not only helps students in their studies but also supports the development of their communication skills.

The results of this study give strong support to Uses and Gratification Theory, which indicates that undergraduates use ChatGPT not only for academic purposes but also to satisfy their different needs. From the above data, the researcher found that the more undergraduates feel that ChatGPT as a tool can be informative, enjoyable, customized, help with socializing, and spend the free time, the more they will increase the use of this tool. At the same time, a few respondents remained neutral or disagreed with some of the views. This suggests that some people are not fully engaged with AI tools such as ChatGPT, possibly because they prefer traditional learning tools, are skeptical towards the information provided by ChatGPT, or lack familiarity with it.

5.2 Conclusion

This study was conducted to examine the usage and gratification of ChatGPT on the development of communication skills among Faculty of Creative Industry undergraduates at

University Tunku Abdul Rahman. As a guidance of this study, the researcher established two research questions. The first research question is to study the usage of ChatGPT on the development of communication skills among Faculty of Creative Industry undergraduates in University Tunku Abdul Rahman and the second research question is to study the ways ChatGPT gratifies Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman in the aspect of the development of communication skills.

In conclusion, this study has answered both research questions. Therefore, the researcher can identify the usage of ChatGPT and the ways ChatGPT gratifies Faculty of Creative Industry undergraduates at University Tunku Abdul Rahman in the aspect of the development of communication skills. Moreover, the researcher adopted Uses and Gratification Theory (U&G) as the foundation of the study to investigate the questions. Based on the theory applied in the study, the reason undergraduates engage with ChatGPT is to fulfill their affective need, cognitive need, personal need, integrative need, and tension-free need when it comes to the development of communication skills. The study identified ChatGPT as a tool to improve undergraduates' communication skills, helping the development of their communication skills especially in writing and speaking. The researcher identified that ChatGPT can support communication skills development because undergraduates perceive it as an informative, enjoyable, and customizable tool for their learning.

5.3 Limitations

Although the researcher has structured the study thoroughly, it still has many unavoidable limitations due to several factors. For example, time constraints. Due to the need to collect data and do the analysis within a limited time, the sample size was only 102 from Faculty of Creative Industry, University Tunku Abdul Rahman. If more time had been

available, a larger sample size, perhaps including data on the number of people from other faculties or other universities would have been completed to increase the diversity of the study. Another limitation identified was the focus of a single AI tool. This study focused on only one AI tool, ChatGPT, while ignoring other AI tools that can also influence the development of communication skills in undergraduates such as Grammarly and QuillBot. This may cause an overlook of the undergraduates' preference for different tools when it comes to different tasks. It detracts from the diversity and comprehensiveness of the study.

5.4 Recommendations

Based on the above identified limitations, some recommendations can be used for future studies. First of all, future studies should aim to include larger and more diverse samples. For example, the researcher can expand the sample to include undergraduates from other faculties or even from other universities. A diverse sample can help the researcher to observe whether undergraduates studying different faculties use AI differently for communication skill development. Besides that, the researcher should include more AI tools in the study. Since each AI has different characteristics and features, undergraduates will choose the corresponding AI tools when using them for learning. Therefore, including other AIs in the study can make the study more comprehensive. In this way, addressing these shortcomings can make the study more comprehensive.

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APPENDIX

Appendix A

Survey Questionnaire

The Usage and Gratification of AI on the Development of Communication Skills: A Case Study on ChatGPT among FCI Undergraduates in UTAR

Good day everyone!

I am Agnes Ho, a final-year undergraduate student pursuing a Bachelor of Corporate Communication (Hons) at University Tunku Abdul Rahman (UTAR), Sungai Long Campus. As part of my final year project, I am conducting a research study titled: "**The Usage and Gratification of AI on the Development of Communication Skills: A Case Study on ChatGPT among FCI Undergraduates in UTAR.**"

I would like to invite you to participate in this study by completing a short survey. Your insights are crucial in understanding how ChatGPT, influences communication skill development among undergraduates.

Please be assured that all responses will remain **strictly confidential** and will be used solely for academic purposes. Your participation is greatly appreciated and will contribute significantly to the success of this research.

If you have any inquiries, please feel free to contact me via email at agneshxr@1utar.my.

Section A: Demographic Questions

Gender *

☐ Male

☐ Female

Course Studying *

- ☐ Bachelor of Communication (Hons) Broadcasting
- ☐ Bachelor of Arts (Hons) Graphic Design and Multimedia
- ☐ Bachelor of Corporate Communication (Hons)
- ☐ Bachelor of Media and Creative Studies
- ☐ Bachelor of Arts (Hons) Game Design
- ☐ Bachelor of Arts (Hons) Journalism in Chinese Media
- ☐ Bachelor of Early Childhood Education (Hons)
- ☐ Bachelor of Arts (Hons) Digital Animation
- ☐ Bachelor of Science (Hons) Game Development

Frequency of Using ChatGPT *

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly

Section B: Usage of ChatGPT

Information *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I use ChatGPT to get information about a topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT to gather information for personal and academic growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ChatGPT provides the latest and updated information and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Correlation *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I use ChatGPT to gain insights about various topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT to comprehend difficult topics and concepts more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continuity *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
ChatGPT helps me understand different cultural communication norms and etiquette.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Entertainment *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy using ChatGPT in my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because it makes me feel happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because it is very entertaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section C: Gratification of ChatGPT**Affective Need ***

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy using ChatGPT in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because it makes me feel happy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the use of ChatGPT is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cognitive Need *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I use ChatGPT to obtain knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT to understand lecture material that is not understood in the learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because I can seek information to satisfy my curiosity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Need *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I use ChatGPT because using ChatGPT makes recommendations that match my personal needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because using ChatGPT makes me feel that I am a unique user.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because using ChatGPT is customized to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Integrative Need *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I recommend using ChatGPT to other friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT as I want to explore a recent trend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGpt because of the initial social hype.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT because it is always there for me when I want to talk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tension Free Need *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I use ChatGPT because using ChatGPT is customized to my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use ChatGPT to overcome boredom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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