

CHAPTER II

REVIEW OF RELATED LITURATURE

The researcher discusses two research-related topics in this chapter. These include previous research and theoretical frameworks. Five broad subtopics make up the theoretical framework: student perspectives, what artificial intelligence (AI) is, its advantages for academic writing, its effects, and its advantages and disadvantages.

2.1 Student perceptions

Student perception refers to the way students interpret, understand, and form opinions about a particular experience, concept, or tool within their educational environment. It encompasses their beliefs, attitudes, emotions, and judgments, which are influenced by personal experiences, cultural background, prior knowledge, and the context in which learning takes place (Valova, Mladenova, & Kanev, 2024). In academic research, examining student perception helps reveal how learners engage with new technologies or teaching methods, and how these elements impact their motivation, performance, and overall educational experience. By understanding student perception, educators and researchers can make more informed decisions about curriculum design, instructional strategies, and the integration of emerging tools like artificial intelligence (Ali, 2020).

2.2 Definition of AI

The introduction of intelligence to a system that may be arranged systematically is known as artificial intelligence (AI). The study of intelligent agents that respond after processing signals from the environment. We discuss several methods to express these functions, including systems for production, reactive agents, logical planners, neural networks, and decision-theoretic systems. Each of these agents is implemented by a function that translates perceptions into actions.

2.3 The using of AI in language learning

In ESL classes using AI is more effective and can make students more active in class, especially most students can already use AI in their learning such as Chat GPT. AI can be defined as having the highest accuracy and specifications that outperform Google's such as Chat-GPT (Al-Ashwal et al., 2023). These findings highlight AI as having the potential to significantly change patient care. Although the AI was evaluated to have no limitations on its ability to Interaction is potentially important with high sensitivity indicating positive developments in patient safety. Relatively strong performance by Chat GPT in terms of sensitivity, specificity, and accuracy.

The application of AI in the classroom in language learning is usually more practical because nowadays technology is sophisticated and many students have mobile phones. The use of AI for foreign languages really helps teachers and students learn a second language more easily, especially with the

help of AI such as Chat GPT. The application of classroom learning using AI can allow students to interact directly with machines, they can talk to AI through their mobile phones. In Chat GPT, there is a voice system where teachers can help their speaking skills by talking to the AI.

Many students are familiar with AI especially Chat GPT but they use AI to find answers only and that is very bad for their learning ability, with teacher guidance using AI in class can introduce that AI can not only find the answers they want but can improve their language skills, as well as when the teacher tells students to talk to AI using English it can improve their hearing skills as well as grammar. An analysis was conducted on the use of AI for English teaching and learning can be improved using this tool especially in academic classes. AI allows for increased activity in writing as well as listening classes. with AI in teaching the presence of a teacher is not required as AI can handle the class (Ali, 2020).

In this technologically dense era where almost all human activities are assisted by technology, especially in terms of teaching, such as using AI in classroom learning which helps teachers explain and search for material easily. But in this sophistication there are major problems, such as when searching for material with the help of AI, sometimes the results that appear do not match our expectations. Technology in the form of AI is also often difficult to accept the vocabulary we speak, this is very bad when students want to practice their speaking skills using AI, where they are still at the learning stage, this allows their interest in learning to decrease and they will get bored quickly. According

to a 100-year assessment on AI released by the University of Stanford in 2016, while AI had great potential for language learning, its early successes were limited by its incapacity of assisting deep learning in systems (Mouliwaran, 2023).

2.4 The benefits AI in writing and drawbacks of AI in language learning

2.4.1 The benefit of AI

AI is useful us to easy find homework assignments from the questions given by the teacher in class. Where modern technology is very popular with students at school, as it can help them find journals, do assignments and find material quickly. According to Vall (2023), defines if we want to increase the efficiency and speed of learning we can use AI: AI language learning tools help students save time by prioritizing tasks that can provide learning experiences based on their needs and progress. Most students recognize the power of AI as a writing aid, such as plagiarism detection, grammar checking, essay planning, and language translation. AI has been found to improve students' writing skills, confidence, and understanding of academic integrity. Usually students use QuillBot to paraphrase their writing, three advantages of using Quillbot were discovered: it improved students' attitudes about writing, offered a range of capabilities that made writing easier, and supported students' language development (Kurniati, 2022).

Benefit of Ai in Language Learning

- AI language learning tools help students save time
- AI helps students improve their academic writing skills
- Supports students' language development in writing class
- Students can write more easily

2.4.2 Drawback of AI

AI also has shortcomings in that it is unable to encourage deep learning in the system. Sometimes the answers we want do not match what we want, which is a limitation of AI in learning language used. Additionally, AI has other drawbacks, yields biased or erroneous results, and is unable to balance the significance of different sources when providing answers (Kacena et al., 2024). Sometimes higher level grammar is difficult for beginners to understand if they want to learn a foreign language. If we often depend on AI for learning, such as doing assignments and looking for answers to AI as a dependency on AI, maybe natural among humans. Another finding pertaining to AI's limitations is that, unlike human writers, it is not always able to synthesis the material supplied to create meaningful links between concepts.

Drawbacks of Ai in Language Learning

- The language provided by AI is difficult for students to understand
- AI does not provide the answers that students want
- Using AI may cause dependency among students

2.5 Academic writing

According to Gurung (2022), organizing, drafting, and modifying are each part of academic writing. Academic writing is the arrangement of all the parts in chronological sequence. Writing for academic purposes could be difficult. These resources might indicate possible sources that require accurate citation and provide instructions for paraphrasing and giving credit where credit is due (Jarrah, 2023).

2.6 The role of AI in the language learning process

With AI role the teacher in preparing materials is greatly helped by AI. AI can also help teachers in making power points so quickly that this is very helpful in teaching that will be carried out. For using of AI for students, students can utilize artificial intelligence (AI) technology to learn English in real-time, access English learning resources, and practice their English skills outside the classroom. Here is many advantages to promote the four core language skills—speaking, listening, reading, and writing—through the use of AI into language learning environments. AI-powered products that can give students immersive and interesting language learning experiences include chat-bots, virtual tutors, speech recognition software, and language learning programs (Rusmiyanto, 2023).

2.7 Previous Studies

The researcher obtained information for this study from a number of previous investigations that are related to this one. The researcher found the following references from two previous studies:

First, it was a research that had been conducted by Zuraina Ali entitled "Artificial Intelligence (AI): A Review of its Uses in Language Teaching and Learning" at 2020. The purpose of this study was to uses of AI in its applications in the learning and learning teaching of languages. The approach of this research was a qualitative approach where the researcher explained the result by content analysis, to review the articles that are obtained from relevant databases. Based on the finding, the researcher concluded that The uses of AI prove that its uses ease language teaching and learning.”

Second, it was the research written by Moulieswaran & Prasantha Kumar , India. The title was "Investigating ESL Learners' Perception and Problem towards Artificial Intelligence (AI) -Assisted English Language Learning and Teaching" at 2023. The purpose of this study was to 1) The ESL learners' perspectives concerning AI-assisted English language learning and teaching; 2). ESL learners' problems concerning artificial AI-assisted English language learning and teaching. The approach of this research was a quantitative. The present study recommends further research to investigate thoroughly how experienced language instructors use AI-powered applications in their classrooms to build best practices for utilizing AI in teaching and learning in ESL environments.”

Those two the researcher was motivated to look more into the concepts by those two earlier investigations. Students and AI as a language learning tool are the connections with the current study. In the meanwhile, the research's focus is where the present research differs (Ali, 2020). Based on Moulieswaran (2023), focused on the AI as a language learning tool and learners perception and impact of using AI. The researcher was inspired to delve more into the concepts by those two earlier investigations. Students and AI as a language learning tool are the commonalities with the current study. In the meanwhile, the research's focus is where this study differs.

