

CHAPTER I

INTRODUCTION

In this section, the researcher defines the study's background, research problem, research objective, the scope and limitations, the significance of study, and definition of key terms.

1.1 Background of the study

English serves as an international language utilized for communication in worldwide. This indicates that people around the world must master and be fluent in speaking English (Yulfi & Aalayina, 2021). In Indonesia, English is a foreign language taught from primary school up to the university level. This is because English is significant for developing science, technology, and culture in Indonesia. Learning English is a process of gaining knowledge about English language abilities including, reading, writing listening, and speaking. Muna (2019) states that learning English is essential because it is used globally to communicate and has a vital role in various fields such as education, business, tourism, etc.

Nowadays, the development of information and technology continues to grow, especially in technological developments that can affect the world of education. The role of technology is significant for learning and teaching activities. Indirectly, teachers and students are required to deal with technology. With the advent of computers, smartphones, tablets, and other digital devices, teachers and students can access various information and resources to enhance the learning experience. By using technology in class, the learning process will be enjoyable, and students will be motivated to learn English. It has also provided students with new methods to collaborate and communicate with their peers and teachers, allowing them to collaborate on projects and share ideas in real time. In addition, technology has enabled the development of new tools and platforms to make education more accessible and affordable, one of which is AI (*Artificial Intelligence*).

In this era, AI (*Artificial Intelligence*) is increasingly used in various subjects, including education. Artificial Intelligence (AI) is an area of computer

science concerned with establishing systems capable of performing activities that previously required human intelligence. AI technologies enable computers to gain knowledge from data, make decisions, and complete tasks in a way that resembles human reasoning. AI has many applications, including health, transportation, finance, and education. One example of the use of AI that we can find is chatbots. Chatbots are computer programs designed to answer user questions with pre-programmed answers. One type of chatbot that can be used is ChatGPT.

ChatGPT is a significant language system trained by OpenAI to communicate with people in a conversational design and deliver practical and valuable replies to answer user needs. Zhai (2022) added that ChatGPT is powered by artificial intelligence (AI) technology and is trained with human-generated data from the web, including conversations. ChatGPT can understand natural languages and respond like a human. This makes it a highly suitable tool for various applications. ChatGPT learns through user interactions and continuously enhances its efficiency with its advanced machine-learning algorithms. For this reason, ChatGPT has many accesses, such as websites, books, and articles that provide accurate and pertinent information.

ChatGPT has the potential to be an effective instructional tool. Learning English enables students to find various sources of information, answer questions, and provide assistance. Utilizing its proficiency in language comprehension and response, ChatGPT can provide a learning experience tailored to the needs and interests of each student. Students have the option to inquire ChatGPT about English grammar, vocabulary, and pronunciation for quick and accurate answers. In addition, ChatGPT can also help students enhance their writing skills in English through grammar and spelling correction features. In addition to aiding in learning English, ChatGPT can understand language and generate responses that can also contribute to a deeper understanding of students' perceptions.

Perception is how people interpret and organize sensory information from the environment to produce a meaningful and coherent understanding of the world around them. This includes the initial recognition of sensory stimuli such as sight, sound, and smell and the cognitive processes that enable people to make sense of that information. Perception is influenced by many factors, including past

experiences, expectations, emotions, and attentional focus. The perception of the world is subjective and prone to error and bias so that different people may interpret the same sensory information differently.

Empirically, there are several previous studies that discuss ChatGPT as an English learning tool in learning English, such as research conducted by Ali, J., Shamsan, M., A., A., Hezam, T. & Mohammed A. A. Q. (2023) about “Impact of ChatGPT on learning motivation: Teachers and students' voices”, by Alafnan, M. A., Dishari, S., Jovic, M., & Lomidze, K. (2023) about “ChatGPT as an Educational Tool: Opportunities, Challenges, and Recommendations for Communication, Business Writing, and Composition Courses”, and Halaweh, M (2023) entitled “ChatGPT in education: Strategies for responsible implementation”.

A study conducted by Ali et al., (2023) regarding the impact of ChatGPT on learning motivation: the voices of teachers and students. The researchers wanted to investigate how ChatGPT can influence English learning. The findings show that ChatGPT typically inspires students to enhance their reading and writing skills proficiencies. Furthermore, the researchers revealed that ChatGPT could be integrated into English learning activities to promote independent and proficient learning. The results of this study also state that the use of ChatGPT can affect students' macro and micro language skills and increase students' intrinsic, extrinsic, and autonomous motivation. This indicates that the role of ChatGPT in learning English is very good for being a motivational tool for student learning.

Another previous study conducted by Alafnan et al., (2023) about ChatGPT as an Educational Tool: “Opportunities, Challenges, and Recommendations for Communication, Business Writing, and Composition Courses”. In their study, the researchers intend to explore the possibilities and obstacles that students may encounter for academic reasons. The findings of the study indicate that ChatGPT could be effective as a search tool because it delivers accurate responses. The researchers also revealed that ChatGPT could serve as a forum for students to access answers to theoretical queries and brainstorm ideas. Not only that, but the researchers also revealed that ChatGPT can skillfully re-paraphrase solutions in a method that cannot be discovered by similarity identification applications.

The last study was conducted by Halaweh (2023), entitled “ChatGPT in education: Strategies for responsible implementation”. In this study, the researcher states that the use of ChatGPT can provide students with opportunities to develop their ideas and thoughts. The use of ChatGPT can also foster student creativity and innovation from what has been produced before. In addition, students can also show more critical thinking to develop new ideas. Researchers also suggest ChatGPT can provide practical examples for students' academic writing.

From the research above, it has similarities and contrasts with the writer's research. What the participants have in common is that they have used ChatGPT. This study focuses on student experience to determine student perceptions of ChatGPT in learning English. Finally, based on the explanation above, the writer named this research "Students' Perceptions toward ChatGPT in Learning English at SMAN 1 Glagah Banyuwangi”.

1.2 Research Problem

1. What are the students' perceptions toward ChatGPT in learning English at SMA Negeri 1 Glagah Banyuwangi?

1.3 Research Objective

The objective of this study is

1. To find out the students' perceptions toward ChatGPT in learning English at SMA Negeri 1 Glagah Banyuwangi

1.4 Scope and Limitation

The scope of this study is the 11th-grade students of SMAN 1 Glagah Banyuwangi. Then, the limitation of this study is that only the students' perceptions toward ChatGPT in learning English.

1.5 Significance of the Study

Theoretically, understanding students' perceptions towards ChatGPT in learning English can aid in identifying the potential advantages and disadvantages of integrating technology into language education. It also has the potential to enhance current theories and establish a new theoretical model about English learning through ChatGPT.

Practically, understanding the practical implications of student perception towards ChatGPT in learning English is crucial for educators and developers who

want to implement this technology in the classroom. It would also help them address any challenges or obstacles that students may face when using ChatGPT and develop strategies to overcome them. Ultimately, this has the potential to result in language learning outcomes that are more efficient and effective for students.

1.6 Definition of Key Terms

In this study, certain definitions are intended to clarify the key terms used:

1. **A student** is an individual engaged in education at an educational institution such as a school, college, or university (ASTIKA, 2021).
2. **Perception** refers to the mental process of gaining awareness or comprehension of sensory information through the use of one's cognitive abilities, paying attention to stimuli through the senses, and possessing the capability to comprehend something (Qiong, 2017).
3. **ChatGPT** is an advanced language model built on OpenAI's Generative Pretrained Transformer (GPT) technology with the capability to generate text that matches human-generated substance (Rudolph et al., 2023).
4. **Learning English** is a process involving acquiring competence to use English accurately and appropriately in various situations and contexts faced by students in everyday life (Wendiyarti, 2022).

