CHAPTER 1

INTRODUCTION

This chapter consists of the background study, research problem, purpose of study, significant of study, scope and limitation, the key of term and references.

1.1 Background of Study

English is a second language in Indonesia. However, indonesian students are required to learn English at school. According to Albiladi et al., in Al Murshidi (2020) Teaching and learning a second language is a complex process that requires a great deal of time and effort. Therefore, foreign and second language teachers seek resources to find the most effective and engaging teaching methods to facilitate the language learning process. It is important to change these preconceived notions and find ways to motivate language learners in learning English.

In this era, Technology development is very rapid and progressive. One of them is technology that makes it easier for people to learn anywhere and under any conditions. Therefore, the world of education has to adapt to technological developments to improve the quality of teaching, especially when it comes to learning English. According to İlçi in Aruhi (2022) The smartphone-based learning process is also a new technological achievement in education trends, offering educators and students a great opportunity to improve the quality of education.

Elkins, K., & Chun, J. (2020) stated that AI speech is for a variety of writing tasks that draws attention to important text features, makes long text passages relevant, and can be tailored to individual tasks such as question-and-answer and text generation. AI stands for Artificial Intelligence, which refers to the ability of machines and computer systems to perform tasks that would normally require human intelligence to complete. AI systems are designed to simulate human cognitive abilities, such as learning, reasoning, problem-solving, perception, and natural language processing.

Students and teachers are collaborating technology in teaching and learning English. According to Backer in Ahmadi, D., & Reza, M. (2018) Technology is seen as an important teaching tool in language learning, and teachers are easily accessible, well prepared, and have some freedom in their curriculum. By using technology, students can use it as a tool to learn English. One of tools that students can use in learning English is ChatGPT.

ChatGPT is a large language model created by OpenAI that uses the GPT-3.5 architecture. It is capable of generating human-like responses to natural language inputs, making it useful for a wide range of applications such as chatbots, language translation, and text completion. The model has been trained on a large dataset of text from the internet, which has allowed it to develop a deep understanding of language and generate coherent and relevant responses to various inputs. ChatGPT can be used to power virtual assistants, translate text from one language to another, generate summaries of long documents, and predict the next word in a sentence. One relevant application of ChatGPT's language understanding ability is to discuss the topic of students' perception in the educational environment.

Perception is a complex process that involves interpreting sensory information from the environment, including cognitive and emotional factors. It is influenced by past experiences, attention, expectations, and context, leading individuals to perceive the same information in different ways. Perception is crucial for human cognition, interacting with the world and other cognitive processes such as memory and learning, and studied in fields like psychology, neuroscience, and philosophy. Students' perception refers to how they interpret and feel about their academic environment, including teachers, peers, curriculum, and learning activities. It is influenced by factors such as prior knowledge, motivation, cultural background, and personal interests. Understanding students' perceptions is vital for designing effective educational interventions that address their needs, promote learning, and create a supportive learning environment for academic success and engagement.

The preceding conversation pertains to theoretical contemplation. However, there exist several studies that discuss ChatGPT from empirical perspectives such as from Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A., & Mohammed, A. A. (2023) with the title "Impact of ChatGPT on Learning Motivation: Teachers and Students' Voices", from Sallam, M. (2023) with the title "The Utility of ChatGPT as an Example of Large Language Models in Healthcare Education, Research and Practice", and from Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023) with the title "What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education".

A research by Ali, J. K. M et al,. (2023) with title "Impact of ChatGPT on Learning Motivation: Teachers and Students' Voices" had problems to be researched. Researchers wanted to know the impact of ChatGPT on English students' motivation from teachers' and students' perceptions and significant differences between students' and teachers' perceptions on using ChatGPT in language learning. The data showed that English students perceive ChatGPT as a motivational tool for learning that impacts their language macro and micro skills, increases their intrinsic, extrinsic, and autonomous motivation, and motivates them to read and write more than other skills.

The study from Sallam, M. (2023) entitled "The Utility of ChatGPT as an Example of Large Language Models in Healthcare Education, Research and Practice: Systematic Review on the Future Perspectives and Potential Limitations". The researcher aimed to investigate the potential future applications of ChatGPT, specifically as a prominent instance of LLMs, in various areas such as healthcare education, academic and scientific writing, and healthcare practice, taking into account the current available evidence. The data showed that despite certain challenges, ChatGPT has the ability to generate effective discharge summaries that can be instrumental in easing the documentation workload in healthcare.

The last study is from Tlili, A et al,. (2023) with the title "What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education".

The researchers aimed to uncover how users perceive the usage of ChatGPT in the field of education and to investigate what worries or issues exist regarding the use of chatbots, specifically ChatGPT, in the domain of education. The data showed that ChatGPT As a Case Study of Using Chatbots in Education that In various ways, ChatGPT has the potential to transform education because it is so useful. Many users in the study found ChatGPT to be beneficial due to its ability to provide specific and relevant information on diverse disciplines or topics. Nonetheless, this current research pinpointed various worries or issues concerning the utilization of ChatGPT in the realm of education such as embrace the technology rathen than banning it, need for new teaching philosophy, nothing should be taken for granted, upskilling competencies, developing humanized chatbots, and developing renponsible chatbots.

After reviewing the previous studies above, it was found that there are both similarities and differences between the writer's research and the discussed topic. The main objective of the writer's research is to explore how students perceive ChatGPT when learning English. It is noticeable that no investigation has been conducted on students' perceptions of ChatGPT in English learning at SMK Negeri 1 Glagah Banyuwangi, thus the researcher addresses this issue.

1.2 Statement of the problem

➢ How are the students' perception towards ChatGPT in learning English at SMK Negeri 1 Glagah Banyuwangi?

1.3 Purpose of the study

➢ The purpose of this study is to find out the student's perception towards ChatGPT in learning English at SMK Negeri 1 Glagah Banyuwangi

1.4 Scope and and limitation

The scope of this study is computer network engineering students grade 11th at SMK Negeri 1 Glagah Banyuwangi. This study is limited to the perceptions by students at SMK Negeri 1 Glagah Banyuwangi and ChatGPT

because the school is known to be actively following technological developements in the field of education.

1.5 Significance of the study

In terms of theory, this study has the potential to enhance current theories or create new theoretical models regarding language learning and learning through the use of ChatGPT.

In practical terms, the investigation of ChatGPT has the possibility of enhancing the efficiency and efficacy of language education, and at the same time, offering language learners the chance to enhance their language skills.

1.6 Definition of key term

The current study has four key terms that are described below:

1. Student

    Astika (2021) stated that A student is an individual who is enrolled in an educational institution such as a school, college, or university for the purpose of learning.

2. Perception

    Perception is our sensory experience of the world around us, and involves both our perception of environmental stimuli and our response to those stimuli, including our five senses; touch, sight, sound, smell, and taste and it also includes a set of senses called proprioception, which includes the ability to detect changes in body position and movement (Cherry, 2020).

3. ChatGPT

    Zhai (2022) stated that ChatGPT employs AI technology and is equipped with human-generated data from online sources, such as conversations, to operate.

4. Language Learning

    Learning a language is a life-changing experience offering access to new opportunities, interactions and cultures. Almost all books on

science, engineering, information technology, medicine, tourism, business, etc. are written and taught in English only, so most of the students who go abroad for higher education studies need to know and understand this (Rao, 2019).