

CHAPTER I

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 the Study

In this era, technology is developing rapidly and significantly. One example is technology that allows people to learn anywhere and under various conditions. Therefore, the education sector needs to adapt to the development of technology to improve the quality of teaching, especially in English learning. Smartphone-based learning is also a new innovation in education trends, providing great opportunities for educators and students to improve the quality of education. Meanwhile, the current trending technology is AI.

(Marzuki et al., 2023) states that AI speech is used for a variety of writing tasks that highlight important features in text, make long passages of text more relevant, and can be adapted to specific tasks such as questioning and text generation. AI, or Artificial Intelligence, refers to the ability of machines and computer systems to perform tasks that would normally require human intelligence. AI systems are designed to mimic human cognitive abilities, including learning, logical thinking, problem solving, understanding, and processing natural language.

On the other hand, students and teachers are working with technology in English language teaching and learning. According to (Ronsumbre et al., 2023), technology is seen as a crucial teaching tool in language learning, and teachers can access it easily, anytime and anywhere. By utilizing AI technology, teachers and students can use these tools to learn English. One of the tools that students can utilize in learning English is ChatGPT.

ChatGPT is a large language model developed by OpenAI with the GPT-3.5 architecture. It is capable of generating human-like responses to natural language input, and has many uses such as chatbots, translation, and text completion. Trained using large datasets from the internet, ChatGPT can understand language deeply and provide coherent answers. The model is useful for supporting virtual assistants, translating text, summarizing documents, and predicting the next word. One of its important applications is in addressing student perception in an educational context.

Perception is a complex process that involves the interpretation of sensory information from the environment, as well as cognitive and emotional factors. Perception is influenced by past experience, attention, expectations and context, which causes individuals to perceive the same information in different ways. Teacher perception refers to how they interpret and perceive their academic environment, including students, curriculum and learning activities. Understanding teachers' perceptions is critical to designing effective educational interventions that meet their needs, promote better teaching and create learning environments that support academic success and student engagement.

The previous talks were concerned with theoretical contemplations. However, there are some studies that discuss ChatGPT from an empirical point of view 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: Teacher and Student Voices", from (Mukhlis, 2024) with the research title "Teacher Perceptions of ChatGPT Utilization in Developing Reading Literacy Questions: A Case Study of Secondary Schools in Riau Province" and from (Harmawan et al., 2023) with the title "Teacher Perceptions of using ChatGPT application as one of the Learning Support Media".

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 next research by (Mukhlis, 2024) with the title "Teacher Perceptions of ChatGPT Utilization in Developing Reading Literacy Questions: Case Study of Junior High Schools in Riau Province". The researcher wanted to know how teachers perceived the utilization of ChatGPT in designing reading literacy questions and examining the prompts used by teachers to design questions. The results showed that teachers' perceptions of ChatGPT utilization in designing reading literacy questions were positive on average. By using well-designed prompts, teachers can create complex reading literacy questions. However, the important role of the teacher cannot be replaced by ChatGPT. In conclusion, amid the positive response to the usefulness of ChatGPT,

teachers must be skillful in evaluating the reading literacy questions generated from ChatGPT and adjusting them to the learning objectives and students' needs.

And the last research by (Harmawan et al., 2023) with the title "Teacher Perceptions of using ChatGPT application as one of the Learning Support Media". The results showed that teachers showed a positive and enthusiastic attitude towards the use of ChatGPT in learning. They recognized its benefits in preparing and planning lessons, developing materials, and improving students' insights. Based on the research ChatGPT also has the potential to support learning, but there is a need for socialization, initial understanding, and strengthening the role of teachers in implementing it.

After reviewing previous studies, there are some similarities and differences between the author's research and previous studies. The similarity between the author's research and previous research is that both examine ChatGPT as the object of research. And also both involve teachers as research subjects, either through questionnaires, interviews, or a combination of both. However, there are also differences in research location and research focus. The research location of the previous study was in Riau Province, while the author's research was in Lumajang, East Java, precisely at MAN Lumajang. The previous research focused on how teachers' perceptions of ChatGPT utilization in developing reading literacy questions, and how teachers' perceptions of the use of ChatGPT application as one of the media supporting learning, and what is the impact of ChatGPT on learning motivation: Teachers and Students' Voices. Meanwhile, the author's research focuses on finding out how teachers perceive the use of ChatGPT in teaching English at MAN Lumajang. No research has been found that examines teachers' perceptions of ChatGPT in the context of English language teaching at MAN Lumajang, therefore the author chose this topic to be raised.

1.2 Research Problem

How is the perceptions of English teachers at MAN Lumajang regarding the use of ChatGPT as a teaching tool?

1.3 Research Objective

The purpose of this study is to find out the teacher's perception towards ChatGPT in teaching English at MAN Lumajang

1.4 Scope and Limitation

The scope of this study is teachers at MAN Lumajang, and the limitation of this study is the teachers perceptions toward ChatGPT in teaching English

1.5 Research Significance

Theoretically, this study has the potential to improve or develop a new theoretical framework for language teaching and learning through the use of ChatGPT. The outcomes of this research may also contribution to further development effective and productive language-learning technology. Research on ChatGPT could improve the efficiency and effectiveness of language teaching and create new perspectives for language learners to improve their language skills.

1.6 Definition of Key Terms

1. Teacher

Teachers are highly valued as individuals because they contribute significantly to the success of learning in schools. Teachers play a role helping students develop their skills to the fullest. (Hamid, 2017)

2. Perception

The process of organizing and interpreting sensory experiences to give them context and help people comprehend their surrounding is known as perception. (Maropen Simbolon, 2007)

3. ChatGPT

Artificial intelligence system called ChtGPT uses artificial intelligence to power text-based conversational exchanges. Among ChatGPT's many features are language translation, recommendation engines, productivity boosts, and instructional support. (Suharmawan, 2023)

4. Language Teaching

Language teaching is the process of teaching and learning a foreign or second language. It covers a variety of methods and techniques designed to help learners acquire language skills such as vocabulary, grammar, pronunciation, and communication skills. (Marianne Celce-Murcia, 2001)

