

# CHAPTER I

## INTRODUCTION

This chapter includes the background of the study, research problem, objectives, significance, scope and limitations, key terms, and references.

### 1.1 Background of Study

The global language of communication amongst all nations and countries is English, making it a crucial skill for students. Fluency in English is essential due to its universal use in the fields of technology, politics, commerce, and education. Nishanthi (2018) emphasized the extensive usage and dominance of English globally, which has influenced all aspects of work. The Indonesian curriculum considers English to be a critical subject, and therefore, it is expected that students have adequate proficiency in the language.

Han et al., (2023) highlighted that In the field of English as a Foreign Language (EFL) education, the incorporation of artificial intelligence (AI) technology has emerged as a transformative approach to enriching students' learning experiences. The application of AI-driven tools, such as Grammarly and Quillbot, has demonstrated remarkable potential in facilitating improvements in learners' writing skills. These tools provide real-time feedback, suggest corrections, and assist with language refinement, contributing significantly to the development of EFL learners' writing proficiency. Furthermore, students have expressed overwhelmingly positive attitudes toward the adoption of these technologies in their writing classes, appreciating their user-friendly interfaces and the personalized guidance they offer. This growing enthusiasm highlights the pivotal role AI tools play in modernizing EFL instruction and fostering greater engagement in language learning.

Fitria (2023) highlights that Artificial Intelligence (AI) is a highly relevant technological trend that has gained immense popularity in various fields, including business, healthcare, finance, education, and entertainment. With its potential to transform the way we live and work, AI technology is expected to bring significant advancements in the coming years. In the ever-evolving digital age, Artificial Intelligence (AI) has arisen as a crucial innovation with considerable potential to influence various aspects of human life. AI entails machines replicating or simulating human intelligence, encompassing capabilities such as learning, problem-solving,

decision-making, and interaction with surroundings. The advancements in machine learning and data analytics have made AI systems more intelligent, efficient, and accurate in their operations, leading to the creation of personalized experiences for users and opening up new possibilities for organizations to improve their services and offerings. Therefore, it is crucial for organizations and individuals to embrace this trend and invest in the development of AI systems to stay ahead of the competition and leverage its potential for growth and success.

To effectively master English in the Society 5.0 era, advanced technology known as AI, originating from Europe, plays a pivotal role. AI, or artificial intelligence, can perform numerous tasks that usually require human intelligence. It is crucial in various life aspects, including education and language learning (Chen et al., 2020). This technology allows users to learn English in a more interactive, adaptive, and personalized way. AI enables English learning applications to customize the material according to the user's abilities and needs. For example, apps like Duolingo and Babbel utilize AI algorithms to evaluate learning progress and offer suitable exercises. Additionally, virtual assistants like Siri and Google Assistant provide opportunities for users to practice everyday conversations in English, enhancing their speaking and listening skills.

ChatGPT and GPT-3. These tools have revolutionized the way we communicate and interact with technology, and they have opened up new possibilities for organizations and individuals to streamline their operations and enhance productivity (Abdullah et al., 2022). Given their exceptional capacity to produce human-like responses and generate high-quality content, these text-generation tools are anticipated to have a substantial impact across multiple domains, including customer service, education, and healthcare, among others. With advancements in technology, it becomes crucial to assess its impact on education and academic research. While digital resources and automated tools like ChatGPT can be incredibly useful for language learning and scientific writing, they also pose challenges and ethical concerns that must be addressed (Dergaa et al., 2023). Libraries and librarians can play a critical role in providing guidance and support to individuals navigating these changes, helping them to make the most of these resources for their learning and research needs. At the same time, it is essential to consider the broader implications of relying too heavily on technology and automated tools, such as the potential impact on employment opportunities and the role of human creativity and critical thinking in academic writing. To ensure that technology and human creativity can work together

effectively, It is essential to establish ethical guidelines and best practices that find a balance between leveraging technology for efficiency and preserving the authenticity and originality of academic work.

GPT-3, An abbreviation for "Generative Pre-trained Transformer," This sophisticated autoregressive language model employs deep learning techniques to produce text that closely emulates human language (Briouya et al., 2024). In simpler terms, It is a computational system developed to generate sequences of words, code, or various data types based on a specified input referred to as the prompt. GPT-3 is often used in machine translation applications to statistically anticipate word sequences. It is trained on a comprehensive dataset comprising unannotated texts from sources like Wikipedia and various other websites, predominantly in English, but also encompassing texts in multiple other languages. To obtain pertinent results, these statistical models necessitate comprehensive training using substantial quantities of data. The inaugural version of GPT, launched in 2018, incorporated 110 million learning parameters—values optimized by neural networks during the training process. GPT-2, which was released the following year, utilized 1.5 billion parameters. The most recent iteration, GPT-3, The model is trained on a broad dataset consisting of unannotated texts drawn from sources such as Wikipedia and various other websites, primarily in English but also including a range of other languages. Floridi, L., & Chiriatti, M. (2020).

Students' perceptions of technology in language learning may differ based on several factors, including age, language proficiency, and previous experience with technology. However, there are some general trends and attitudes that can be observed among students(Lai et al., 2018). In general, many students perceive technology as an effective tool for language learning, as it can make learning more interactive, engaging, and personalized. They appreciate the convenience of online learning materials and the ability to access resources from anywhere and at any time. Additionally, students often enjoy the use of digital games and interactive exercises, which can make language learning more fun and less intimidating. Nevertheless, access to technology is not uniformly available to all students, with some facing technical challenges or difficulties in adapting to emerging digital tools. This can result in frustration and a negative perception of technology in language learning. Additionally, some students may feel overwhelmed by the abundance of digital resources and find it difficult to navigate and select the most appropriate materials for their learning needs.

Students' perceptions are essential for discerning the strengths and weaknesses of digital media as an educational tool. This understanding offers valuable insights into student needs and encourages educators to develop suitable media and resources for effective instruction. As per Lestari (2017), perception is a process that involves the reception and interpretation of stimuli by the individual. The stimuli are organized and interpreted to realize and understand what is being perceived. This process helps to understand how students perceive and respond to the teacher's questions in class. Thus, perception is a comprehensive process that involves the use of external and internal cues to form a response. By taking into account students' perceptions, educators can enhance their teaching methodologies and foster a more effective learning environment that addresses the needs of all learners.

The previous discussion pertains to theoretical analysis. Nevertheless, several studies explore ChatGPT from an empirical perspective, including research conducted by Salvagno, M., Taccone, F. S., & Gerli, A. G. (2023). "Can artificial intelligence help for scientific writing?", Shidiq, M. (2023, March). "the use of artificial intelligence-based chat-gpt and its challenges for the world of education; from the viewpoint of the development of creative writing skills", Firat, M. (2023), "How chat GPT can transform autodidactic experiences and open education.", A study conducted by Salvagno, M., Taccone, F. S., & Gerli, A. G. (2023). "Can artificial intelligence help for scientific writing?", and study conducted by Balcı, Ö. (2024) ". The role of ChatGPT in English as a foreign language (EFL) learning and teaching: A systematic review.". Researchers examine the prospective applications of ChatGPT and artificial intelligence within the realm of scientific research and writing. It highlights several ways in which ChatGPT can assist researchers, such as generating initial drafts of papers, summarizing literature, suggesting titles and references, and providing language editing. The text acknowledges that while AI can aid in the writing and editing process, it is not a substitute for human expertise, creativity, and critical thinking. The constraints of ChatGPT's capabilities are highlighted, emphasizing the need for human supervision and guidance to ensure the accuracy and reliability of content. The text suggests that AI could potentially be used for generating visual elements like figures and tables, which can be time-consuming to create. In summary, the review offers a balanced viewpoint on the advantages and drawbacks of employing AI in scientific research and writing.

Another previous study conducted by Shidiq, M. (2023, March). "the use of artificial intelligence-based chat-gpt and its challenges for the world of education; from the viewpoint of

the development of creative writing skills.”. The study appropriately emphasizes the potential consequences of chatbot systems like Chat-GPT on students' cognitive skills and critical thinking abilities. It highlights the importance of balancing the use of AI technologies with the development of essential skills to promote well-rounded student growth. By doing so, education can effectively harness the advantages of AI while maintaining the significance of human cognitive abilities.

The study conducted by Firat, M. (2023).” How chat GPT can transform autodidactic experiences and open education.”. The study highlights the potential impact of artificial intelligence (AI) tools, particularly ChatGPT, on the educational field. It recognizes the current literature that endorses the beneficial role of AI in enhancing learning experiences. The review highlights how AI-driven tutoring programs can boost student performance and motivation by delivering customized and interactive support. The utilization of ChatGPT as an AI chatbot is specifically viewed as a means of providing personalized support, thereby promoting student autonomy and encouraging self-directed learning. Additionally, the review emphasizes the potential of AI technologies to enhance student engagement and participation in online courses. Overall, the review recognizes the potential of integrating AI tools like Chat GPT to positively transform the educational landscape and empower students in their learning journeys.

And the last study from Özgül Balcı (2024) Numerous findings from the review indicate that ChatGPT has a notable impact on enhancing both students’ experiences in learning English as a Foreign Language (EFL) and teachers’ instructional strategies. This advanced AI tool demonstrates several key advantages within the realm of EFL education. It plays a pivotal role in improving learners’ overall language proficiency and sharpening essential language skills, including speaking, listening, reading, grammar, vocabulary, and, most notably, writing. Moreover, ChatGPT fosters heightened motivation and engagement among learners, promotes greater autonomy in the learning process, and creates personalized opportunities for students to tailor their educational journey to their unique needs.

After examining the aforementioned studies, it was observed that the writer's research shares both commonalities and distinctions with the topic under discussion. The principal aim of the author's research is to conduct a comprehensive analysis of students' perceptions of ChatGPT within the framework of English language learning. Clearly, no previous research has

concentrated on students' views of ChatGPT for English learning at English Tribe SMA Negeri 1 Sooko, prompting the researcher to fill this gap in the literature.

## 1.2 Statement of the problem

What are the student's perception towards ChatGPT in learning English at English Tribe SMA Negeri 1 Sooko ?

## 1.3 Purpose of the study

To find out the student's perception towards ChatGPT in learning English at English Tribe SMA Negeri 1 Sooko

## 1.4 Scope and and limitation

The scope of this study is students in ENGLISH TRIBE (English Club) at SMA NEGERI 1 SOOKO and the limitation of this research is that it only looks at 10 students' who were joined in English Club attitudes toward ChatGPT in English learning.

## 1.5 Significance of the study

In theory, understanding students' attitudes toward ChatGPT in English learning can help spot the possible benefits and drawbacks of incorporating technology into language education. It also possesses the potential to refine existing theories and establish a new theoretical model for English language learning using ChatGPT.

Understanding the practical consequences of student perception of ChatGPT in English learning is critical for educators and developers who want to use this technology in the classroom. It would also assist them in addressing any challenges or obstacles that students may encounter while using ChatGPT and developing strategies to surmount them. This could eventually result in more efficient and effective language learning results for students.

## 1.6 Definition of key term

1. **A student** is someone who is actively involved in formal learning and education. They attend educational institutions and engage in activities to acquire knowledge, skills, and qualifications in various subjects. (Lestari, 2017).
2. **Perception** It refers to the cognitive process of interpreting environmental sensory information to derive meaning and construct an understanding of one's surroundings. It involves the interaction between the sensory organs and the brain, where stimuli are

processed and given meaning. Influenced by personal experiences and expectations, Perception is fundamental in shaping our comprehension and subjective experience of reality. (Baruchson-Arbib, 2004).

3. **ChatGPT** is a pioneering language model engineered by OpenAI, built upon the Generative Pretrained Transformer (GPT) framework. It demonstrates the capability to generate text that remarkably emulates human-written language. (Floridi, L., & Chiriatti, M. 2020).
4. **Learning English** Learning English is the process of acquiring knowledge, skills, and proficiency in the English language, including reading, writing, speaking, and listening. (Khajloo, 2013)

