

CHAPTER I

INTRODUCTION

In this chapter, the researcher talks about the background of the study, the problem statement, the purpose, the significance, the scope, and limitations, as well as the definition of the key terms.

Background of study

In addition to speaking, writing, which involves a complex process and contains written words, is one of the productive skills. According to Brown (2001), the writing process requires many skills that are very different from speaking. Since other language skills are reflected in writing, learners must be trained in other language skills before starting to learn writing (puegrhrom & Chiramanee, 2011). Therefore, writing may be the most complex skill and requires great attention. In general, writing in education in Indonesia requires greater attention because many teachers are unwilling to give praise to students who write (Alwasilah and Alwasilah, 2005, p. 99).

Many approaches are used in our nation's English teaching and learning process, particularly when teaching writing. The genre-based method is one of the approaches, namely : recount, narrative, descriptive, report and many others. Every text has different contextual factors or subject matter, textual features and grammatical features. The students have some errors in writing certain type of text and language features that use in the text like simple present tense, conjunction, adverbs, noun and adjectives. In writing students are hoped to be able to express their ideas and feeling by English writing.

Technology has changed the way we learn. From zero to hero, technology has come a long way. The days of memorization and reciting facts from memory during exams are long gone. The emergence of new technology and devices has caused a dramatic transformation of the education sector. The emphasis is now more on building skills and problem-solving abilities than on theories and rote learning. The use of technology in teaching has several advantages. The way we learn has been altered by technology.

Through devices like laptops, tablets, cellphones, and other gadgets, technology has brightened our lives and added interest to studying. These days, ChatGPT—a tool for education—is the buzz of the town.

With ChatGPT, you may converse with a chatbot like a human and accomplish a lot more with an AI-powered natural language processing tool. You can compose emails, essays, and code with the aid of the language model. In essence, ChatGPT sorts the subsequent word according to the preceding words by utilizing a massive dataset. According to Sabrina Ortiz (2023), the tool is well-designed to produce writing that complies with accepted forms and standards.

Additionally, ChatGPT can assist students in honing their research skills by offering resources and information on a certain subject, pointing out previously unidentified angles, and introducing outlines and texts to cut down on time and enhance output. It can also identify grammatical and stylistic mistakes, improving the readability of written material (Atlas, 2023).

As noted by Dilekci and Karatay (2023) the 21st century has brought about a shift in the skills needed for success, and while writing in English is still important for communication, students now need to possess 21st century skills like critical thinking, problem solving, creative thinking, cooperative working skills, and technology skills, including digital and information literacy.

These days, students can use reverse search, which is quicker and more effective, with the aid of programs like ChatGPT. We present a novel idea here: reverse search, in which students attempt to use the output to locate references and proof for the text produced by ChatGPT. They must also be able to assess, contrast, and draw conclusions from the data and references.

There are several previous studies that discuss The use of ChatGPT as a medium instruction learning TEFL of Writing at the English Study, such as research conducted by Da Yan (2023). Donovan, G. T., & Jones, A. J. (2020). Zeljana Basic, Ana Banovac, Ivana Kruzic, Ivan Jerkovic (2023). Da Yan (2023) conducted a study on the effects of

ChatGPT on students in L2 writing practice: An exploratory study. This study promotes the development of rules and instructional guidelines for the appropriate use of the instrument, as well as the reconceptualization of plagiarism in the contemporary day. The study was a trailblazing effort that indicated future research directions for additional understanding of the use of ChatGPT in L2 learning and the development of related pedagogical modifications.

Another previous study by (Donovan, G. T et al., 2020) about using OpenAI's GPT-2 for automatic text generation and writing instruction, This journal discusses the use of GPT-2 and GPT-3 in creative writing classes, including fine-tuning techniques to produce quality text. GPT can be used to provide feedback on students' writing and help them develop ideas. The author introduces a building platform called "The Writer's Craft" to facilitate the use of GPT in the classroom. This paper shows that the use of GPT can improve the quality of students' writing and broaden their creative abilities.

The last study was conducted by (Zeljana Basic et al., 2023). The control group fared better than the experimental group in most metrics, suggesting that there is no evidence in this study that utilizing GPT as a writing tool increases essay quality.

Based on the above discussion it can be seen that The use of ChatGPT as a Teaching Media in learning TEFL of Writing at the English Study Program 2023 has not been investigated. Therefore I would discuss the aims using of chatGPT as a Teaching Media in learning TEFL of Writing at the English Study program 2023.

1.1 Research Problem

How is the use of ChatGPT as a Teaching Media in learning TEFL of Writing at the English Study Program 2023?

1.2 Reseaech Objective

To find out the use of ChatGPT as a Teaching Media in learning TEFL of Writing at the English Study Program 2023

1.3 Scope and Limitation

The scope of this study is sixth-semester students in TEFL class B English Language Education Department (ELED) at university of Muhammadiyah Malang year 2023. The limitation of this study was focused on the use of ChatGPT for a Teaching Media in learning TEFL of Writing.

1.4 Significance of the study

Theoretically, using chatGPT as a Teaching Media in learning TEFL writing skills can provide learners with a guided and individualized learning experience. The chatbot can be programmed to provide personalized feedback and suggestions for each learner based on their writing level, weaknesses, and strengths. This type of tailored feedback can significantly enhance the effectiveness of the learning process.

Practically, it provides a forum for students to practice their writing skills in a non-threatening and low-pressure environment. They can receive instant feedback on their writing and can learn from their mistakes.

1.5 Definition of key terms

1. ChatGPT

ChatGPT, an AI-powered natural language processing tool, lets you have human-like conversations with chatbots, and helps with tasks like coding, sending emails, and writing essays (Ortiz Sabrina, 2023).

2. Teaching Media

Teaching : Teaching is a set of events, outside the students that are designed to support internal learning process (Sequeira, 2012).

Media : Media is anything used to send the message from the sender to receiver (Michael et al., 2001).

3. TEFL (Teaching English as a Foreign Language)

TEFL is a qualification that allows you to teach English to those whose first language is not English in commercial schools and further education institutions both overseas and in the UK. (Santoso, 2010)

4. Writing skills

Writing skills is the ability that helps writers convey their thoughts into meaningful words and interact mentally with the message. Some linguists have given various definitions of writing. One of the larger activities, writing, which focuses on other things such as language practice, acting, or speaking. (Harmer, 2007)

