CHAPTER I

INTRODUCTION

This chapter would like to discuss the background of the study, the research problem, the objective of the study, the assumption, scope and limitation, the significance of the study, and the definition of the key terms.

A. Background of the Study

The 21st century time is in many cases thought about as a period of technology. Technology at present plays a vital part in our lives. This is because technology makes us work simpler and takes less time (Maslin, 2021). Technology is a means of making science more useful and effective because it exists (Anwar et al., 2021). Technology exists and is developing to effectively address human challenges. One of the innovations that is right now a recent concern is Artificial Intelligence.

Artificial Intelligence-powered robots outperform human surgeons in suturing cuts; temporary search and rescue missions; taking care of children, the elderly, and hospitalized patients; and helping master card companies detect fraud. Artificial Intelligence, often described by the public as the ability of machines or computers to think and act like humans, represents an attempt to build computer systems to mimic minds and behaviors of human action (Wartman et al., 2018). In this regard, the basic definition of Artificial Intelligence can be understood as the skillful imitation of human behavior or mind using tools or programs (Mohammed et al., 2019). According to Timms (2016), to think that Artificial Intelligence will enter the form of home computers may be an illusion of the current structure. It can enter our lives in many different functions and forms. The key distinction is that Artificial Intelligence systems can learn, adapt, and make decisions in a way that traditional systems cannot.

Artificial Intelligence aims to simulate human intelligence, allowing machines to perform tasks that traditionally require human intelligence and decision-making (Jamaaluddin et al., 2021).

In education Artificial Intelligence-powered applications or systems are usually used to offer individualized knowledge of experiences and real-time comments to college students (Luckin et al., 2016). That supports them to examine more efficiently and at their tempo. Artificial Intelligence can affect the system of teaching and learning, bringing new demanding situations and demands for each teacher and student. In different phrases, Artificial Intelligence can trade how teachers teach and how students study. This also applies to language classrooms, EFL (English as a Foreign Language) classrooms specifically. In the context of EFL school rooms, many studies have shown the significance of college students' perceptions in ICT generation integration, but very few regarding Artificial Intelligence technology (Sumakul et al., 2022).

ChatGPT is an Artificial Intelligence-based natural language processing (NLP) system capable of mimicking human-like verbal exchanges with a final person. This digital assistant allows for answering questions and supports activities such as creating emails, writing essays, coding software, and so on (Ortiz, 2022). This Artificial Intelligence-based tool was initially offered open to the public for free because the demo models and studies released in GPT 3.5 were supposed to allow preferred experiments to gain reinforcement of gaining knowledge from human comments for inclusion in the next version of GPT-4 (Goldman, 2022). It can be a valuable tool for EFL students who master English in several approaches. Which

includes English verbal exchange exercises, writing help, grammar, and vocabulary, etc.

Since its 2022 launch, Artificial Intelligence chatbots like ChatGPT have sparked issues in education. The implementation of Artificial Intelligence in schooling has had a significant impact, evidenced using enhancements in the efficiency of the instructional procedure, the merchandising of worldwide knowledge, the personalization of getting to know, the introduction of more wise content material, and the optimization of educational control in phrases of effectiveness and performance. whilst dangers about students' independent questioning and language expression capabilities deteriorating exist, banning the device from instructional institutions is not the solution (Dwivedi et al., 2023). However, students might also take advantage of technology like ChatGPT to shortcut essay finishing touches, endangering the boom of important capabilities. Coursera CEO Jeff Maggioncalda believes that ChatGPT's life might hastily change any education through the use of written assessment. (Alrawi, 2023).

Several studies that focused on Artificial Intelligence issues have been conducted, such as Dewi et al., (2020) focused on analyzing an Artificial Intelligence platform that can be used in imparting education as well as evaluating student performance. The result shows that Artificial Intelligence technology can be used as a means of developing English learning for students. Another study conducted by Idroes et al., (2023) focused on comprehensively understanding students' perspectives on using Artificial Intelligence within educational settings to gain insights about the role of Artificial Intelligence in education and investigate their perceptions regarding the advantages, challenges, and expectations associated with integrating Artificial

Intelligence into the learning process. The results show that, in general, students have a positive perception of Artificial Intelligence and believe Artificial Intelligence is beneficial for education. Another study conducted by (Akbarani, 2024) addresses the extent of Artificial Intelligence in English language teaching. The results show that Artificial Intelligence has negative and positive impacts on English language teaching. Besides that, using products of Artificial Intelligence like ChatGPT, Quillbot, Grammarly, Plagiarism Checker, and Paraphrasingtool.com also helps students improve their English skills.

The use of Artificial Intelligence in education is a current issue that has many impacts on the world of education, where there are many benefits to using Artificial Intelligence, especially for EFL students. Based on the statement above, the researcher wants to investigate the use of Artificial Intelligence in English learning. This study aims to find osut EFL students' perceptions of the use of Artificial Intelligence in English learning.

B. Research Question

What are EFL students' perceptions of the use of Artificial Intelligence in English learning?

C. The Objective of the Study

This study aims to find out EFL students' perceptions of the use of Artificial Intelligence in English learning. From the study, the researcher supposes that this study can give a point of view on the use of Artificial Intelligence in English.

D. Assumption

The researcher has an assumption that this study can give a point of view on the use of Artificial Intelligence in English, and can show how Artificial Intelligence can help students in English. Especially for students who don't have friends to learn English.

E. Scope and Limitation

This study focuses on the EFL students' perception of the use of Artificial Intelligence in English. The limitations of this study namely, first is data collection time, starting January 21 2024 to May 20, 2024, the second this study only focused on English department students, the last the only Artificial Intelligence discussed in this study are ChatGPT and Google Translate.

F. Significance of the Study

The result of this study is intended to show how EFL students' perceptions of the use of Artificial Intelligence in English learning. The researcher believes that this study can help in using Artificial Intelligence more effectively in English. In addition, the use of Artificial Intelligence is still a new idea, and Artificial Intelligence can be used well, especially in the field of education.

G. Definition of Key Terms

1. Artificial Intelligence

   Artificial Intelligence refers to systems designed by humans that operate in the physical or digital world by perceiving their environment and interpreting structured or unstructured data. collected, reason about the knowledge gained from that data, and decide on the best actions to achieve the objective set target.

2. EFL

    EFL stands for "English as a Foreign Language" and is generally used in the field of language education. EFL learners refer to individuals for whom English is not their mother tongue or primary language, but who learn it in a context where it is not the dominant language.

3. Perception

    Perception is the process of information extraction on cognitive structures and the processes that influence how people understand their environment (Forgus, 1976) as cited in (Mismara, 2019).