CHAPTER I

INTRODUCTION

This chapter includes a summary of the study. It consists of even main sections, namely the context of the study, the problem under study, the purpose of the study, the importance of the study, the initial conjecture of the study, its scope and limitations, and the definitions of important terms used.

A. Research Background

EFL learners in Indonesia have some difficulties in mastering English, because English is a foreign language not a second language in Indonesia. In the process of teaching and learning English, there are four skills. One of them is writing skills. One of the most important skills that EFL learners must acquire when learning English at university is the ability to write. Writing is a way for people to express ideas, thoughts, feelings, experiences, and opinions to people reading it. Writing is a difficult skill because it requires creative thinking and ideas as well as extensive skills.

English learners in Indonesia face challenges in writing English due to the differing structures and grammar between Bahasa and English. Additionally, the pronunciation of English words often differs from their written form, which makes writing more challenging. Mastering the structure and grammar of English is crucial for these students, as they must not only generate creative ideas but also communicate them effectively in written form. English

students need to be able to translate into American English while making sure that what they write is understood.

Writing is challenging not only for junior or senior high school but also for college students. The complexity of writing involves multiple activities that require cognitive, attentional control, and self regulation. These processes are necessary for consistency and meaningfulness in writing tasks (Graham & Karen R, 2002). Writing is not only an expression of ideas, but also has a purpose. Therefore, the writer should have a clear understanding of the topic and approach before writing, then the writer should repeatedly read the paper to ensure accuracy and conciseness. This writing process needs to be carried out in several stages. These are stages that students encounter when they write essays or final projects in college. To overcome writing challenges, students need a technology-based tool or application to simplify the writing process.

In the current Industrial Revolution 4.0, major changes are taking place in the scope of technology and industry. Technology is advancing at a very fast pace and is constantly undergoing significant changes. This 4.0 era has a great impact on many sectors, one of which is the education sector. One of the impacts of the Industry 4.0 era on education is that it can affect the education system in the world. This is because one of the characteristics of the 4.0 era is the existence of Artificial Intelligence (AI). AI provides many products, programs, and applications that are currently needed by humans, especially in the field of education. AI helps humans in every way, facilitating human activities and productivity.

One of the most popular AI products today is ChatGPT. ChatGPT is a chatbot that responds to the form of text, this takes the form of a conversation between a human and a bot machine. ChatGPT can be a very useful tool to help students improve their writing skills. ChatGPT can provide students with writing prompts, feedback on their work, and even suggestions on how to improve their writing style (Abdullayeva, 2023). Using ChatGPT, students can ask for advice on improving grammar, sentence structure, and writing style to adapt to English. Through ChatGPT people can find various information about the topic discussed. In addition, ChatGPT supports several languages, one of which is English, so it can present answers according to the language format that the user has entered.

Artificial intelligence (AI) technology has become an increasingly popular tool among students and educators. ChatGPT is an AI that uses NLP to generate human-like responses in real time. In the context of essay writing tasks in English education, ChatGPT can be used to help students with tasks such as generating ideas for writing, brainstorming, creating outlines, and even writing the essay itself. Teachers can provide prompts for writing, and students can use ChatGPT to generate ideas, suggestions, and other relevant information related to their essay topics. However, the use of ChatGPT can potentially result in cases of plagiarism or reduced innovation in students' scholarly endeavors. To mitigate this concern, educators can establish protocols and directives governing the use of ChatGPT, while ensuring that students understand its proper use.

Despite the advantages offered by these tools, people need to be wise in using ChatGPT and other technological tools. Although people have been helped by this technology, users should not fully use ChatGPT as the only reference material. People should also look for references to other sources to get more accurate information. The most important thing is that the use of these tools is for the development of ideas, not for the claim that this writing is solely ours.

However, the existence of AI raises some issues, considering that some institutions are not effective in improving students' learning skills, including creative and innovative writing skills. Moreover, the existence of AI can be replaced by machine work if not immediately addressed, this is a challenge for the education world to improve students' cognitive and critical thinking skills (Shidiq, 2023). Furthermore, while there are many benefits of using AI in writing instruction, there are also concerns about the negative impact it can have on students' ability to learn and develop their writing skills (Abdullayeva, 2023). Other challenges posed by ChatAPIs and GPT 3 relate to academic honesty and plagiarism, as these can also lead to cheating making it difficult to distinguish between human or machine-generated writing (Cotton et al., 2023).

The research that focuses on an artificial intelligence investigation that observes students' views was conducted by (Chan & Hu, 2023) entitled "Students' Voices Generative AI: Perceptions, Benefits, and Challenges in Higher Education". This study investigated university students' views on generative artificial intelligence (GenAI) technologies, such as ChatGPT, in a

higher education environment. The focus of the research included the level of familiarity, readiness for participation, potential benefits, possible challenges, and effective integration. The previous study demonstrates the diverse perspectives of university students towards GenAI, and highlights the need for a balanced approach in integrating these technologies into higher education contexts. By addressing the concerns that students may have and maximizing the potential benefits, higher education institutions can use the advantages of GenAI to improve the quality of teaching and learning. As a result, it can also help prepare students for future workforce challenges characterized by advancements in the Artificial Intelligence Era. The similarity is that this study analyzes student perceptions related to AI technology that is currently popular. However, there are two main differences, the first is the object of research. The previous study focused on analyzing artificial intelligence technology in general, while in this study, the researcher focuses on one artificial intelligence product, namely ChatGPT. The second difference lies in the research participants. In the previous study, the participants were limited to students from a university, while in this study, the participants included all English language learners from various levels, including those who are still in school to those who are currently in college.

This research investigating students' evaluation of using AI, which is ChatGPT, to help them increase creativity and innovation in writing while maintaining their honesty in using ChatGPT. Therefore, this study is important

to find out how they view the use of ChatGPT in writing. This study aims to find out students' experiences and views in using ChatGPT for writing.

B. Research Question

1. What are students' perceptions of using ChatGPT to support their writing?

2. What are students' views about their perceptions in using ChatGPT to support their writing?

C. Research Objectives

1. To find out students' perceptions of the use of ChatGPT to support their writing.

2. To find out students' views about their perceptions in using ChatGPT to support their writing.

D. Research Significance

1. Theoretically

By conducting this study, it can show how students perceive the use of ChatGPT to help them in writing. In addition, this study can find out how they utilize ChatGPT and what difficulties they face.

2. Practically

a. For English Teacher

The results of this study help English teachers to find out whether the students they teach can utilize ChatGPT to help them in writing and teachers can also find out what difficulties their students experience when creating scientific papers using ChatGPT.

b. For Students

The results of this study make students know more about whether ChatGPT has a good impact on them, and if it has a good impact, then they should be able to make good use of it and be able to use it wisely and be able to find solutions to the difficulties they face when writing using ChatGPT.

c. For Further Researcher

The results of this study can be used as a reference if future researchers want to discuss ChatGPT in their research or the results of this study can also be taken into consideration for future researchers to develop new ideas or further research related to ChatGPT.

E. Scope and Limitation

This study is unable to encompass the entire use of ChatGPT for an educational institution or a university. However, the scope of this research is exclusively oriented towards the use of ChatGPT on the learning experience and development of its students.

F. Definition of Key Terms

1. Students' Views

Student perception refers to the thoughts, beliefs, and feelings that students have about persons, situations, and events. It involves the phenomenon of students exhibiting a biased inclination towards the information conveyed by an entity, such as the inquiries made by teachers

in the classroom. Within the sphere of education, student perception refers to the cognitive processes and behavioral reactions exhibited by students about the knowledge and encounters they have acquired.

2. **ChatGPT**

ChatGPT or GPT-3 (Generative Pre-trained Transformer 3) is one of the applications developed by OpenAI that can interact in the form of conversation or chat, so the response given by this application is in the form of text. ChatGPT is an instance of generative artificial intelligence (AI) that possesses the capability to respond to inquiries and generate diverse forms of written material such as articles, social media posts, essays, code, and emails. Its training involves exposure to online text, enabling it to acquire knowledge of the human language, while transcripts aid in its acquisition of fundamental conversational skills. ChatGPT is versatile and can be used for a variety of topics.

3. **Writing Skill**

Writing skill is a person's ability to pour ideas, thoughts, information, or even one's experience into a form of writing that is clear and understandable to readers. Writing is a productive skill that demands high dedication, and consistent practice, and requires maximum effort at every stage, from stringing words, paraphrasing, developing ideas, revising, and finally publishing quality work.