

CHAPTER I

INTRODUCTION

This chapter discusses the background that presents the reason why the researcher conducted this study. So, the researcher formulates the statement of the research problem, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Study

Personal, academic, and professional success all require effective communication abilities. The ability to express ideas, thoughts, and emotions is critical in an increasingly linked and digital world. Traditional methods of teaching communication skills, on the other hand, frequently fail to satisfy students' different requirements and learning styles.

Current communication skills training approaches are frequently restrictive and lack the adaptability required to meet individual student strengths and limitations. These systems are typically resource-intensive, reliant on human feedback, and incapable of providing pupils with immediate tailored coaching.

As we know that in this modern era, technology has been significantly evolving day by day. Artificial Intelligence (AI) is today one of the most sought-after areas in business and industries across the world. As the amount of data created continues to rise globally, AI forms the main point of the ongoing digital transformation happening in all aspects of our professional and personal lives. (IndraStra, 2020)

AI has emerged as a transformational force in education in recent years. Natural language processing, machine learning, and adaptive algorithms are examples of AI technologies that have the potential to transform the teaching and learning of

communication skills. AI is a viable answer to the present issues in communication skills education since it can provide adaptive, tailored learning, real-time feedback, and scalability.

The implementation of AI in English Language Teaching (ELT) refers to the usage of AI technology in learning English. This implementation can include virtual tutors, language learning games, chat-bots, and personalized learning programs.

AI is gaining popularity in ELT to make language learning more engaging, effective and accessible. Language learning apps and platforms powered by AI, such as ChatGPT, Sides, Duolingo, Canva, Elsa, Grammarly, etc., have become popular among language students, and AI is also being used to support language teachers in their teaching. As AI technology develops, it is expected that AI will play an increasingly important role in ELT by offering a more personalized experience as well as effective language learning assistance to students around the world (Yoon, 2019).

The use of AI as an adaptive educational paradigm has the potential to improve the quality and effectiveness of communication skills education. However, there is a significant lack in current research on the practical deployment and assessment of AI-driven approaches in this setting.

This research aims to address this gap by exploring the role of AI as an adaptive learning for student communication skills. It seeks to investigate how AI can be used to increase better communication skill development. By doing so, this study intends to provide valuable insights into the potential benefits and challenges associated with AI-driven learning systems, ultimately contributing to the advancement of educational practices in the digital age.

B. Research Question

According to the background of the study above, the research questions are:

1. How can the use of AI be applied in adaptive learning?
2. How does the use of AI impact students' communication skills?

C. Objectives of The Study

Based on the research problem above, the researcher formulates the objective of study as follow:

1. To find out how AI can be applied in adaptive learning
2. To find out the Impact of AI in students' communication skills

D. Scope and Limitation

The scope of this research focuses on analyzing the use of AI in adaptive learning by using grammarly and its influence on the development of students' verbal communication in writing skills. The reason of why the researcher chose grammarly is because grammarly has become one of the most used website platforms in recent years as it is easy to use.

Nowadays, there are many kinds of machine learning that have applied artificial intelligence, the study may not fully address in analyzing each type of artificial intelligence in improving students' communication skills. This study is also not applying this AI for speaking skills because of the limited usage of the grammarly.

E. Significance of The Study

AI has revolutionized autonomous English learning by offering personalized and adaptive learning experiences, facilitating practice in speaking and listening skills, enhancing accessibility, and providing valuable feedback (Han, 2019). This study makes some important contributions to find out the use of AI by using grammarly in

adaptive learning and its influence on the development of students' verbal communication especially in writing skills.

F. Definition of Key Terms

1. Artificial Intelligence

Artificial intelligence is the simulation of human intelligence processes by machines, especially computer systems. Specific applications of AI include expert systems, natural language processing, speech recognition and machine vision.

2. Adaptive learning

Adaptive learning is a technique to use data-driven instruction to adjust and tailor learning experiences to meet the individual needs of each student. Adaptive learning systems can track data such as student progress, engagement, and performance, and use the data to provide personalized learning experiences.

3. Communication Skills

Communication is the sending and receiving of messages or news between two or more people so that the message in question can be understood. Communication skills can be demonstrated through writing or verbal expression.