

CHAPTER I

INTRODUCTION

This chapter presents the general information of the research. It discusses the background of the study, the research problem, the objective of the study, the hypothesis, significance of the study, scope, and limitation, and also the definition of key terms.

A. Background of the Study

Language is a communication tool used by people one another. Meanwhile, English is global language that is most widely spoken by people over the world. English is taught from kindergarten to high education depend on the educational system, philosophy and the national curriculum used in a certain country (Rita Sasmita, 2022). In Indonesia, English has the role as foreign language. The policy in Indonesia has never decided English as an official or second language. Therefore, this language is most likely to be taught to children and learned by adult who want to master it.

Implementations of language learning has improved over time. According to United States Department of Education and Office of Educational Technology (2017), stated that schools should set 21st century challenges throughout the learning experience, including the development of critical thinking, complex problem solving, and adding multimedia communication into the teaching processes. In addition, students should have the opportunity to develop a sense of belonging in their learning and the belief that they are capable of succeeding in academy.

The enhancements of students' English achievements are often assessed through academic performance in English classes, scores on English proficiency tests, and evidence of advanced language skills demonstrated through activities in the classroom. Research suggests that technological integration has demonstrated a profound impact on English students' achievements. There are continuous studies and developments conducted by researchers in order to introduce the sophistication of technology for more effective and efficient language learning. G.O.M. Leith (1967) defined educational technology as the systematic application of scientific knowledge about conditions of teaching-learning in order to improve the efficiency of teaching and training (Venpakal). Technology itself may have introduced in language classroom in the 1950s and 1960s in the form of the language laboratory. Students listened to native speakers modeling audio to get the best experience in honing their listening skill. The advent of language laboratory made great breakthroughs in language teaching: technology would come to the invention of effective methods (Brown, 2000).

Technology helps to develop abilities that will increase students' professional performance, such as problem-solving, critical thinking, and process comprehension. Technology also play a critical role in assisting students to prepare more unpredictable future. Bringing technology into learning processes provides students with an engaging their experience, allowing them to be more interested in the subject without being exhausted. The utilization of animation, games, or AI powered system in the classroom may

make learning entertaining for students (Abid Haleem, 2022). The using of digital tools, online platforms and resources has enriched learning environments and heightened levels of students' achievements. In addition, technology also gives rise to collaborative learning environments where students engage in collective knowledge construction, discourse exchange and interdisciplinary dialog.

A classroom observation and small interview with the teacher was conducted by the researcher in MTS Miftahul Huda Madiun. The teacher allowed the researcher to gain insight into what it is like to teach and learn English there. Based on the observation, the researcher found the students have lack of enthusiasm in learning English. The teacher just uses textbook which is provided from school and rarely seeks other books, references, or internet. Basically, the teacher is smart and capable, but gets stuck on textbook-based learning. The teacher usually read aloud the textbook, then students will translate them to Indonesian in turn. In fact, most students are still hard to understand the material presented, especially certain types of texts. They who are bored with the class cannot be handled by teacher. They were sleeping in the classroom, playing around with their friend, or having their own business. In several occasions, the teacher utilizes teaching equipment like LCD projector and speaker or doing educational games. But those strategies cannot be implemented in every teaching process due to time constraints.

Having known the phenomenon, the researcher was interested to figure out the solution that can be implemented in the classroom. In teaching English

language, teachers cannot be stuck on a reference or textbook because they are usually inappropriate with students' needs. One of alternatives that can be pursued to overcome those problem is integrating AI for students in learning English.

Previous research has examined the use of AI in language instruction. Tira (2021) discussed how the use of AI tools for teaching and learning process. She stated that AI has many advantages in education area. Besides, the existence of AI cannot replace the role of teacher in teaching and learning process, especially in developing students' character. AI cannot give feelings and emotions like human in common, for example in inspiring and providing motivation to students. Moreover, Hualiang Lin (2022) evaluated the influences of artificial intelligence in education on teaching effectiveness. It can be concluded that AI-assisted teaching allows teachers to use more personalized teaching plans. AI technology can help teachers provide more accurate teaching services to review the activities of learners. Teachers can offer more scientific practice suggestions to each learner according to their mastered knowledge and help them to master key and difficult knowledge points in the course.

Considering the problem above and the opportunity of integrating technology in learning English language for students, the researcher decided to do a research that is relevant to the case. From the existing literatures, it is evident that AI technology and models like ChatGPT, or "Chat Generative Pre-training Transformer", have the potential to enhance students' reading comprehension skills. However, a range of technical and pedagogical

challenges need to be considered. This research will build upon these previous findings and find out the impacts of ChatGPT in learning English. Therefore, the researcher decided to form the title as “The Effectiveness of Using Chatgpt to Improve Students’ Reading Comprehension Skills.”

B. Research Problem

In line with the background of the study, it shows that ChatGPT may has opportunity in enhancing students’ English learning revolution. The problem is then formulated as follow: Is there a significant difference in the improvement of students' reading comprehension skills between those who use ChatGPT and those who use traditional textbooks?

C. Objective of Study

Based on the research problem, this study aims to determine whether the use of ChatGPT can significantly improve students’ reading comprehension skills compared to using traditional textbooks.

D. Hypothesis

Based on the theoretical assumptions above, the hypothesis is formulated as follows:

- 1) **Null Hypothesis (H_0):** There is no significant difference in the improvement of students' reading comprehension skills between those who use ChatGPT and those who use traditional textbooks.
- 2) **Alternative Hypothesis (H_1):** There is a significant difference in the improvement of students' reading comprehension skills between those who use ChatGPT and those who use traditional textbooks.

E. Scope and Limitation of the Study

This part is aimed to avoid the misunderstanding about this study. As we early discussed that ChatGPT has advantages in various aspects of academic field. Outside of this discussion, people commonly use ChatGPT as a teaching assistant in preparing the lesson for students and helping teachers to measure students' works. This study specifically focuses on evaluating the potential of ChatGPT in learning English. The scope is limited to its application in educational settings where ChatGPT is utilized as an interactive learning aid to enhance students' reading comprehension skills.

The limitation of this study is only for explaining the opportunity of using ChatGPT for students. The research targets a specific group of students by assessing their progress in various aspects of English language proficiency, which may not be representative of all learners. The other possible aspects will not be included to the discussion of this study.

F. Significance of the Study

This research is expected to be a contribution for the teacher, the institution of MTs Miftahul Huda Madiun, and further researchers. First, for the teacher, the finding of this study can improve English language teaching in the school. It can help the teacher to manage time and classroom in efficient and innovative ways. The second is for the institution of MTs Miftahul Huda Madiun, this can be one of the references to develop the educational technology in school through ChatGPT. Third, for the further researchers, this study will be a reference about educational development using ChatGPT. Furthermore, the researcher expects

that this study can be a new revolution to engage English language teaching in line with this technological era.

G. Definition of Key Terms

The researcher includes some optional definitions of key terms to support the readers' understanding for this study. The definitions are as follows:

ChatGPT:

ChatGPT is a language model that uses deep learning techniques to generate text. It is pre-trained on large amount of text data, including book, articles, and websites, which allows it to produce text that is similar to text produced by human. ChatGPT is designed to generate text in response to given prompts, and it can answers specific tasks including language translation, summarization, and question answering.

Reading Comprehension:

Reading comprehension is the understanding of the text, the understanding of the content that is being read, and the construction of meaning of the written word.