

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research problem, research objective, the limitation of the study, the significance of the study, and definition of the key terms.

#### **A. Background of The Research**

Currently, technology has developed very rapidly. The development of this technology affects the teaching and learning process, especially in learning English. Due to the development of technology, the technology used in the teaching and learning process will certainly experience a lot of development. One of them is the use of technology as a medium that helps the teaching and learning process (Nasution, 2019). Learning media has many roles to support the occurrence of a teaching process, especially teaching English by teachers. There are many media that teachers can use to help teach English one of them is artificial intelligence which is also used as learning media.

In the 21st century, the integration of technology in education has become an essential component in improving the quality of teaching and learning processes. With the rapid development of digital tools and platforms, both teachers and students are increasingly turning to technology to support classroom activities and enhance learning outcomes. Particularly in language education, technology offers a wide range of possibilities to facilitate learning, including

mobile applications, online games, interactive videos, and more recently, artificial intelligence (AI)-based tools.

Among the various innovations, AI-powered chatbots like ChatGPT have gained global attention for their potential in assisting language learning. Developed by OpenAI, ChatGPT is capable of generating coherent and contextually appropriate responses in natural language. It can serve as a conversational partner, grammar corrector, vocabulary enhancer, and writing assistant, all of which are relevant for learners of English as a foreign language (EFL). According to Cuc (2025) students appreciate the ease of use of the tool, the supportive learning environment, which helps them to improve their vocabulary learning. In addition, research conducted by Fajlik (2023) shows that the use of ChatGPT as grammar checker is highly recommended due to its detailed analysis and easy-to-understand explanations with additional translation explanation. The ability to receive instant feedback, practice speaking or writing, and explore various language structures through natural conversation makes ChatGPT a potentially transformative learning tool. As explained by Kirana & Santosa (2024) in the field of English it can be separated from the four skills that student must master and one of the skills that most often requires AI assistance is writing skill. It is because writing is a challenging skill to master. Mastering writing is challenge in students' English learning process, thus the assistance of AI tools is quite necessary.

Moreover, ChatGPT has the ability to introduce innovation in education by helping students improve their writing skills, providing understanding through detailed explanations, accelerating the delivery of information the delivery of information with text summaries, and increasing engagement through customized feedback (Fitriyani & Rahman, 2025). In English language learning, writing is particularly important because it offers students the opportunity to practice and improve their language skills, which in turn strengthens other language skills such as reading and speaking.

In the Indonesian educational context, especially at the junior high school level, there is a growing need to find effective and engaging learning media that can motivate students to improve their English skills. Traditional teaching methods may not always accommodate the diverse learning styles and interests of digital-native students. Therefore, the integration of AI tools like ChatGPT can offer new opportunities for student-centered learning, encouraging exploration, autonomy, and creativity in using the English language. From a cognitive science perspective, the use of ChatGPT in writing instruction is strongly supported by Cognitive Load Theory and Input–Output Hypotheses in second language acquisition.

Writing in a foreign language places a high cognitive load on learners because they must simultaneously manage idea generation, language form, and text organization. ChatGPT can reduce extraneous cognitive load by assisting students with linguistic structures and vocabulary, allowing them to focus more on

content development and coherence. Additionally, ChatGPT provides comprehensible input and encourages meaningful output, both of which are essential mechanisms for language acquisition. Investigating its use at MTsN 9 Kediri is scientifically relevant to determine how AI-mediated support influences students' cognitive processes in EFL writing.

Furthermore, ChatGPT offers a data-driven and formative assessment function that is difficult to achieve through traditional instruction alone. Effective writing development requires continuous feedback and revision, yet teachers often face limitations in time and classroom size. ChatGPT can provide immediate, individualized feedback, enabling students to engage in iterative drafting and self-correction, which are key components of process-based writing pedagogy

MTsN 9 Kediri, as one of the Islamic junior high schools under the Ministry of Religious Affairs, is also adapting to the demands of digital transformation in education. With students who are increasingly familiar with technology, introducing tools such as ChatGPT in the English learning process could offer new ways to improve language competence. However, before such tools can be effectively implemented, it is essential to understand how students perceive their usefulness, ease of use, and relevance to their learning needs.

Hence, this study seeks to investigate students' perception of the use of ChatGPT as a learning medium for English particular in writing at MTsN 9 Kediri. Many students at this level often face challenges in expressing ideas, organizing thought coherently, and using appropriate grammar and vocabulary

when writing in English. The difficulties can lead to a lack of confidence and motivation in completing writing tasks. Therefore, students can use existing technology, to find solutions related to the problems they face. By exploring their attitudes, experiences, and expectations, this research aims to provide valuable insights into the benefits, challenges, and potential of AI-based tools in secondary-level English education. Therefore, conducting research at MTsN 9 Kediri scientifically can provide empirical evidence on the effectiveness of ChatGPT in improving students' writing skills and to contribute to the growing body of research on AI-assisted language learning.

## **B. Research Question**

Based on the research background stated above, this research has a problem to be discussed. This research problem leads the researcher to find out what the researcher should do first and the problem is **What are the students' perception towards the use of Chat GPT in learning writing?**

## **C. The Objectives of The Study**

Based on the research questions that have been formulated above, the purpose of this research is to describe students' perceptions of the use of ChatGPT in learning writing.

## **D. Scope and Limitation of The Study**

This research focuses on students' perceptions of ChatGPT that they use to learn English particularly in writing skills. This research was conducted in junior high schools, namely MTsN 9 Kediri.

## **E. Significance of The Study**

The result of this study is expected to be useful for teachers, students, readers, and also future researchers.

### 1. For English teacher

Teachers can get information about the use of ChatGPT as a medium to learn English, which can be used as a reference for teachers to determine media that can be used for learning writing.

### 2. For students

Students can be motivated to learn writing apart from learning in the class. And students be able to find solutions to the difficulties they face when writing using ChatGPT.

### 3. For future researchers

This research can also be used as a reference for future readers and researchers who discuss the same topic, namely, the students' perception toward the use of ChatGPT in learning writing.

## **F. Definition of the Key Terms**

To avoid misunderstanding of some of the terms used by researcher towards reader, these terms are defined as follow:

### 1. Perception

Perception is a process of understanding a phenomenon by carrying out an act of identifying, organizing, and also interpreting sensory information.

### 2. ChatGPT

ChatGPT is an artificial intelligence (AI) chatbot developed by OpenAI that is designed to understand and generate human-like text based on the input it receives. ChatGPT is capable of performing various language-related tasks such as answering questions, writing essays, correcting grammar, summarizing texts, translating languages, and even engaging in conversations. It can be used as a tool for education, including language learning. It allows students to practice writing.

### 3. Writing

Writing skill is ability to convey thoughts, ideas, or information into form of writing. Writing is productive skill that demands high dedication, practice, and requires effort at every stage from stringing words to publishing.