CHAPTER II

LITERATURE REVIEW

This chapter presents the detail explanation about some literature reviews. These are about perception, ChatGPT, writing skill, and previous studies.

A. Perception

1. Definition of Perception

Perception is a process that occurs in the human brain. According to Slameto (2003), this process involves the five human senses, namely the sense of sight, the sense of hearing, the sense of taste, the sense of smell, the sense of touch. Perception itself means a response, in which the response is a description of the observation of something that has been observed. The information is based on someone who interprets it. Perception is obtained from the activity of concluding information from a person or environment and then interpreting this information positively or negatively. According to Sharma (2019), a perception basically involves the relationship between humans and their environment through their five senses.

According to Schacter (2011), perception is the identification, organization, and interpretation of sensory information to understand the information provided. At this identification stage, the environmental stimulus turns into a meaningful experience. Then, at the organizing stage, the information that has been obtained previously needs to be arranged in a certain way to find meaningful patterns. The last stage is interpretation, in which everyone will give a

different interpretation even though the stimulus given is the same. Student perception is the way students think about situations or problems that occur in a reasonable and wise way. Thus the student's perception can be interpreted as a respondent's response both positively and negatively.

Students' perception includes the complexity of their thoughts, belief, and feelings related to the individuals, situations, and events the experience. Students' thoughts reflect an active cognitive process, where they combine information from surrounding environment and create a personal understanding of it.

2. Positive and Negative Perception

Individual interaction in perceiving an object result in the emergence of two types of perception.

a. Positive Perception

According to Robbins (2003) that positive perception is an individual's assessment of an object or information with a positive view or as expected from the object being perceived or from existing rules. Positive perception due to the individual's satisfaction with the object that is the source of his perception, the individual's knowledge, and the individual's experience with the object he perceives. Some examples of factors that contribute to positive perception are:

1. Familiarity

   People tend to perceive familiar things, people, or situations more positively because familiarity reduces uncertainty.

2. Similarity

   Individuals are more likely to have a positive perception of people or ideas that are similar to their own values, beliefs, or experiences.

3. Attractiveness

   Physically attractive individuals or visually appealing objects often receive more favorable perceptions.

4. Compliments or Positive Feedback

   Receiving compliments or observing positive outcomes can enhance a person's positive perception of others or situations.

5. Proximity (Closeness)

   People tend to perceive individuals who are physically or socially closer to them more positively.

6. Positive Behavior or Performance

   Demonstrations of competence, kindness, or helpful behavior increase the likelihood of a positive perception.

b. Negative Perception

   Negative perception is an individual's perception of particular objects or information that has a negative view, contrary to what is expected of the perceived object or the applicable rules. The cause of the emergence of negative perceptions can arise due to the individual's

dissatisfaction with the object that is the source of his or her perception, the individual's ignorance and an individual's lack of experience with the perceived object and vice versa, the causes of person's negative perception. Common factors that contribute to negative perception include:

1. Unfamiliarity

   People tend to perceive unfamiliar people, situations, or objects more cautiously or negatively due to uncertainty.

2. Dissimilarity

   Individuals may have a negative perception of people, ideas, or behaviors that are very different from their own values, beliefs, or experiences.

3. Unattractiveness

   Physical appearance or visual presentation that is perceived as unattractive can lead to negative judgments.

4. Negative Behavior or Poor Performance

   Actions such as rudeness, incompetence, or lack of effort often result in negative perceptions.

5. Distance or Lack of Closeness

   People who are socially or physically distant may be perceived less favorably.

6. Unfavorable Situational Context

   Stressful, chaotic, or confusing environments can make individuals interpret others' behavior more negatively.

3. The Factor of Perception

Perception is influenced by two factors namely internal factors and external factors:

a. Internal

Perception develops naturally or is sometimes referred to as an internal factor; this factor is brought on by a person's personality not matching when it results in positive perception, therefore it simply occurs when they reject what they desire. However, a constructive viewpoint will emerge when the stimuli discovered match the individual's nature. (Alonso & Lewis, 2001) claims that a person's motivation, attitude, experience, and expectations are some of the perception components that come from their internals, along with perceptions of their gender, cultural background, physiology, and interests. Internal factors come from within the individual and affect how they interpret information:

1. Motivation: A person's needs or goals can influence what they pay attention to and how they perceive it.

2. Experience: Past experiences shape how someone interprets new information.

3. Personality: Individual traits, such as openness or optimism, affect perception.

4. Expectations: What a person expects can influence how they see people or situations.

5. Attitudes: Positive or negative attitudes can affect interpretation of events or behaviors.

b. External

One source of his views is external factors, which can be influenced by social conditions such as family, society and school friends. There may be an idea or force that leads to this perception. External factors come from the environment or outside the individual:

1. Social environment: Presence of other people, social norms, or group pressure can ifluence perception.

2. Physical environment: Conditions such as lighting, noise, or temperature can affect how someone perceives things.

3. Situation or Context: The context of the event, such as time or place, affects interpretation.

4. Cultural influences: Cultural background and societal expectations can shape perception.

In addition to the two factors above, several previous studies have used the Technology Acceptance Model (TAM) to explore user perceptions, including studies by Ali et al., (2023), Dian et al., (2022), Sumakul et al., (2022), and Thi (2023). Furthermore, Utami et al., (2023) investigated this framework in their study entitled "Utilization of Artificial Intelligence Technology in Academic

Writing Classes: How Do Indonesian Students Perceive?". The TAM framework serves to explain how individuals accept and utilize technology, which includes three core components: perceived usefulness, perceived ease of use, and attitude toward usage.

a. Perceived Usefulnes

Perceived usefulness is defined as the extent to which users believe that a particular technology will improve their performance and productivity. In the context of this study, it pertains to students' perceptions of how AI-based learning tools support their academic writing process. The findings indicate that the majority of participants acknowledged the benefits of these tools in enhancing their writing performance and expressed a strong interest in incorporating AI technology into academic writing classes.

b. Perceived Ease of Use

Perceived ease of use refers to the extent to which users believe that a technology is straightforward and requires little effort to operate. Within the context of this study, it relates to students' perceptions of the usability of AI-based learning tools. The findings revealed that participants generally found the tools easy to use and follow, despite experiencing some initial confusion or need for clarification during the early stages of use.

c. Attitude Towards Usage

Attitude toward usage reflects the user's overall assessment of a technology and their willingness to engage with it. In this study, it pertains to students' attitudes toward the use of AI-based learning tools in academic writing classes. The results indicated that most participants demonstrated a positive disposition toward these tools, expressing motivation and enthusiasm to utilize AI technology as part of their academic writing learning process.

B. ChatGPT

ChatGPT is a language-based artificial intelligence (AI) tool developed by OpenAI, designed to simulate human-like conversations. It is part of a broader category of AI models known as Large Language Models (LLMs), which are trained to understand and generate text. The term "ChatGPT" stands for "Chat Generative Pre-trained Transformer." It uses transformer architecture—a deep learning model that processes large datasets and identifies patterns in language. As a result, ChatGPT can generate meaningful and contextually appropriate responses based on the input it receives.

The development of ChatGPT is based on a process called pre-training and fine-tuning. In the pre-training stage, the model is exposed to a vast range of text from books, websites, articles, and other online content (Chaudhry et al., 2023). During fine-tuning, it is further trained with human feedback to produce more accurate and helpful responses. This training method allows ChatGPT to simulate

natural dialogue, answer questions, explain complex ideas, translate languages, and assist in writing and editing.

One of the most notable strengths of ChatGPT is its versatility. It can perform a wide range of tasks beyond simple conversations. For instance, it can generate essays, create summaries, correct grammar, compose poems, and provide explanations for various academic topics. Its ability to handle such diverse tasks makes it an attractive tool for students, educators, professionals, and content creators.

In the context of English language education, ChatGPT holds great promise. Language learners, particularly those studying English as a Foreign Language (EFL), often face challenges such as limited speaking partners, lack of feedback, or difficulty understanding grammar rules. ChatGPT can help address these challenges by providing real-time interaction, personalized assistance, and continuous learning opportunities. Students can use it to practice writing, simulate conversations, expand their vocabulary, and receive grammar corrections–all within one platform.

At the same time, ChatGPT encourages autonomous learning. Unlike traditional classroom methods where students rely heavily on teachers, ChatGPT enables students to explore language use independently. This shift promotes learner-centered education, where students take control of their learning pace and style. ChatGPT becomes not just a tool for answers, but a partner in the learning process–available anytime and adaptable to individual needs (Ali et al., 2023).

Despite its many benefits, ChatGPT is not without limitations. It does not possess real understanding or consciousness, which means it might occasionally provide incorrect or misleading information. Additionally, it may generate responses that sound accurate but are actually flawed or inappropriate in certain contexts. For this reason, critical thinking and human supervision are still essential when using ChatGPT, especially in academic environments.

Another concern is the potential for overreliance. If students use ChatGPT excessively without understanding the underlying language rules, it could hinder their long-term language development. Teachers and educators need to guide students in using ChatGPT as a complementary tool, not as a replacement for learning. Responsible and balanced use can ensure that the technology enhances rather than replaces genuine learning experiences.

ChatGPT can be used in the field of creative writing and content creation to (i) generate original story ideas, plot outlines, and character descriptions, (ii) help writers overcome writing difficulties by suggesting creative directions and writing prompts, (iii) automatically create content for blogs, articles, and social media posts according to specific input parameters and style preferences, (iv) edit and proofread written content so that it conforms to the desired style (Ray, 2023). Furthermore, with its large data warehouse and efficient architecture, ChatGPT can even write dissertations on topics such as the use of AI. For researchers in academia, this is the distinct value of ChatGPT (Chinonso et al., 2023). Based on the explanation above, this ChatGPT function mostly leads to being used to help write. With the help of this tool, writers can get a variety of creative and more

unique or interesting ideas. In addition to providing interesting ideas, ChatGPT can also respond to the form of suggestions or can even help to correct the writing inputted into it. This is certainly very useful for researchers in the academic field.

Furthermore, there are ethical and academic considerations when integrating ChatGPT into educational settings. Issues such as plagiarism, data privacy, and misuse of AI-generated content must be addressed. Institutions may need to develop clear guidelines and digital literacy programs to educate students about proper use of AI tools like ChatGPT in their studies.

In conclusion, ChatGPT represents a significant advancement in AI technology with great potential in English language education. Its ability to generate natural, instant, and personalized responses makes it a powerful resource for students, especially in the digital age. However, like all tools, it must be used wisely, with awareness of its strengths and limitations. When integrated thoughtfully, ChatGPT can become a valuable support system in helping students develop their English language skills more effectively and independently. According to Hayadi et al., (2025) in the field of education, there are many AI that are created and used to help students in the learning process so learning can be done more easily.

C. Writing Ability

In English language education, writing is a skill that students must master. This ability allows students to express their ideas and feelings. However, beyond expressing ideas and feelings, writing also plays a crucial role in students'

academic development. Writing is a complex language skill, involving linguistic, cognitive, and social skills. It can make students more innovative and creative, they will gain new knowledge about various topics, and they will write down their ideas in sentences (Anggeraja et al., 2024). Writing is something that does not come suddenly, it needs to be honed and requires insight and knowledge to express ideas. According to Kirana & Santosa (2024) students must be able to generate clear and well-structured ideas appropriate to the academic context and objectives.

In the context of English language learning, writing offers students the opportunity to practice and improve their language skills. According to Brown (2007), students not only put words together, but students must also be able to write their ideas or concept using the target language correctly. In writing there are three stages that students will go through, namely pre-writing, during writing and post-writing (Dewi et al., 2020). In pre-writing stage, students will develop the basis for their writing, chose the main idea that appropriate to the topic and organize the ideas. The next stage is during writing, where students will develop their ideas into sentences and paragraphs. And in the post-writing, students will focus on revising their writing according to existing writing rules.

In addition, students who write must be pay attention to the writing process to produce good writing that is appropriate to the target language. Good writing means good in term of language, content purpose, and intended audience. According to Rofiqoh et al., (2022), there are five aspects of writing namely content, organization, language use, vocabulary, and mechanics.

D. Previous Studies

Several studies presented that using ChatGPT as learning media is very effective for learning. Those are; first, according to Arumsari et al., (2025) A study titled "University Students' Perceptions toward ChatGPT as English Learning Tool" found that most students responded positively to ChatGPT, highlighting its usefulness in enhancing vocabulary, grammar, and writing skills, as well as offering instant feedback and flexible learning. However, some students expressed concerns about the accuracy of its responses and the risk of overreliance. The study concludes that while ChatGPT is a helpful supplementary tool, it should be used with guidance and critical thinking. This supports the present research by showing that student perceptions play a key role in the effective use of AI tools for English learning.

Second, related study was done by Chaparro & Rodriguez (2024) A thesis titled "Perception of Modern Languages' Students of La Gran Colombia University about the Use of AI (ChatGPT) in the Learning Process of English Reading Comprehension" explored students' views on using ChatGPT to support reading comprehension in English. The findings showed that students generally had a positive perception, noting that ChatGPT helped them understand texts more easily, improve vocabulary, and clarify difficult sentences. However, some students expressed concerns about the reliability of the information and the lack of human guidance. The study highlights that while ChatGPT can support

reading skills, it is most effective when integrated with teacher supervision and critical evaluation.

Third, related study was done by Ananta & Fakhrurriana (2024) The article "The Use of ChatGPT to Practice Writing Skills from the Perception of 4th Semester English Language Education Students; Through Mobile-Assisted Language Learning (MALL)" examined students' perceptions of using ChatGPT via mobile devices to enhance their writing skills. The results indicated that most students viewed ChatGPT as a helpful tool for generating ideas, correcting grammar, and improving sentence structure. Its accessibility through mobile phones made learning more flexible and convenient. However, some students were concerned about becoming too dependent on AI and losing originality in their writing. Overall, the study supports the use of ChatGPT as an effective supplement for writing practice within the MALL framework.

Based on the previous research that has been mentioned above, it is very different from this research. Previous research was mostly carried out at the university level even though the research subjects were the same, namely English class students while this research conducted at the junior high school education level.