

CHAPTER I

INTRODUCTION

This chapter presents the justification for the research. It provides the background of study, the research questions posed, the objectives intended to be achieved, the significance of study, any scope and limitations faced, and explanations of key terms utilized throughout the research.

A. Background of The Study

Writing is one of those language skills that most students find hard to do especially when learning English as a second language in many cases. Brown (2001) defines writing as the written product of a process of thinking, designing, and revising that requires specialized skills. It involves the ability to generate ideas, organize them coherently, arrange them cohesively in a written text, revise for clearer meaning, edit for proper grammar, and finally produce a final product. Some reasons why this difficulty comes can be not understanding text structure, scarce vocabulary and not being able to structure my ideas straight. As text structures are for example different in essays, reports or stories, they need an extensive understanding to arrange sentences and paragraphs logically.

Unfortunately, students are severely limited in their ability to accurately and thoughtfully articulate ideas due to having a small vocabulary. This can result in ambiguity and frustration, often resulting in a blocked creativity that leads to decreased enthusiasm for writing. Skilled writing allows the student to shine as a communicator, articulating his thoughts and excelling academically in any field in the professional world.

One type of writing that is often the focus of English language learning is the argumentative essay. Argumentative essays discuss topics that provoke differing opinions, creating discussion both for and against the issue. These essays also reflect the writer's personal point of view on the topic being discussed. In writing an argumentative essay, it is important to understand the structure of an argumentative essay. The essay starts with an introduction, followed by the body of the essay consisting of supporting arguments, and then ends with a conclusion to summarize the main points. (Hyland 2004) also mentions that the generic structure of an argumentative essay is realized in three stages thesis, argument and conclusion. Writing an argumentative essay also requires the ability to build a strong argument that convinces the reader and must include counterarguments to show understanding of other points of view.

Research by Saputra et al. (2021) reveals that EFL students face difficulties in linguistic aspects such as grammar, appropriate word choice, and paragraph coherence. That can be quite hard for students learning English as a foreign language. They have to learn how to spot actual problems, get supporting materials and then present their arguments well without being illogical and not in a well-structured way. Students may struggle with this due to the narrow vocabulary and grammar foundation that can obstruct students from expressing their thoughts properly, in addition to these issues. Moreover, grammatical flaws can interrupt the coherence and the intent of the writer which in turn gets difficult for readers to grasp the intended message. So an outline is needed to improve their writing in the form of an argument that will be presented.

In today's digital age, technology-based media support is becoming increasingly important to help students overcome difficulties in writing, especially in the context of argumentative essays. Rao (2019) emphasizes how important technology is to developing writing skills in the English language. One promising innovation is the use of artificial intelligence, such as ChatGPT, which can provide easy access and help with the writing process. Zhai (2022) said that ChatGPT is a general-purpose conversational chatbot that utilizes the GPT-3 language model developed by OpenAI. ChatGPT and other AI technologies can help us write better by pointing up possible mistakes, contradictions, or holes in the argument ChatGPT can provide students with writing prompts, feedback on their work, and even suggestions on how to improve their writing style (Abdullayeva, 2023).

ChatGPT can serve as a tool that assists students in formulating ideas, structuring arguments, and providing useful feedback. It has been recognized for its potential in enhancing writing performance that it provides learners with immediate feedback and alternative grammatically correct sentences (Song & Song, 2023). By utilizing this technology, it is expected that students will increase their intrinsic motivation to write and experience the writing process more positively in the form of argumentative essays, and as a consequence develop higher quality writing.

Some previous research has presented findings related to student perceptions and motivation toward the use of ChatGPT in writing argumentative essays. Several studies on the use of ChatGPT to improve student writing skills

provide strong evidence that this tool can have a positive impact, which aligns with the focus of this study. For example, research by Nguyen, et al. (2024) that aimed to investigate EFL students' perceptions and practices regarding the use of ChatGPT in developing their skills in writing argumentative essays in English and Mun (2024) that focussed to investigate the utilization of AI-assisted feedback by EFL in their English writing, showed that ChatGPT was able to improve argumentative essay writing skills in English among EFL students.

Similarly, Song & Song (2023) that evaluates the impact of AI-assisted language learning on Chinese English as a foreign language, reported significant improvements in the aspects of organization, coherence, grammar, and vocabulary which resulted in increased motivation to write. Furthermore, Puspitasari (2024) that aimed to determine the impact of using ChatGPT on students' English learning behavior, found that the application of ChatGPT in English learning activities brought positive changes to learning behavior, by increasing students' activeness and efficiency in the learning process. These studies provides a comprehensive picture of the role of ChatGPT in the educational context.

On the other hand, despite the significant benefits, a number of studies have also highlighted the concerns that come along with the implementation of ChatGPT. Abdelhamid, et al. (2023) that focussed to understand the perception of the use of ChatGPT in students' argumentative essay, noted that students who used ChatGPT in addition to gaining information convenience and time efficiency, also expressed concerns about negative impacts such as potential

dependency and reduced critical thinking skills. Ikhlimah (2024) also found that although the majority of students had positive perceptions, a number of concerns regarding the long-term impact of using AI technology in the writing process remained. This suggests that while ChatGPT can improve writing skills and learning efficiency, there is a need for appropriate strategies to minimize the risk of dependency and ensure that students continue to develop their critical thinking skills.

Based on previous research, there are similarities with this study in examining student perceptions of the use of ChatGPT in developing writing skills which have positive and negative impacts. Most previous research only focuses on how students perceive ChatGPT as a tool for writing. However, two aspects, namely students' perceptions and motivation in using ChatGPT, have not been researched in depth. One of the studies that alluded to the motivation aspect was Song & Song (2023) study, but the study did not specifically explain the type of text under study. Therefore, this study aims to fill the gap by linking two perceptions, namely positive and negative perceptions and students' motivation in using ChatGPT to write argumentative essays. This research helps to understand how ChatGPT acts as a technical aid and its impact on students' motivation and writing skills. The research also discusses how students develop strategies for using ChatGPT more effectively so that the results provided are in line with their demands.

B. Research Questions

Based on the background of the study explained above, the researcher developed the following research questions :

1. What are students' perceptions on using ChatGPT in argumentative essay?
2. What motivates students to use ChatGPT in argumentative essay?

C. Research Objectives

Based on the problem identified in the study, the researcher's objectives are :

1. To explore students' perceptions in which students use ChatGPT to support effective argumentative essay.
2. To identify the motivation factors that motivate students to use ChatGPT in their argumentative essay.

D. Scope and Limitation

Based on the background description, this study has a scope and limitation. The scope of this study focuses on students' perceptions and motivations regarding the use of ChatGPT as a tool in writing, which aims to explore students' perceptions of using ChatGPT, not only their positive views but also their negative experiences. It also examines the strategies they employ to use ChatGPT more effectively, as well as their underlying motivations for utilizing the tool to enhance their writing skills. However, the scope of this study is limited to the argumentative essay, excluding other types of writing.

E. Research Significance

Theoretically, this study aims to analyze students' perceptions of using ChatGPT in writing argumentative essays, not only their positive perceptions but also their negative perceptions when using ChatGPT in argumentative essays. It also discusses the strategies they apply in its use to be more effective, as well as their motivation in using ChatGPT to write argumentative essays. The results of this study are expected to determine students' negative and positive perceptions of ChatGPT use, the strategies that they used, and the extent to which ChatGPT can motivate students to write or possibly cause dependence on ChatGPT.

Practically, this study demonstrates that ChatGPT can be a useful tool for students in improving sentence structure, developing ideas, and enhancing their overall writing skills, particularly in the context of English language education. For lecturers and teachers, ChatGPT can be utilized as a learning support tool to provide quick feedback, correct grammatical errors, and help explain writing concepts in a way that is easier for students to understand. For educational institutions, the results of this study can serve as a basis for integrating AI-based technology into the learning process to make it more effective, interactive, and relevant to current trends. Meanwhile, for future researchers, this study can serve as a foundation for further examining the effectiveness of ChatGPT in other language skills as well as the long-term impact of its use on the student learning process.

F. Definition of Key Terms

To prevent any confusion, the author clarifies the key terms associated with this research topic to ensure that readers can comprehend the material.

1. AI (Artificial Intelligence)

Artificial Intelligence (AI) refers to the simulation of human intelligence processes by machines, particularly computer systems. While process, include learning, reasoning , problemsolving and perception language understanding. AI Tools that in the field of a language education use to support student with their writing, with grammar checker, writing assistant or automated feedback systems. With manual and immediate feedback from AI-based tools in education, targeted learning is possible and with this helps improve academic performance.

ChatGPT is an artificial intelligence-based language model developed by OpenAI. The model is designed to comprehend and write natural language, which facilitates people to talk in a more natural way with computers. ChatGPT uses the GPT (Generative Pre-trained Transformer) architecture, which is trained on a variety of text data to understand context, answer questions, provide information, and even participate in more complex conversations. Among the many examples, ChatGPT can be applied in customer service, content creation, learning and more. As a conversational AI that understands and can generate text, ChatGPT can enable the user to complete tasks, give advice, or simply interacting in casual conversation.

2. AI for Writing Skill

For students, English writing represents one of the most challenging aspects of language acquisition, particularly for those learning English as a second or foreign language. In this research, AI for Writing Skills means using artificial intelligence technology, like ChatGPT as a supplement for students fine-tuning argumentative essay writing skills. The technology helps writing by suggesting to arrange ideas, correct grammar, expand vocabulary and structure writing automatically. Hence AI neither makes students writing easier, but also affects the way they hold or motivate to use this kind of technology which is contributing learning academic writing skills.

3. Prompting Strategies

Prompting strategies refer to the methods or techniques students use to provide instructions, questions, or commands to ChatGPT in order to obtain responses that meet their needs. These strategies include using clear, specific, and focused prompts, such as providing specific context, explaining the topic to be discussed, asking detailed questions, or providing examples so that the resulting responses are more relevant and easier to understand. The use of effective prompting strategies can help users obtain answers that are more accurate, structured, and aligned with learning objectives. In this study, prompting strategies describe how students use various methods when interacting with ChatGPT during the process of writing argumentative essays. These strategies include asking for help in brainstorming ideas, outlining the essay, developing arguments, etc.

4. Argumentative Essay

An argumentative essay is a form of writing that presents a clear position on a topic, supported by evidence and reasoning, to persuade the reader. It is a write-up capable of tackling questions in the form of a convincing essay, cites with evidence, and responds to valid counterarguments through them. The while is to restate the thesis and go over main points with a solid one point grabber call to action. Effective persuasion relies on logical reasoning, emotional appeals, and avoiding logical fallacies while considering the audience's knowledge, beliefs, and values to craft a compelling argument.

5. Students' Perception

Student perception refers to how students perceive, understand, and interpret a particular tool, method, or experience. Student perceptions are regarded in the study with relation to students' view on ChatGPT as a tool for writing argumentative essays, how useful and effective use is or not, its possible implications for their learning, both positive and negative from student perspective, in-context to use ChatGPT. It also discusses how their strategies in its use to make it more effective. When it was positive how did they use it, when it was negative what were the causes, including errors in giving prompts or others.

6. Students' Motivation

Students' motivation refers to their inner drive, interest, and passion to engage in a particular activity or task. In this study, the focus of motivation is on students' feelings and reasons for using ChatGPT during the argumentative

essay writing process. This includes their desire to use the tool, the sense of satisfaction and accomplishment felt when successfully completing a section of the essay with the help of ChatGPT, and its influence on their level of consistency and dedication in completing the writing. In addition, motivation also includes how the successes and difficulties experienced while using ChatGPT influenced their attitude and decision to continue to utilize this technology optimally in the future.