

CHAPTER I

INTRODUCTION

A. Background of the Study

The use of technology nowadays can no longer be avoided. Technology seems to be a necessity, considering that the use of technology is indeed people's favorite activity at the moment.

Nowadays, the use of technology has also spread to the world of education. Nowadays, it cannot be denied that the use of technology has emerged as a powerful instrument with a significant contribution in inspiring and advancing students' motivation to improve their academic achievement.

Technological developments in the digital era have brought about significant changes in various aspects of life, including education. The use of technology in education makes it easier for educators and students to access information, develop creativity, and increase the effectiveness of the learning process. In education, technology extends beyond hardware like computers and smartphones to digital applications and platforms that support teaching and learning activities.

Artificial Intelligence, commonly known as AI, ranks among the technologies that can be woven into the educational process. The reason for this is that AI can replicate human cognition and actions, leading to the belief that it can perform tasks traditionally reserved for humans. This offers valuable support for educators as they engage in teaching processes. The introduction of AI into the educational landscape undeniably brings numerous advantages to its

users, particularly to students, educators, researchers, and others as well. The incorporation of an AI framework can assist these individuals and simplify the fulfillment of their educational requirements (Abraham et al., 2024).

One form of technological development is the emergence of Artificial Intelligence (AI). AI in education has made a significant contribution to creating more interactive, personalized, and efficient learning. Through AI, students can gain access to a wider range of learning resources, automated assessment systems, and learning support tailored to individual needs.

Artificial Intelligence (AI) represents a vast segment within computer science focused on creating smart computers that can execute functions typically necessitating human cognition (Slimi & Carballido, 2023). As noted by Talha Abdullah Sharadgah 2022, AI is progressively woven into English Language Teaching (ELT) as an instrument to enhance both the learning experience and language instruction. Numerous systematic investigations and analyses have examined the role of AI in ELT, seeking to assess its efficacy and potential in refining English language abilities, translation, evaluation, recognition, perceptions, and overall satisfaction (Nursyahida et al., 2024).

Among the various AI applications available, ChatGPT has emerged as a notable innovation that has garnered significant attention in the world of education. ChatGPT functions as an AI-based language model that assists students and lecturers in generating text, answering questions, providing explanations, and even generating alternative ideas for academic writing. With its capabilities, ChatGPT has been utilized in various aspects of learning, from

assisting with understanding material, improving grammar, thesis writing, translating text, and supporting scientific writing.

English Language Learning (ELL) exists where global dialogue and educational progress meet, involving countless individuals who aim to learn English for scholarly, career, or personal purposes (Amro & Borup, 2019a). An effective English classroom framework that incorporates artificial intelligence needs to be woven into the English teaching and learning process. The blend of language proficiency and digital skills serves as a powerful means to boost international competency. (Fitria, 2021).

The rise of artificial intelligence (AI) is significantly transforming various aspects of our lives, and chatbots are a key component of this change. They are gaining traction across different domains, such as education. Colleges and universities are beginning to implement chatbots that can understand student inquiries, provide help, and supply information (Nalyvaiko & Maliutina, 2021). By leveraging natural language processing (NLP), chatbots aim to improve support services, academic guidance, and student engagement. Nonetheless, the extent to which NLP can benefit higher education remains uncertain. Recently, there has been a surge in the integration of technology in higher education. This includes advanced language models like ChatGPT. The ChatGPT framework has introduced educators to innovative ways of engaging with students on a personal basis and enhancing their involvement in the learning process. The large language model known as ChatGPT was developed by OpenAI using the GPT-3 technology (Chukwuere, 2024).

The emergence of chatbots powered by Artificial Intelligence, like ChatGPT, has turned into a notable trend that has garnered interest lately. Advances in AI and Natural Language Processing technologies have allowed these chatbots to engage with people in a more sophisticated and detailed way (Lyu et al., 2023). ChatGPT stands out as one of the newest sophisticated deep learning models within the Generative Pre-trained Transformers (GPTs) lineup created by OpenAI, which was launched in 2022 (Kim et al., 2023). It possesses the ability to process and evaluate large amounts of written data, including academic publications,

ChatGPT is crafted for general functionality rather than exclusively for language education (Bin-Hady et al., 2023). However, several of its prominent features, like strong natural language processing abilities, flexibility, and engaging elements, position it as an excellent option for delivering customized and interactive experiences when learning a second language.

The phenomenon of ChatGPT use is also evident among students in the English Tadris Department. As students focused on mastering English and preparing to become future educators, they are required to possess comprehensive language skills, including listening, speaking, reading, and writing. ChatGPT offers students the convenience of developing these skills. For example, students use ChatGPT to check the grammar of their writing, enrich their vocabulary with examples of usage in specific contexts, or obtain explanations of difficult language concepts. Furthermore, ChatGPT is also widely used in the preparation of academic assignments, including papers and

theses, as it can assist in designing writing structures, provide initial references, and offer a variety of relevant ideas.

Therefore, the use of AI-based technologies like ChatGPT is relevant for further study. However, the use of this technology in formal and informal learning contexts is still relatively new and has not been widely studied in depth, especially among students in Indonesia. Therefore, the author was interested in conducting this research to explore the usefulness of ChatGPT among English Tadris Department students. The author wants to know for what purposes English Education Department students use ChatGPT as an English learning aid, with the research title "Exploring The Use Of ChatGPT By English Education Department Students In Learning English".

B. Focus of The Study

Based on the background above, this study focuses on exploring how English Education Department students use ChatGPT as an English learning tool.

C. Research Question

What do English Tadris department students use ChatGPT for?

D. Purpose of The Study

Based on the background above, the objectives of this study is to find out how English Tadris Department students use ChatGPT as an English learning tool

E. Significance of The Study

1. For students

The study provides insights into how students from the English Tadris Department utilize ChatGPT as a learning tool. Understanding their experiences, motivations, and challenges can help students become more aware of the benefits and limitations of using AI-based tools to improve their English language skills, such as writing, vocabulary, grammar, and conversation practice.

2. For Lecturers and Educators

The discoveries can direct English teachers in coordinating AI devices like ChatGPT into their instructing methodologies. By knowing how students engage with ChatGPT, teachers can superior bolster its moral and successful utilization, possibly improving the quality of language instruction and advancing independent learning.

F. Definition of Keyterm

1. Artificial Intelligence (AI)

Artificial Intelligence (AI), or the capability of computer-based systems to execute activities typically needing human intellectual skills, including understanding spoken language, visual perception, and making judgments, is known as artificial intelligence (Russell & Norvig, 2020).

2. ChatGPT

ChatGPT is an example of a chatbot that can serve as a learning tool, providing explanations, answering questions, and facilitating interactive discussions. However, in-depth research is still needed to determine ChatGPT's effectiveness in education (Syantzani et al., 2024).

3. Exploring

Exploring is central in both human development (such as career exploration) and artificial intelligence (notably in reinforcement learning). In both domains, exploration involves seeking new information or experiences to inform future decisions, but the mechanisms and challenges differ by context.

4. Learning English

The process of learning English is dynamic and impacted by a variety of factors, including motivation, surroundings, and official and informal teaching strategies. The methods and results of learning English are further enhanced by the use of digital media and technology.