CHAPTER I

INTRODUCTION

This chapter explained the background of the study, research questions, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1. Background of the Study

English language skills were becoming increasingly important. The significance of English language proficiency has notably heightened across various domains. English was learned and used in various fields of life, such as education, socio-economics, politics, and so on state by Yulia and Amirudin (2021). As we navigated an era fraught with intricate global challenges, it became imperative to equip the younger generation with comprehensive English language skills, with a particular emphasis on writing capabilities. In line with Jeanjaroonsri (2023), writing was an integral part of other English skills, and it is important. Mastering English writing skills assumed paramount importance due to the multifaceted nature of writing, demanding a blend of creative prowess, expressive aptitude, and a firm grasp of vocabulary and grammar. Recognizing the urgency to meet the evolving demands of competence, there was a compelling need for an in-depth understanding of strategies to enhance English writing skills. This proficiency was not only crucial for individual expression but also aligns with academic requirements in most universities. Writing, integrated with other English skills, was essential for students in most universities as they are usually required to write academic assignments such as essays, reports, lecture notes, projects, and research studies (Jeanjaroonsri, 2023). Consequently, the integration of writing skills with other facets of English language proficiency emerges as a foundational element for educational success in tertiary institutions. This fusion was further amplified through the incorporation of technology, leveraging innovative tools and platforms that caterd to diverse learning styles.

Technology could support students. According to Tereshchuk (2023), technology played a crucial role in supporting EFL students, as editing tools could

significantly enhance their writing, addressing challenges faced by those with learning difficulties that impacted their reading and writing abilities. In line with technological developments to support English writing skills, various innovations were encouraged to provide effective solutions in the development of English writing skills for learners, particularly those studying English as a Foreign Language (EFL). One of the technologies for English writing skills was ChatGPT. Chat GPT (Generative Pre-Trained Transformer) as a tool to enhance English writing skills, was one of the prominent innovations in this regard. ChatGPT allowed learners to participate in the writing process (Song & Song, 2023). Chat GPT, being a language model capable of interacting with users and generating high-quality text, demonstrated great potential for improving the English writing skills of EFL students. The success of this model in various text generation tasks underscored its value as a tool that could facilitate the rapid improvement of writing skills among EFL learners when used to receive immediate feedback and assistance (Marzuki *et al.*, 2023).

How users, particularly students, responded to technology was crucial for successful learning outcomes. Therefore, understanding how learners perception the use of Chat GPT in the development of English writing skills became essential. Perception usefulness, defined as the belief that using the new technology would enhance performance (Ogurlu & Mossholder, 2023), was a critical aspect to consider. To optimize the use of Chat GPT, it was imperative to comprehend learners' perspectives, expectations, and experiences. This understanding could guide the development of learning approaches tailored to suit the needs of students. Exploring how students perception learning English with Chat GPT was valuable not only for educational practitioners but also for policymakers, technology experts, and researchers. Insights into student perceptions could inform the creation of clear standards for utilizing Chat GPT as a language support tool (Darma et al., 2023).

However, there was some research on students' understanding of ChatGPT which was still lacking. As revealed in the article titled "The Perception by University Students of the Use of ChatGPT in Education" by Ngo (2023), the location of the research in Vietnam University. This study relied on questionnaires and semi-structured interviews, which might have provided a limited understanding

of the complex issues surrounding the use of ChatGPT in an educational context. The second article was "Students' Perception of Chatgpt as A Language Learning Tool" by Emma et. al (2023) the place of research in Malaysia University. This study only used a questionnaire as a data collection tool, so there was no objective measurement of participants' language ability or writing skills that could provide a more comprehensive understanding of the effectiveness of ChatGPT. And then article titled "The Student's Perception of Using ChatGPT for EFL Students" by Darma *et al.* (2023) in Indonesia University , this study was limited in exploring students' perceptions of ChatGPT. The study relied on a quantitative methodology, which likely to provided limited understanding of the complex issues surrounding the use of ChatGPT in an educational context. As such, a more holistic research approach could provide a deeper understanding of the complex dynamics behind students' perceptions of this technology. A balanced approach that capitalized on the strengths of AI while being aware of its limitations was necessary to cultivate robust critical thinking skills in EFL students.(Darwin *et al*., 2024).

Another study conducted by Zebua and Katemba (2024) , entitled "Student Perceptions of the Use of the OpenAI ChatGPT Application in Improving Writing Skills," was conducted at Adventist University of Indonesia. The research method used was quantitative. This study found that students gave a positive perception of ChatGPT, where the use of ChatGPT was seen as a useful tool in improving students' English writing skills. In a study conducted by Hasanah and Nurcholis (2024), "Perceptions of English Education Students on the Use of ChatGPT in Writing Articles," a qualitative approach was used. This study contributed insight into student preferences regarding the role of ChatGPT in writing assignments. The study involved 7th-semester students of English education at Universitas Muhammadiyah Bengkulu who had published articles. Although a significant number of students felt that ChatGPT was enjoyable and time-saving, some students expressed doubts about its suitability for the writing process. These different attitudes highlighted the diverse feelings students had about the integration of ChatGPT into their writing practice, emphasizing the need for a comprehensive understanding to guide educators and policymakers in addressing diverse preferences and concerns.

This study used a mixed approach that differed from previous studies, both in its methods and selection of participants. With this approach, the research presented two perceptions of students towards the use of ChatGPT in their learning process: a positive perception and a negative perception. As such, this research provided greater insight into the range of student views towards ChatGPT, illustrating how this technology was received differently depending on individual experiences and expectations.

So, this research was particularly important as it looks to the future where technology was increasingly delving into the world of education. It was hoped that by thoroughly understanding how students perception the use of Chat GPT to improve their English writing skills, an innovative, relevant and efficient approach to learning would be created. It could also improve the quality of English learning and prepare students to face future global demands by maximizing the potential of technology.

1.2. Research Questions

There are some research questions. They are formulated as follows:

1. How is ChatGPT used to enhance students' English writing skills?

2. How do students perception ChatGPT for the enhancement of English writing skills?

1.3 Objectives of the Study

Based on the background that had been discussed, this research had the following objectives:

1. To find out whether ChatGPT can enhance students' writing skill

2. To explore students perception on the use of ChatGPT to improve writing skills

1.4. Significant of the Study

After conducting the research, the researcher hoped that the findings would help dig deeper into students' perceptions of ChatGPT to enhance their ability to write in English. This study had two significant aspects as follows:

1.4.1. Theoretical Significant

This research had the potential to enrich existing literature by providing valuable insights into students' perceptions of using ChatGPT to enhance their writing. This research could be used to understand how AI tools such as ChatGPT could impact educational practices, particularly in the area of writing.

1.4.2. Practical Significant

For EFL students, this research could help them gain more learning experience and a better understanding the use of ChatGPT to assist in writing. For teacher, the results of the study could help teachers to improve teaching effectiveness and develop learning materials, and inform training and professional development. For researcher, the research findings could make important contributions to the scientific literature, as well as develop research methods and implications for the development of better educational policies related to the integration of technology into the curriculum.

1.5 Scope and Limitation of the Study

Based on the background that had been described previously, researchers provided the scope and limitations of the problem as follows:

1.5.1 Scope of the study

The scope of this study includes exploring whether or not ChatGPT can help improve writing skills as well as observing students' perceptions of how ChatGPT contributed to improving their understanding and skills in writing. The researcher collected data through pre-tests, post-tests, and interviews.

1.5.2 Limitations of the Study

The author limits the object of this research to the English Education Study Program. Specifically in the fourth semester which only consists of one class, Nahdlatul Ulama Sunan Giri Bojonegoro University academic year 2023/2024.

1.6 Definition of Key Terms

a. Perception, refer to the process by which a person gathers, organizes, and interprets sensory information from the surrounding environment to form a view and understanding of something.

b. ChatGPT, refer an artificial intelligence based language model developed by OpenAI. It relies on GPT (Generative Pre-trained Transformer) to generate text that resembles human writing based on given input

c. Writing, refer a process by which thoughts, ideas and information are expressed through the systematic use of symbols and written characters.