

CHAPTER I

INTRODUCTION

1.1 Background of the Research

In recent years, integrating artificial intelligence (AI) technologies into our daily lives has become increasingly prevalent. Among these innovations is ChatGPT, a state-of-the-art language model developed by OpenAI. OpenAI, a research organization founded in 2015 by Elon Musk, Sam Altman, and others, introduced ChatGPT as a powerful natural language processing tool. ChatGPT is designed to generate human-like text based on the input it receives, showcasing significant potential in revolutionizing educational practices

The surging popularity of ChatGPT is evident in its impressive user base, surpassing 1 million daily active users by October 2023 by OpenAI (2023). This widespread adoption stems from the perceived benefits of ChatGPT in enhancing language skills, fostering critical thinking, providing personalized feedback, and making learning resources readily accessible to diverse learners. It has captivated educators and students alike, offering the potential to tailor learning experiences, foster deeper engagement, and cater to Perceiver learning styles. Artificial intelligence (AI) in education can completely change how people teach and learn. One of these AI systems, ChatGPT, was made by OpenAI and launched in November 2022 Xames & Shefa (2023). It gives us a unique chance to see how it affects our English learning.

Learning English is essential to preparing students to communicate well in today's globalized world. As technology improves, there are wider opportunities to use technology in education such as YouTube, Google Classroom, Google Meet, or even specific writing assistant applications like Grammarly Balbay & Kilis (2017); Baron (2020); Fahmi & Cahyono (2021); Negara (2018); Nehe (2021). On the other side adding AI tools like ChatGPT to English language education has much promise to change how people learn English. ChatGPT's ability to make text that sounds like a person wrote it and give comments in real time opens up new ways to make learning a language fun and personalized Sullivan et al., (2023). Understanding the

perceptions of students regarding the integration of ChatGPT in English language learning is essential for maximizing its benefits and addressing any concerns or challenges that may arise.

Some previous studies have been conducted about ChatGPT in education. Therefore, there are a lot of perceptions mentioned by the participants. Some of them used ChatGPT because it time-saving technology for learning Ngo (2023) ChatGPT also gives ease of use in grammar checking and translation Fitria (2023) and Liu & Ma (2023), the student also prefer to use ChatGPT rather than traditional search engine (Elkhodr et al., 2023). The otherwise, students also said that in using ChatGPT they need supervision from seniors or lecturers to prevent misuse or misunderstanding Roza & Zulhirawati (2023).

One specific group of users includes students at Vocational High School SMK PGRI 1 Kudus. The student actively use ChatGPT in their English Learning. The student uses ChatGPT mainly for paraphrasing, grammar checking, and spelling checking their English assignment, at least once a week. Adopting this advanced language model offers an intriguing lens through which to examine the impact of cutting-edge AI technology on language education.

Given the dynamic landscape of language education and the notable adoption of ChatGPT by students at SMK PGRI 1 Kudus, the primary goal of this research is to examine the students' perception of ChatGPT in the context of English learning. This qualitative study seeks to explore the experiences, challenges, and advantages perceived by these students as they engage with ChatGPT, ultimately contributing valuable insights to the broader discourse on the integration of AI in language education. By those explanations, the researcher find that AI technology needs to be a concern in education, but the existing research about AI or ChatGPT mostly focuses on higher education, thus the writer chose the vocational high school as the target of the research which makes this research have its novelty, therefore the researcher wants to conduct research with the title “Students’ Perception of The Use of ChatGPT in English Learning”.

1.2 Statement of the Problems

In this research, the researcher seeks to explore the nuanced perceptions of students at SMK PGRI 1 Kudus regarding the use of ChatGPT in their English language learning. How do students at SMK PGRI 1 Kudus perceive the use of ChatGPT in their English language learning?

1.3 Objective of the Research

Based on the statement, the researcher explains the objective of this research is to provide a nuanced understanding of the student perspective on the use of ChatGPT in English learning.

1.4 Significance of the Research

This research holds critical significance both in theoretical and practical domains, aiming to advance knowledge and application in English language learning through the lens of ChatGPT.

1. Theoretical Significance:

The present study seeks to establish itself as a cornerstone reference for understanding how students at SMK PGRI 1 Kudus perceive and utilize ChatGPT for English language learning. By expanding the theoretical framework surrounding the evolving role of AI in language learning, this research opened new paths for future research in this specific field.

2. Practical Significance:

The research findings are intended to be of substantial value to a diverse range of stakeholders involved in English language education, including educators, students, and researchers. These stakeholders stand to benefit in the following ways:

- a) For English Language Educators: The findings offer practical guidance for refining teaching methodologies by effectively integrating ChatGPT into the curriculum, ultimately leading to improved teaching and learning experiences in English language education.
- b) For Students: Students at SMK PGRI 1 Kudus stand to gain valuable insights into their peers' experiences with ChatGPT, empowering them to navigate their learning journeys more effectively and make informed decisions regarding the utilization of AI tools.

- c) For Researchers: Researchers with an interest in the integration of AI tools in language education can leverage the study's findings as a valuable resource. The research findings offer valuable information and insights into students' perceptions of ChatGPT in English language learning, providing a foundation for further research endeavors in this domain.

1.5 Scope of the Research

This research focuses solely on the perceptions of students enrolled in the English class at SMK PGRI 1 Kudus regarding their experiences using ChatGPT as a tool for English language learning. The study aims to capture the students' insight regarding ChatGPT usage for their English learning, in their points of view, the ChatGPT itself and the environment where the learning occurs.

1.6 Operational Definition

Hereby are several operational definitions that are used in this research.

1. ChatGPT:

For this research, ChatGPT is defined as a large language model developed by OpenAI in November 2022. It is a computer program trained on a massive dataset of text and code, capable of generating human-quality text, translating languages, writing different kinds of creative content, and answering questions in an informative way.

2. Student of SMK 1 PGRI Kudus:

Students formally enrolled in the Hospitality program at SMK PGRI 1 Kudus, are currently attending English language classes as part of their curriculum.

3. English Learning:

In this research, English language learning refers to the in-class process of acquiring proficiency in the English language, including the development of speaking, listening, reading, and writing skills by the students with the assistance of the teachers or mentors.