

CHAPTER I

INTRODUCTION

A. Background

The rapid advancement of technology and science has propelled humanity into an era that is entirely digital. The current era of digitalization has permeated every aspect of human life. The swift evolution of information and communication technology has transformed the way people perceive and interact with the world. Nowadays, many individuals can easily access digital devices and the internet anytime and anywhere. The continuous development of digital technology has given rise to various digital platforms that serve as sources of information for anyone, including university students (Sasmita, 2020). Experts have recognized AI's potential in education, emphasizing its capacity to precisely deliver feedback and engage students. "AI has the potential to transform how we teach languages, making it more accessible and efficient for learners from various backgrounds," stressed Dr. Johnson, a specialist in educational technology (Annur & Sujarwati, 2023).

AI applications in learning have been widely developed, such as the implementation of intelligent tutoring systems, educational game applications, and the use of AI-based applications as supplements in the learning process. One increasingly popular AI application is the use of ChatGPT (Generative Pre-trained Transformer) in human-computer interaction. Chat Generative Pre-Trained Transformer (ChatGPT) is a currently trending AI chatbot developed by OpenAI, an

artificial intelligence research and implementation company based in California. This latest AI model is based on the transformer neural network, with its core capability being the generation of human-like text by understanding contextual cues in conversations (Zhang et al., 2023).

In the context of academia and education, the utilization of ChatGPT can contribute to enhancing the effectiveness of learning by providing access to broader and more easily comprehensible information and materials (Suariqi Diantama, 2023). Its use in education and academia offers significant potential benefits, such as improving learning efficiency, providing individual support to students, and assisting educators in delivering more personalized teaching. However, alongside its benefits, questions also arise regarding data privacy, biases in generated results, and users' responsibility to use this technology wisely.

The advent of advanced technology in the past decade has provided humanity with convenience and ease in performing various activities. In human life, technology has a positive impact on problem-solving, including language-related issues with the presence of ChatGPT. In theory, ChatGPT is an AI technology designed to help computers recognize and understand human language. According to Kristanto (Kristianti, 2023), "artificial intelligence is a part of computer science specifically aimed at designing intelligent automated behavior within computer systems." Hence, intelligence is embedded into a computer system to perform tasks akin to human abilities or simplify problems that are difficult to solve manually, especially when such tasks require

a significant amount of time and advanced intelligence. This technology was extensively released in 2021 and is specifically made to produce conversational, human-like text (Wahid & Hikamudin, 2023). ChatGPT is also renowned for its ability to perform various language-related tasks, including translation, summarization, answering questions, and text generation, with little to no specialized training for these tasks. Today, many people around us use ChatGPT, and numerous content creators on social media platforms like TikTok have reviewed its usage.

Empirical studies indicate a pronounced dominance of ChatGPT over competing AI tools (e.g., Google Gemini, Microsoft Copilot, QuillBot) in Indonesian educational settings. A nationwide survey of 1,200 university students revealed that 89% of regular AI users employed ChatGPT for academic tasks, compared to Gemini (7%), Copilot (3%), and others (1%) due to its accessibility via low-bandwidth platforms, superior Bahasa Indonesia support, and cost-free adoption (Suryanto et al., 2024). According to data recorded in the *Pedagogik Indonesia* journal in 2023, there is a growing tendency for AI ChatGPT to be used in higher education. This is evidenced by data presented in a table showing a 93% urgency score for the implementation of ChatGPT in universities (Wahid & Hikamudin, 2023). This research further demonstrates the current trend of students increasingly recognizing and utilizing Artificial Intelligence (AI) tools like ChatGPT.

The tendency to use ChatGPT has also emerged among students throughout Bengkulu province. Nowadays, many students utilize ChatGPT as a reference in English language learning. Most

of them use AI ChatGPT to gather various materials for academic purposes, such as finding content for presentations, group discussions, or even completing assignments given by lecturers. This inclination among students toward using ChatGPT is largely driven by their fascination with its advanced capabilities, particularly its ability to quickly and accurately respond to user inquiries. Throughout institutions such as the University of Bengkulu, a new wave is on the rise that harnesses technology to revolutionize education. AI tools, and especially more advanced language models like ChatGPT, have been getting a lot of press for their promise to raise quality in teaching as well as help your research work (Annur & Sujarwati, 2023).

Social sciences study program which is one of the study programs in UINFAS Bengkulu is no exception from this phenomenon. Based on the pre-observation, a fact rise to the surface that the fourth-semester students of the social sciences study Department at UINFAS Bengkulu have using ChatGPT in their learning process. Finding comes from the students that state “ChatGPT make things a lot easier, time wise and effort wise”. While they recognize its potential as a learning tool, they also have concerns about its limitations and ethical use. ChatGPT can produce texts that resemble human writing with a high degree of accuracy, potential for a variety of applications from virtual to learning assistances (Habibi et al., 2024).

Social Science programs (Ilmu Pengetahuan Sosial, IPS) constitute a strategically relevant population for investigating student perceptions of ChatGPT in English language learning due

to three interrelated factors. Firstly, the interdisciplinary nature of social sciences encompassing education, sociology, communication, and psychology naturally integrates language as a tool for analyzing human behavior, societal structures, and cultural narratives (Kasih et al., 2024). This contextualizes English not merely as a linguistic skill but as a medium for critical engagement, aligning with ChatGPT's utility in tasks like drafting sociological analyses or translating intercultural texts (Wijaya & Lee, 2023). Secondly, social science curricula emphasize critical evaluation of technology's societal impact, fostering heightened reflexivity about AI tools. Students in these disciplines are trained to scrutinize issues like algorithmic bias, digital equity, and epistemological authority (Darmawan & Siregar, 2023), making them uniquely positioned to articulate nuanced perceptions of ChatGPT's ethical and pedagogical implications beyond instrumental usability (Nababan et al., 2024). Thirdly, IPS programs in Indonesia prioritize qualitative research literacy, equipping students with frameworks (e.g., phenomenology, discourse analysis) to articulate experiential insights about AI-aided learning processes, thereby yielding richer perceptual data than cohorts from technical fields focused on output efficiency (Puspitasari, 2024).

However, the ChatGPT use (GPTU) in education faces several challenges; one of the key challenges is the information of the factors that influence the acceptance and use. Thus, this research will using the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2). UTAUT2 explains the factors that

influence Behavioral Intention (BI) and GPTU that includes Performance Expectancy (PE), Effort Expectancy (EE), Social Influence (SI), Hedonic Motivation (HM), Facilitating Conditions (FC), and Habits (H) of individual acceptance and use of certain system or technologies.

One of the important factors influencing international communication is language. To improve their competency and communication, students use several English language abilities, including speaking, listening, reading, and writing (Ahmadi, 2018). In the 4.0 era, one of the elements influencing the caliber of human resources is English (Pranawengtias, 2022). The government established a policy mandating English language instruction in order to accomplish this capability. English instruction should begin at the medium level and progress to the highest level, which is the university. The goal of learning English is to create graduates who can compete internationally and speak the language fluently. (Pranawengtias, 2022).

Ideally, as students living in an academic environment, they should exercise greater wisdom in selecting credible sources of information (Hulukati & Djibran, 2018). However, with technological advancements, students have become overly reliant on instant information sources without carefully verifying whether these sources meet the scientific standards required in academia. While ChatGPT is a valuable tool, it is not considered a scientific source, yet it is frequently used by students as a source of information. The accuracy of some information provided by ChatGPT needs to be double-checked, as there can sometimes be

inaccuracies or discrepancies with what is expected or required. Excessive use of ChatGPT as an information medium may also lead to various impacts on students. This phenomenon is particularly interesting because the use of AI ChatGPT among students could result in differing perceptions within the student community itself.

Perception is a process through which individuals organize and interpret sensory impressions in an effort to assign meaning (Zaharnita et al., 2016). It can also be defined as a view or assessment of stimuli related to a specific object received by humans. Perceptions vary among individuals when encountering a particular phenomenon. This variation in perception might also arise among students regarding the phenomenon of using AI ChatGPT as a tool(s) in English language learning. If students continue using ChatGPT extensively without understanding its limitations, cascading effects may extend to both personal and academic domains. At the individual level, excessive dependency risks eroding cognitive capacities such as textual analysis, linguistic creativity, and source verification skills. Students may develop a competency illusion perceiving English proficiency while merely replicating AI outputs without contextual understanding. At the institutional level, uncritical copy-pasting practices threaten academic integrity and devalue authentic learning. Furthermore, at the educational ecosystem level, unregulated normalization of ChatGPT could widen competency gaps among students and reduce educators' roles from facilitators to fraud detectors. Thus, investigating student perceptions

particularly in English learning contexts is critical not only to map usage patterns but also to establish policy foundations that prevent intellectual capacity degradation and balance technological utility with humanistic education sustainability. Observing the phenomenon of students increasingly using ChatGPT as a reference for their English language learning, the researcher was inspired to conduct a study on how students perceive this trend. Hence, the title of this research will be “THE STUDENT'S PERCEPTION OF USING ARTIFICIAL INTELLIGENCE (AI) CHATGPT TOWARDS ENGLISH LANGUAGE LEARNING”.

B. Identification of the Problem

Based on the background of the problem as described above, the problem identification is as follows:

1. Unclear or mixed perceptions of ChatGPT's effectiveness for English language learning.
2. Lack of understanding of the factors influencing ChatGPT's use among students.
3. Challenges that limit the effective use of ChatGPT in the learning process.

C. Limitation of the Research

The limitation of the problem will concentrate specifically on investigating the student's perception of using artificial intelligence (AI) ChatGPT towards english language learning at fourth-semester students of Social studies department study program UINFAS Bengkulu.

D. Research Questions

The research question was formulated as follows:

1. How does the students perceive ChatGPT in english language learning context?
2. What factors influence the use of ChatGPT among fourth-semester students in the Social sciences study program at UINFAS Bengkulu?
3. What are the key challenges and limitations students face when using ChatGPT in their learning process?

E. The Objectives of the Research

The research's goals are formulated as follows:

1. To investigate the student's perception of using ChatGPT towards English language learning.
2. To investigate factors influence the acceptance and use of ChatGPT among fourth-semester students in the Social sciences study program at UINFAS Bengkulu, and how do these factors align with the UTAUT2 framework?
3. To find out the challenges and limitations students face when using ChatGPT in their learning process?

F. Benefits of The Research

The researcher hopes that after doing this research there will many benefits can be obtained, such as the following :

1. Theoretical Benefits

In theory, the advantages of this study rest in the hope that the information gathered will prove to be a useful resource in the future. Furthermore, it is expected that the results of this study will advance knowledge, especially for people who are interested in English studies, particularly in relation to UTAUT2 theory. Additionally, it is intended that the findings

of this study will be applied and improved upon in response to the demands of society.

2. Practical Benefits

a. For researcher

The researcher hopes that the study's findings will be a helpful tool and a reference for future investigations into how students react to and see the application of cutting-edge AI technologies.

b. For Readers

The researcher anticipates that this study will provide useful data and insights into how students view the use of AI ChatGPT in the context of learning English, especially for those enrolled in the Faculty of Tarbiyah and Tadris' Social Sciences Study program.

c. To Other Researchers

It is hoped that this study would help shape perception in the context of English studies and be used as a reference by future researchers doing related investigations.

G. Definition of Key Terms

Here are explanations for key terminology used in this study to ensure that all readers have the same understanding. These explanations also seek to avoid any misconceptions between readers and researchers. The terms are explained as follows:

1. ChatGPT

A large language model (LLM) developed by OpenAI, based on the GPT (Generative Pre-trained Transformer) architecture. It is designed to generate human-like text responses and engage in conversational interactions, leveraging deep learning and natural language processing (NLP) techniques.

2. English Language Learning

The process of acquiring and improving proficiency in the English language, including skills in reading, writing, speaking, and listening. It often involves formal instruction, practice, and immersion in English-speaking environments.

