

CHAPTER I

INTRODUCTION

A. Research Background

In today's technological era, technological advances have been utilized to fulfil human necessities and streamline professional workflows. As a result, people worldwide including those in Indonesia have started incorporating technology into many parts of their daily lives. The education sector has experienced significant transformations as a result of technological advancements. The concept of Education 5.0 transformation exemplifies this shift (Adel, 2024). This concept involves the use of artificial intelligence, which has changed the way humans interact and work. Advancements in artificial intelligence technology integrated with the Internet of Things (IoT) have significantly transformed the ways in which humans think, behave, and carry out their daily activities (Ghosh et al., 2017). It is no surprise that the world we live in today is saturated with artificial intelligence (AI). AI has played a transformative role across various sectors of human life, sparking extensive global discussions regarding its societal impact. Consequently, it has influenced diverse industries, many of which continue to undergo significant disruption. AI has produced new learning and teaching solutions that have been tested in various educational institutions. As highlighted by Challoumis (2024), the influence of Artificial Intelligence extends far beyond the classroom, creating a ripple effect that reshapes various sectors such as global industries, agricultural practices, and the modern labour market.

Artificial intelligence, or AI, refers to a form of robotic technology capable of making decisions in a manner similar to human thought processes (Farwati et al., 2023). Fuzzy Logic (FL), Evolutionary Computing (EC), and Machine Learning (ML) are three AI methods that have been developed. AI can do many things, such as improving learning processes or customizing learning experiences (Hermawan, et al., 2024). In addition,

artificial intelligence has been used in various fields, including health, transportation, finance, manufacturing, and many more, with the aim of increasing productivity, efficiency, and the quality of human life. Although artificial intelligence has great potential, its use brings challenges and opportunities that must be well understood by society (Susar and Aquaro, 2019). AI has changed the workplace, in some cases, human workers have been replaced by automation. In addition, AI's ability to collect, analyse, and interpret personal data on an unprecedented scale raises concerns about privacy and data security.

Artificial Intelligence is very important for the educational process because it can help students receive lessons and information through media without having to be in front of a teacher (Pedro et al., 2019). Many artificial intelligence applications have been used in learning, such as smart tutor systems, learning applications, and educational games. Teachers and schools are exploring innovative approaches to leveraging technology in order to enhance both the learning experience and academic outcomes of students. Generative language models like ChatGPT, along with artificial intelligence more broadly, hold promising potential in this area.

Functioning as a sophisticated language model, the Generative Pre-trained Transformer (GPT) relies on Natural Language Processing (NLP) to generate responses that resemble human language, and this capability has contributed to its widespread popularity among students seeking help with academic tasks (Yenduri et al., 2024). GPT operates by analysing the structure of language, decomposing text into words, phrases, and sentences in order to interpret semantic meaning and contextual relationships. Through training on extensive textual data, the model learns linguistic patterns that enable it to produce coherent and contextually relevant responses. One notable application of this technology is ChatGPT, a conversational agent developed by OpenAI, which is capable of understanding and responding to natural language inputs in a human-like manner (Setiawan et al., 2023).

The presence of ChatGPT can assist with academic writing and publishing. Specifically, these chatbots can be useful tools for scientific writing because they help researchers and scientists organize materials, create initial drafts, and make corrections. According to research conducted by Aswar (2024), ChatGPT, developed by OpenAI, serves various functions that support academic activities across multiple disciplines. This technology can assist academics in identifying research topics, designing the structure of scholarly articles, accessing relevant literature, and performing both semantic and formal corrections and editing of academic texts. In addition, ChatGPT has begun to be utilized in educational settings to expand course content and provide new perspectives within the academic process. Participants in the study reported that the integration of ChatGPT into academic processes offers significant benefits, particularly in terms of time efficiency. ChatGPT can accelerate the production of scholarly work by shortening stages that typically require substantial time, such as searching for, collecting, and organizing information related to specific research areas (Borger et al., 2023). Consequently, academics are able to access and manage information more quickly and systematically.

Furthermore, participants acknowledged that the use of ChatGPT facilitates and accelerates academic work, especially during the literature review stage, which generally requires considerable time investment at the early stages of scholarly writing (Aswar, 2024). ChatGPT enables academics to review large volumes of available literature more efficiently and to utilize a broader range of relevant sources. The integration of this technology into academic work also allows for the rapid scanning of extensive literature while simultaneously helping to overcome language barriers. Therefore, ChatGPT has the potential to facilitate literature reviews on a global scale (Biswas et al., 2023). Additionally, ChatGPT can assist with multiple aspects of scientific writing, including structuring and reviewing scholarly content and formatting, as well as detecting and fixing errors ultimately making academic work more efficient overall.

ChatGPT is capable of generating responses to nearly any linguistic prompt or inquiry; however, it is programmed to refrain from addressing queries categorized as illegal or promoting violence. ChatGPT, on the other hand, is designed to provide information and assist with various tasks (Supriyadi, 2022). ChatGPT technology makes it possible to use AI chatbots in Indonesian education, especially as a way to strengthen the skills students need for the 21st century including critical thinking, creativity, collaboration, communication, and digital literacy (Setiawan & Luthfiyani, 2023). With technological advances, the potential of learning resources is increasingly being utilized, not only focused on teachers but also oriented more broadly and using tools to accelerate the search for learning resources extensively. Thus, technology has become a discipline needed by teachers and students to face modern learning (Faiz & Kurniawaty, 2023).

Empirical studies show that ChatGPT clearly dominates other AI tools in the Indonesian educational environment (Maspul, 2025). Examples of such artificial intelligence tools include Google Gemini, Microsoft Copilot, and QuillBot. According to research conducted by Trisianto et al. (2024) at Universitas Pendidikan Indonesia involving 108 respondents, ChatGPT emerged as the most predominantly utilized artificial intelligence (AI) tool among university students, with 69.7% of participants reporting its usage. This was followed by Perplexity (16.5%), Gemini (7.3%), Copilot (4.6%), and Claude.ai (2.8%). Data published in the Indonesian Pedagogical Journal in 2023 shows that the use of ChatGPT AI in higher education will increase. This data shows an urgency score of 93% for the implementation of ChatGPT in higher education (Wahid & Hikamudin, 2023). This research additionally indicates the ongoing trend of students becoming increasingly acquainted with and making use of Artificial Intelligence (AI) tools like ChatGPT.

The use of Artificial Intelligence, especially ChatGPT, is also popular at Islamic State University of Fatmawati Sukarno Bengkulu. This is in line with Hanura's (2024) research, which reveals that students at

Islamic State University of Fatmawati Sukarno Bengkulu are already very familiar with the use of AI in the learning process. Students, especially at Islamic State University of Fatmawati Sukarno Bengkulu, have also started using ChatGPT. Findings from student interviews indicate that ChatGPT is the AI tool most frequently used by them in learning English.

ChatGPT remains a popular choice among fifth-semester English language education students at Islamic State University of Fatmawati Sukarno Bengkulu (Hanura, 2024). This is because ChatGPT assists them in completing assignments and responding to questions they are unsure about, leading them to believe that ChatGPT can always provide answers to their inquiries. Others mentioned that ChatGPT is user-friendly due to its easy accessibility and engaging chat format. In addition to being readily available, ChatGPT also offers straightforward answers, as per their perspective.

The English Language Program has also been affected by the use of ChatGPT. During pre-observation, it was revealed that eighth-semester students in the English Language Education study program at Islamic State University of Fatmawati Sukarno Bengkulu had been using ChatGPT in their learning process. This was supported by the researcher informal interviews with several peers in the eighth semester, which confirmed that ChatGPT has become a primary tool for completing complex assignments and drafting research ideas. Students found that ChatGPT saves time and effort. Although they recognize the potential sophistication of ChatGPT, they are still concerned about ethical issues and dependence on its use.

Despite the clear advantages of ChatGPT in enhancing performance expectancy and effort efficiency, its integration into high-stakes academic writing creates a profound paradox for final-year students. Eighth semester English Language Education students at Islamic State University of Fatmawati Sukarno Bengkulu rely heavily on ChatGPT to accelerate thesis drafting, overcome writer's block, and streamline literature reviews. However, this convenience comes at a significant cost. Students find

themselves navigating a precarious line between legitimate learning assistance and academic dishonesty. The widespread issues of AI hallucination (fabricated literature and unreliable references), covert plagiarism, and the fear of intellectual erosion create substantial ethical anxiety and cognitive conflict during their thesis writing process.

Previous studies conducted at Islamic State University of Fatmawati Sukarno Bengkulu such as those by Hakamul Ulum (2025) on social science student's functional perceptions, Latifah (2025) on digital platform efficiency, and Slimi et al. (2025) on cognitive impacts have primarily focused on general usability, adoption rates, or surface-level convenience among early-year students. These studies largely ignore the unique pressure experienced by eighth-semester students, who are under strict institutional scrutiny to produce original, authentic research. Furthermore, while the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) effectively explains technology acceptance through factors like Performance Expectancy, Effort Expectancy, and Habit, standard models often fail to capture how students manage the psychological and ethical tensions that arise when habituated AI use conflicts with academic integrity.

Consequently, there is a critical knowledge gap regarding how eighth semester students actively negotiate, manage, and find a middle ground between the efficiency offered by ChatGPT and the ethical demands of academic honesty. Without a deep understanding of these lived experiences, educators and policymakers cannot establish clear, grounded guidelines for ethical AI integration in higher education. Therefore, this study addresses this urgent gap by investigating the complex experiences of eighth semester English Education students at UIN Fatmawati Sukarno Bengkulu as they navigate the fine boundary between learning and integrity.

B. Identification of Problems

Based on the background of the problem outlined above, the problem identifications are as follows:

1. Unclear or mixed perceptions of ChatGPT's effectiveness for English language learning.
2. Ambiguity of boundaries between ChatGPT assistance and intellectual plagiarism.
3. There are differences in student's ability to develop strategies for responsible use of ChatGPT.

C. Limitation of the Research

The limitation of the research concentrated specifically on navigating learning and integrity in using ChatGPT towards English language learning on eighth semester students of English Study Program at Islamic State University of Fatmawati Sukarno Bengkulu.

D. Questions of The Research

The problems proposed in this research are:

1. How does ChatGPT function in supporting student's English language learning experiences?
2. What are the main ethical challenges faced by students in integrating ChatGPT into academic tasks and independent learning practices?
3. Which ethical adaptation strategies do students employ to maximize the benefits of ChatGPT while upholding academic integrity?

E. Research Objectives

The objectives of this research are:

1. To examine the role of ChatGPT in enhancing student's English learning experiences.
2. To identify the primary ethical challenges encountered by students when integrating ChatGPT into academic tasks and independent learning practices.
3. To explore the ethical adaptation strategies student's employ to optimize the benefits of ChatGPT while maintaining academic integrity.

F. Significances of The Study

The Significances of this study are:

1. Theoretical Significance

The theoretical significance of this study lies in its potential to provide a valuable knowledge base for future research. Moreover, the findings are expected to contribute to the advancement of understanding, particularly for individuals engaged in English studies and those interested in the application of the UTAUT2 framework. In addition, it is anticipated that the results of this study can be applied and further refined to address evolving societal needs, thereby enhancing the practical relevance and impact of the research.

2. Practical Significances

a. For Researcher

These findings will serve as a valuable resource and point of reference for future research examining how students respond to and perceive the use of advanced AI technologies.

b. For Readers

This study will offer valuable data and insights into student's perceptions of using AI ChatGPT for learning English, particularly among those enrolled in the English Study Program at the Faculty of Tarbiyah and Tadris.

c. To Other Researchers

This study is expected to contribute to shaping perspectives within the field of English studies and serve as a reference for future researchers conducting related investigations.

G. Definitions of Key Term

This section provides definitions of key terminology employed in the study to ensure a consistent understanding among all readers. These

clarifications also aim to prevent potential misunderstandings between the researcher and the audience. The terms are defined as follows:

1. ChatGPT

In this study, ChatGPT refers to a generative Artificial Intelligence (AI) language model developed by OpenAI (Corchado et al., 2023). It is utilized by eighth-semester students as an automated assistant to perform various linguistic tasks, such as translating, drafting, and refining English academic materials.

2. English Language Learning

Gaining and developing competence in English covering reading, writing, speaking, and listening typically involves structured teaching, consistent practice, and exposure to environments where English is spoken (Ali, 2022).

3. Academic Integrity

This refers to the ethical policy and moral code of the academic community (Himcinschi, 2021). In this research, it focuses on student's commitment to intellectual honesty, particularly their ability to navigate the use of ChatGPT without engaging in covert plagiarism or eroding the authenticity of their original thoughts during the thesis-writing process.