

CHAPTER I

INTRODUCTION

This chapter will discuss several points, including research background, question, objective, hypothesis, significance, scope, and limitation

A. Background of Study

In the current era of modernization, there are many updated technologies to make life easier. For example, in higher education, there is an increasing interest in the ability of technology to enhance the language learning experience (Aljawarneh, 2020; García Botero et al., 2019; Hoi, 2020; Parmaxi & Demetriou, 2020; Shadiev & Yang, 2020; Sun & Gao, 2020). Among the technologies that are being widely rumored is Artificial Intelligence (AI), one of the most popular is ChatGPT which belongs to the category of large language models (Kasneci et al., 2023; Perkins, 2023). By using advanced algorithms and deep learning methods, it can produce written text that closely resembles text created by humans (Brown et al., 2022; Khalil & Er, 2023; Schwitzgebel et al., 2023), so to date interest in ChatGPT for accomplished learning continues to increase. Although several studies have explored the potential of ChatGPT in ELT, research and investigation into the use of ChatGPT in higher education has yet to be conducted. Given the young age of ChatGPT, which was released on November 30, 2022 (Lock, Samantha: 2022).

Adding ChatGPT into language learning in higher education offers many opportunities for exploration and research (Atlas, 2023; Kasneci et al., 2023). One of the most significant areas of research is evaluating the effectiveness of ChatGPT in language learning through empirical studies. By comparing language learners who use ChatGPT with those who do not, researchers can identify the advantages of this technology. Additionally, evaluating the accuracy and coherence of ChatGPT-generated text and

detecting and mitigating potential biases or stereotypes in its output can improve the safety and efficiency of using ChatGPT in language learning.

Previous research on language learning and technology has examined the effectiveness of various tools and techniques in promoting language acquisition (Albiladi & Alshareef, 2019; Hoi, 2020; Shadiev & Yang, 2020) found several potential uses of ChatGPT including that it can replace language teachers and through empirical studies, the efficacy of ChatGPT for language learning can provide important insights into its impact on language proficiency. In this study, the researcher suggests that increased investigation into the use of ChatGPT to see its benefits and challenges, ethical and social implications, limitations, and opportunities for improvement can be better understood. Other research, several studies have explored the use of Chatbots and virtual assistants in language learning (Chuah & Kabilan, 2021; Huang et al., 2022; Jeon, 2021; Kim et al., 2019) revealed that the use of Chatbots is learner-dependent, the ease of Chatbots is perceived differently; thus, each ease acts as an opportunity or constraint for English language learning, but in this study there is a shortage of existing perceptions that do not mention the reasons related to the advantages and disadvantages of using ChatGPT.

Based on other relevant research according to (Ibrahim Adeshola & Adeola Praise Adepoju (2023)) found that the advantages of artificial intelligence in education include: provision of personalized learning, instant feedback and 24/7 availability amongst others, In this study, the researcher suggests that future researchers explore more deeply the effectiveness of using ChatGPT. In another article from Chung Kwan Lo (2023) highlights the diverse performance of ChatGPT in various subject domains and its potential benefits when serving as an assistant instructor and as a virtual tutor for students. However, the study lacked students' perceptions regarding the use of large language models such as ChatGPT in college language learning.

Based on literature from Albiladi & Alshareef (2019); Hoi (2020); Shadiev & Yang (2020); Chuah & Kabilan (2021); Huang et al (2022); Jeon (2021); Kim et al (2019); Ibrahim Adeshola & Adeola Praise Adepoju (2023); and Chung Kwan Lo (2023). The researcher can take one of Chung Kwan Lo's research (2023) which has gaps related to students' perceptions on the use of ChatGPT as language learning in higher education. The researcher took this gap because it really has an opportunity to dig deeper into students' perspectives in the perspective of language education, given that there are many opportunities and challenges in the use of ChatGPT in ELT so that it has a significant effect. In examining the potential implications of ChatGPT for language education in higher education, this study will first provide an overview of ChatGPT and its capabilities. Next, it will exploring potential benefits and weaknesses of implementing such language models into language education in higher education based on the perceptions of student of english education department at UIN SATU TULULUNGAGUNG about the use of ChatGPT.

In research, definition of perceptions is a way of looking at the level of freedom to respondents in providing data or information to be presented (Berutu; Hamidi, 2013). The perceptions in this study refers to the point of view or perceptions of the respondent, so that the purpose of the perceptions results can be used by researchers to interpret the data and research results. To obtain data from respondents, researchers refer to students' perceptions on ChatGPT based on the benefits and weaknesses of using ChatGPT, as well as opinions about its challenges in ELT.

B. Formulation of Research Problem

How do students perceive the use of ChatGPT apps in ELT??

C. Research Objective

To know the students' point of view after they have experienced using ChatGPT apps in ELT

D. Research Hypothesis

A hypothesis is not the final answer to the research. It is an alternative answer that needs to be verified. The researcher's hypothesis must first conduct empirical research. From some of the previous studies that have been mentioned, researchers can determine a hypothesis. The hypotheses in this study are:

1. Null Hypothesis (Ho): The use of ChatGPT in English Language Teaching (ELT) has a positive impact on students' perceptions of the quality of English language learning.
2. Alternative Hypothesis (Ha): The use of ChatGPT in English Language Teaching (ELT) has a negative impact on students' perceptions of the quality of English language learning.

E. Significant of research

With this research, the researcher hopes that this research can provide the following benefits:

1. Theoretically

This research is expected to provide an explanation of the effectiveness of using ChatGPT based on student perceptions.

2. Practically

The benefits of the results of this study are expected to be useful for readers and also other researchers that how much the effectiveness of using ChatGPT can be measured based on student perceptions. This research can also be used as a benchmark for readers to find out whether the use of chatgpt has many benefits or weaknesses.

F. Research Scope and limitation

Researchers realize that in a study there must be many obstacles and obstacles. Some factors that become limitations in research are samples and research populations only intended for student of english education department at UIN SATU Tulungagung. The types of media used for research include Whatsapp and Google form. Then the last factor that limits researchers is that the research. Some of these limitations help determine

the scope of the research and ensure that the results are focused and relevant to the research questions.

G. Definition of Key Terms

1. ChatGPT

ChatGPT or Conversational Generative Pre-training Transformer is a generative language model developed by OpenAI using deep learning technology for natural language understanding and generation in a conversational context. The response of ChatGPT includes a wide variety of topics and prompts from users (Aydin & Karaarslan, 2022; Gilson et al., 2022; Susnjak, 2022). ChatGPT is trained using millions of text documents available on the internet, whether books, articles, or online conversations, so that it can retrieve the context of a given text and provide accurate answers and information (like human answers in a conversational context), according to the context of the question asked.

2. ELT

Jeremy Harmer's definition of "ELT" is "the teaching of English to people whose first language is not English." This statement appeared in 1991 in his book entitled "The Practice of English Language Teaching". ELT stands for "English Language Teaching" which refers to the process of teaching and learning English to people who are not native English speakers. The main goal of ELT is to help students to develop the ability to communicate in English, whether in terms of listening, speaking, reading, or writing.

3. Perceptions

Perception is the point of view or the way a person sees, understands or interprets a situation, event or problem. It encompasses one's subjective understanding of things that happen around them, as well as the way individuals perceive the world and people around them. According to Immanuel Kant in his work entitled "Kritik der reinen Vernunft", which was published in 1781, perceptions is related to the way we organize and understand experiences through categories of thought. According to him, objectivity depends on the subjective

structure of the human mind. Perceptions can be influenced by a variety of factors, including personal experiences, cultural background, values, beliefs, and knowledge that a person possesses. In other words, perceptions reflect the unique way a person sees the world and how they interact with the context. Perceptions encompass a person's mental framework through which they view and understand the world around them.