

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The goal of teacher education is to develop qualified educators who can translate theories into effective classroom practices, not only to deliver knowledge. However, research has revealed a prevalent imbalance. Teacher education programs frequently prioritize theoretical understanding over practical skills (Mukrimaa et al., 2016). This chasm is particularly acute for aspiring English as a Foreign Language (EFL) instructors, who require immersive experiences to bridge the gap between theory and classroom reality.

Teacher education programs have a substantial impact on teachers' practical teaching skills development. A teaching practicum is an opportunity for future educators to receive direct training in the subject of education while working under the direction and supervision of an experienced educator. In order to connect the theoretical knowledge learned in teacher preparation courses with practical teaching experience in actual classrooms, it is a crucial part of teacher education programs (Darling-Hammond, 2017).

Furthermore, teacher education programs provide hands-on experience through teaching practicums or apprenticeships. During this time, teacher candidates work in a real classroom, interact with students, and apply what they have learned in theoretical sessions. This experience assists them in developing practical teaching abilities such as lesson planning, classroom management, feedback, and monitoring student progress. Prospective teachers may cope with real-life problems and practice effective teaching tactics with the help of experienced teachers (Ingersoll et al., 2011).

The importance of strong teaching practicum experiences cannot be stressed in the realm of EFL education, where the importance of fluent English communication resonates globally (Ortaçtepe & Akyel, 2015). EFL educators play a critical role in developing excellent English language skills, hence honing their knowledge is critical (Zein, 2017). The classroom serves as a laboratory for theories to solidify into teaching artistry.

Teaching practicums help prospective educators become competent teachers in an ever-changing educational setting. This transformative journey prepares the next generation of instructors to thrive in a digitally enriched educational environment (Pourhosein Gilakjani et al., 2013). Theory directs it, practice feeds it, and technology propels it.

According to various experts, most of the preservice teachers use technology in their studies. The research was carried out to investigate the use of technology by EFL preservice teachers. For example a study by Pourhosein Gilakjani (2013) in a Malaysian school, this study discovered that English preservice teachers used technology in their classrooms, including a laptop, the internet, and e-mail. According to teachers, employing systems such as the Internet and e-mail improves student-directed learning and the formation of responsible habits (Drayton et al., 2010).

As we move into the digital age, technology emerges as a powerful catalyst in this educational journey. ChatGPT, a sophisticated AI-driven language model, is one exciting breakthrough. This OpenAI-led innovation has the potential to transform professional development (Mukrimaa et al., 2016). ChatGPT, powered by powerful natural language processing, provides interactive discussions that can help EFL teachers improve their instructional skills (Kasneci et al., 2023).

ChatGPT develops as a helpful companion in the furnace of teaching practicums. It provides a venue for aspiring teachers to engage in lively discussions, receive constructive comments, and fine-tune their teaching skills (Kostka & Toncelli, 2023). This fusion of human-like interaction and AI capabilities opens up new opportunities for professional advancement. Investigating the experiences of potential EFL teachers who used ChatGPT during their teaching practicums provides insight into the power of AI in English instruction (Doris M. & Brennan, 2018). Such investigation has the potential to be transformational.

For example, in Koraishi, (2023) study, the goal is to show some potential benefits of using ChatGPT in EFL education. According to the findings of this study, the output of ChatGPT has a great deal of potential to improve educational environments and assist teachers in their challenging roles. ChatGPT's potential should be exploited to assist and resource educators, resulting in a more effective and engaging learning environment. This journey impacts the evolution of effective teaching approaches by combining the expertise of

experienced educators with AI-backed insights. As the focus shines on the efforts of EFL preservice instructors, the goal remains clear: recognizing difficulties, developing solutions, and embracing current tools such as ChatGPT (Haleem et al., 2022).

Ultimately, the findings of this research project show promise for a large number of prospective EFL educators. In a world where problems loom and the teaching landscape evolves, this research aims to provide vital information to individuals seeking to begin their teaching careers well-equipped and professionally developed.

1.2 Identification of The Problems

ChatGPT piques people's interest in the field of education. It promises a world of individualized and adaptive learning settings tailored to the specific needs of each student (Qadir, 2023). This development raises talks about how Artificial Intelligence (AI) may alter education, encouraging academics to examine the interface between technology and learning (Rospigliosi, 2023).

ChatGPT's capabilities go beyond just instruction development; it also serves as a lighthouse for students. Realistic dialogues demonstrate genuine language use (Shaji George et al., 2023). The model promotes the development of writing abilities by encouraging writing prompts and providing feedback (Baidoo & Owusu Ansah, 2023). Language translation abilities develop as a novel technique for second language acquisition (Jiao et al., 2023). ChatGPT finds and summarizes information, saving students time and boosting successful learning (Cascella et al., 2023). It gives educators more control by supporting them with resource selection, curriculum development, and lesson planning in seconds (Zhai, 2023).

ChatGPT's allure has piqued the interest of researchers. It is a resource for students, an innovator for students, and a time-saving partner for teachers (Zhai, 2023). ChatGPT's foray into the uncharted domain of technology promises to result in expanded abilities, innovative teaching methodologies, and streamlined material generation. As the ChatGPT era begins, its capabilities for learning instruction dazzle like a constellation of opportunities (Firat, 2023).

The information about pre-service teachers' lesson plan planning skills and pedagogical creativity, particularly after utilizing ChatGPT, remains unclear because prior studies did not go into great detail. This information is vital since there is a rising interest in using ChatGPT

to enhance teaching, learning, and instruction in the classroom. This is extremely valuable for preservice teachers who use technology and may use ChatGPT to enhance their learning and instruction in the classroom. Furthermore, this knowledge is essential for teachers and individuals who want to use ChatGPT to enhance their learning instruction, particularly in supporting their professionalism.

1.3 Statement of Research Questions

Based on the background of the study, the researcher formulates the problem statement through questions, as follows:

- 1) How does the utilization of ChatGPT influence the development and refinement of lesson plan design skills among preservice teachers specializing in English as a Foreign Language (EFL)?
- 2) How are the EFL preservice teachers' pedagogical innovations after using ChatGPT?

1.3 Objectives of The Study

Relating to the research statement of the study, the researcher states that the objective of the study is to find out, as follows:

- 1) The General Objective is to analyze the EFL Preservice Teachers' Experiences Of Using Chat Gpt To Support Their Professional Growth
- 2) Specific Objectives are to analyze The EFL preservice teachers' lesson plans designing skills and pedagogical innovations after using ChatGPT.

1.4 Significance of The Study

The significance of this research is expected to be used, as follows:

- 1) For The EFL Preservice Teachers: To help preservice teachers prepare themselves as well as possible before going into the field as EFL teachers in the future. This study has important implications for EFL teacher education and professional development. The study can offer light on the potential of ChatGPT to improve the learning and reflection practices of future EFL instructors by studying the experiences of preservice teachers. The findings will add to the increasing body of knowledge on technology integration in EFL teacher training programs while also providing practical recommendations for using ChatGPT into existing professional development activities.
- 2) For future researchers: To help and facilitate data for further research.

1.5 Limitation of The Study

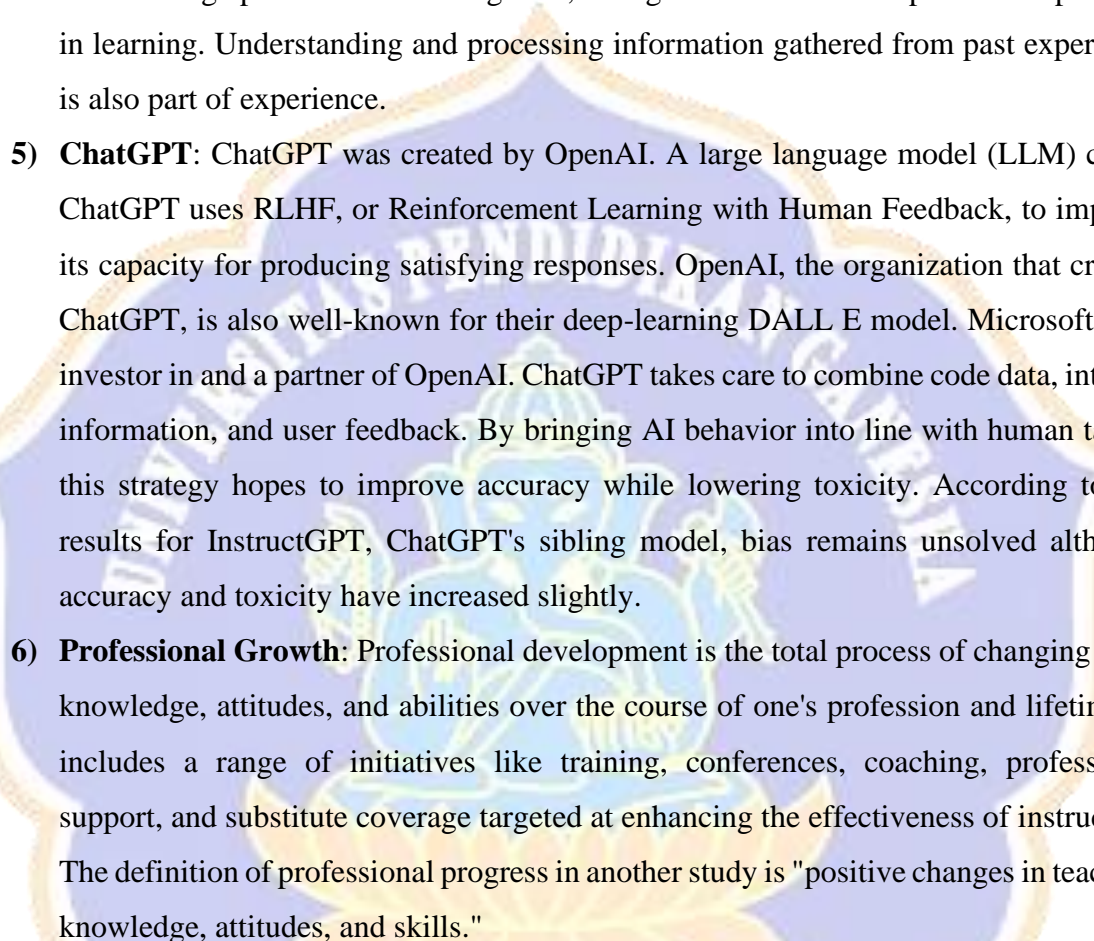
This research is limited and focuses on "Exploring The EFL Preservice Teachers' Experiences of Using ChatGPT to Support Their Professional Growth." The purpose of this research is to discover the difficulties and challenges encountered by EFL preservice teachers during teaching practicums, as well as the solution to this problem, which is the use of AI technology, specifically ChatGPT, as a tool and teaching material for EFL preservice teachers to assist and facilitate them in overcoming existing problems.

This research will also address how amazing the technology right now can support and assist many individuals in alleviating and even completing their chores and work, particularly potential instructors in preparing themselves before entering the field as teaching staff in the future. Furthermore, employing ChatGPT can increase EFL preservice teachers' lesson plan creation skills as well as their innovation as EFL teachers.

1.6 Definitions of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

- 1) **EFL (English as a Foreign Language):** The term "English as a Foreign Language," or EFL, describes the process of teaching and learning English to people who reside in nations where it is not their native tongue. English is used in this context as a foreign language, not as a daily language. EFL's primary objective is to aid students in improving their speaking, listening, reading, and writing abilities in English.
- 2) **Preservice Teachers:** Before service, A teacher is a person who is pursuing training or education to become a teacher. Although they do not yet have sufficient teaching experience, they are working on obtaining the credentials and expertise required to become effective educators.
- 3) **Teaching Practicums:** Teaching practicums are academic exercises in which pre-service EFL teachers apply classroom theory. Teaching practicums are one of many curricular activities that must be completed by every pre-service teacher, including EFL teachers, under Teacher Training Faculty in Indonesia. Teaching practicums are required by the conclusion of the final semester or when all courses have been successfully completed.

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- 4) **Experiences:** Experience is a collection of conscious events, particularly those concerning perception, practical knowledge, and familiarity. Interaction with the environment and other people is part of the experience, as is learning and personal growth. Individuals learn through direct experience, acquiring new knowledge and skills through practice and investigation, owing to the relevance of personal experience in learning. Understanding and processing information gathered from past experience is also part of experience.
 - 5) **ChatGPT:** ChatGPT was created by OpenAI. A large language model (LLM) called ChatGPT uses RLHF, or Reinforcement Learning with Human Feedback, to improve its capacity for producing satisfying responses. OpenAI, the organization that created ChatGPT, is also well-known for their deep-learning DALL E model. Microsoft is an investor in and a partner of OpenAI. ChatGPT takes care to combine code data, internet information, and user feedback. By bringing AI behavior into line with human tastes, this strategy hopes to improve accuracy while lowering toxicity. According to test results for InstructGPT, ChatGPT's sibling model, bias remains unsolved although accuracy and toxicity have increased slightly.
 - 6) **Professional Growth:** Professional development is the total process of changing one's knowledge, attitudes, and abilities over the course of one's profession and lifetime. It includes a range of initiatives like training, conferences, coaching, professional support, and substitute coverage targeted at enhancing the effectiveness of instruction. The definition of professional progress in another study is "positive changes in teachers' knowledge, attitudes, and skills."