CHAPTER I

INTRODUCTION

1.1 Research Background

One of the important things to master in learning English is writing skills. Writing skill is one of the skills that are difficult to master in learning English (Klimova, 2012). This is because writing requires several more complex skills to be mastered. In writing, students must know how to use English properly and correctly according to the existing system. Yulia, (2017) explains that the system in writing is the ability to master grammar rules, vocabulary, and how to convey the writer's thoughts or ideas in the writing. Further Yulia explins in writing students not only have to master grammatical rules but also how to organize existing ideas and choose the right words according to the topic being created. Buzick (2020) said that writing allows students to expand their reasoning power, develop their imagination, and write down their ideas. Buzick also explained that writing consists of many difficult choices and considerations and requires good skills, such as the content of the writing, structure, and organization, then the use of grammar, punctuation, and vocabulary. Writing not only helps students for academic purposes but also trains them in conveying ideas in written form (Buzick, 2020). Therefore, it is important to master writing skills.

In writing several common mistakes can occur, this is why the role of the teacher is very important, writing is a process of pouring out thoughts, contents of the heart, and memories into writing. Considering how difficult it is to master

writing skills require good teachers who understand this skill (Hadi et al., 2021). Seeing this situation, the researcher sees that many preservice English teachers feel less confident about their competence in teaching, especially in teaching writing skills (Tsai, 2022).

Hadi (2021) states that knowledge is the trigger for technological development, so the application of knowledge should also be involved in the use of technology, with support from technology, the performance of teachers will be better. Current technological developments, especially in the world of education, are quite rapid. And recently we were introduced to the term AI. In the world of education, the use of AI has reached quite far into the realm of the learning process. In this case, the application as a result of implementing AI can help simplify the learning process for students and more specifically in learning English (Tsai, 2022).

AI can be understood as the result of technological developments and advances that can enable computer systems to imitate the way humans think (Fitria, 2023). The use of AI in the world of education will have a positive impact (Fahmi & Rachmijati, 2021). With all the conveniences that can help support the learning process, AI can have a good impact if it can be applied by teachers in the learning process (Antonenko & Abramowitz, 2023). Many applications can support English language learning that utilizes AI systems. Teachers should be able to see this as a positive thing, by using AI in English language learning, especially in improving writing skills, it is hoped that it can provide support and convenience not only to students but also to teachers. If there is more assistance in delivering material, the teacher's confidence will increase. Not only in delivering material, teachers can also utilize AI in the practice of theory. Then the level of success in

teaching will increase. Joo (2018) also said that using technology, especially AI, self-efficacy is needed in using technology in teaching

Self-efficacy refers to a person's confidence in assessing his or her competence in completing something deemed necessary Bandura (1978). Self-efficacy can be interpreted as the belief that exists within an individual to create motivation for ability or competence towards the actions required in a particular condition. Furthermore, self-efficacy can also be concluded as a process that gives birth to beliefs and decisions related to the limits of an individual's belief in his or her competence in resolving a matter related to a particular situation so that the desired conditions can be met (Suhendra, 2017). Self-efficacy can regression and stimulate the quality of individual performance in meeting the demands of a condition. The higher the self-efficacy that an individual has, the more confidence in one's competence in completing a task also increases Lianto (2019).

Several things can regress a teacher's self-efficacy in teaching, one of which is the technology acceptance model or TAM, especially perceived usefulness and perceived ease of use. According to Davis (1989) TAM was created to know predictions of acceptance and use of information technology and further explained that TAM aims to explain intentions or attitudes in accepting information technology. It was further explained in Davis that perceived usefulness is the degree to which people think when using a system will make them more competent in completing a task. Then perceived ease of use can be recognized as the degree to which an individual's confidence in employing a system can liberate the effort that must be expended in resolving a claim.

Also explain that perceived usefulness can be understood as a situation where individuals have the belief that using technology will have an regression on

improving the performance or final results of the individual concerned (Akmal, 2017). Perceived usefulness is measured by how often individuals use various applications. This is shown by a comparison of individuals who use technology and who do not use technology at work, where the use of technology shows ease of use (Hu et al., 1999). Further state that systems that have a higher intensity of use indicate ease of use by individuals perceived ease of use and perceived usefulness possess a relationship where, with convenience of a technological system, the benefits of the system can be felt by someone.

Research conducted by Marzuki (2023) the aim is to find out the impact of using AI on the results of students' writing, using qualitative methods, found that AI had an impact on improving students' writing. In this research, there is a relationship between AI and the improvement of student writing. Another research conducted by Wang (2020) examined the regression of TAM, especially perceived usefulness and perceived ease of use on teacher self-efficacy, by using quantitative methods, results were found, and perceived usefulness and perceived ease of use regression self-efficacy. In this study, it was not specifically stated how TAM, especially perceived usefulness and perceived ease of use, impacts self-efficacy. Similar to the research that conducted by Malik (2023) to find out students' perceptions of the use of AI in academic essay writing, the result of this study is AI can be received positively, the use of AI can help in terms of grammar, checking plagiarism and content in preparation This is also in line with Venkatesh (2003) statement which states that there is a cross impact between perceived usefulness and perceived ease of use with self-efficacy, but it is not explained more specifically regarding how this regressions, especially when utilizing AI. Considering the outcomes of previous study, very little is explained

further with relation to regression of perceived usefulness and perceived ease of use on English teachers' perceptions of using AI in teaching writing. Therefore, this research takes this gap to Analyze the regression of perceived usefulness and perceived ease of use on Teacher self-efficacy in teaching writing skills using AI. In this research, we will focus on perceived usefulness and perceived ease of use of self-efficacy. Increasing use of technology by teachers also regresses the level of self-efficacy. The high level of technological progress will regress the acceptance of this technology. If individuals feel the technology is useful and easy to use then this regressions acceptance of the technology. This is also related to the use of technology, especially in teaching language skills, namely writing. Writing requires complex abilities, so support from technology is needed. If a technology is deemed useful then acceptance will increase and of course, support will also increase, in this case, self-efficacy can be regression. This research further discusses the regression of perceived usefulness and perceived ease of use with preservice English technician self-efficacy in using AI to teach writing skills.

1.2 Identification of the Problem

The use of technology in teaching is currently widely applied by teachers. This is in line with research conducted by Joo (2018) on students at several universities in Korea which states that technological intervention in teaching can have a positive impact. Joo researched the use of technology and its impact on the teaching carried out, the results were that teaching using it had a better impact than not using technology.

Then, research conducted Fahmi & Rachmijati (2021) examined the effect of using AI technology on learning. This research was conducted in Indonesia and took 32 upper secondary students as subjects, so it was found that the use of AI technology in learning can positively regression student learning outcomes.

Then the use of technology in teaching is regression by self-efficacy. Self-efficacy is an individual's belief in his or her ability to resolve challenges in certain situations or conditions (Alwisol, 2009). Research conducted by Gomez (2022) in urban K-12 classroom settings of 327 Catholic school teachers in Southern California, shows that the role of self-efficacy is very important in teachers' use of technology in teaching. This research determines the level of self-confidence of participating teachers in using and applying technology through professional development interventions as key implications influencing teachers' self-efficacy in utilizing technology for professional practice. Furthermore, in line with research from Pan (2020) which examined the regression of self-efficacy on interest in using technology, research was conducted on 332 new students (118 males, accounting for 35.5%) studying for a college English course at a university in Eastern China. The research results show that self-efficacy is one of the determining factors in someone's desire to utilize AI.

Self-efficacy is regression by the technology acceptance model (TAM), especially perceived usefulness and perceived ease of use. Research conducted by Miles (2013) regarding the relationship between self-efficacy and TAM, especially perceived usefulness, also perceived ease of use. Subjects (N=46) of this research were teachers from two elementary schools located in Effingham City, Georgia. The results of the research show that there is a relationship between self-efficacy and the use of technology. Then further research was carried out by

Navarro (2023) where this studio examined the relationship between TAM and self-efficacy and self-regulation. This research was carried out on 301 students from Lima Italy, so the results obtained were that there was an interplay between self-efficacy, self-regulation, and TAM. Previous research has predicted that TAM can regression teacher self-efficacy in using AI in teaching writing. However, previous studies have very little information about how TAM, especially perceived ease of use and perceived usefulness, has a contribution on teacher self-efficacy in using AI in teaching writing skills. The degree of self-efficacy is also impacted by educators' growing usage of technology. The adoption of this technology will be regression by the rapid advancement of technology. People's acceptance of technology is regression by their perception of its usefulness and ease of use. This has to do with technology as well, particularly when it comes to teaching linguistic skills like writing. Thinking about how the use of AI in teaching can contribute to self-efficacy, in this case there is also the role of TAM, especially perceived usefulness and ease of use, because writing demands sophisticated skills, technical support is required. When a technology is considered beneficial, acceptance and support will naturally rise as well in this situation, self-efficacy may be affected. Information about this is needed because now many teachers are interested in implementing AI in teaching writing however previous study. For this research, we took these observations and researched to examine the impact of perceived usefulness and perceived ease of use on teacher self-efficacy in using AI when teaching writing skills.

1.3 Research Questions

1) What is the impact of perceived usefulness and perceived ease of use on preservice English teacher's self-efficacy who already using AI in teaching practice for teaching writing skills?
2) Does perceived usefulness regression self-efficacy in using AI in teaching writing skills?
3) Does perceived ease of use regression self-efficacy in using AI in teaching writing skills?

1.4 Research Objectives

1) The specific aim of this research at find out the regression between perceived usefulness and perceived ease of use towards preservice English teachers' self-efficacy who already using AI in teaching practice for teaching writing skills in using AI in teaching writing skills.
2) To find out whether perceived usefulness contributes to preservice English teachers' self-efficacy
3) To find out whether perceived ease of use contributes to preservice English

1.5 Significance of Research

The research aims to find out contribution of perceived usefulness and perceived ease of use to preservice English teacher self-efficacy in using AI in teaching writing skills. As the level of technology increases, the recipient will also have an regression, whether a technology is useful or easy to use will regression the acceptance of the technology. If acceptance of a technology increases, then using it as a tool in planning can contribute to increasing self-efficiency.

1.6 Research Limitations

The limitation of this research is find out of impact of perceived usefulness and perceived ease of use on preservice English teacher self-efficacy in using AI to teach writing skills at Undiksha.