

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Twenty-first-century learning emphasizes teaching students essential skills for today's era. Teachers need to focus on developing these abilities to meet the needs and challenges of modern education. (Rahmawati & Yulianti, 2020). Incorporating twenty-first-century skills such as communication, collaboration, creativity, and critical thinking into education aligns with integrating technological tools into students' daily digital lives. Fahimirad & Kotamjani (2018) State that educational technology has transformed the way students learn in the classroom. With the significant increase in internet access and the availability of computers, students now have the option to attend classes in person, online, or through a combination of both (Look, 2000). One of the growing learning resources is the emergence of Artificial Intelligence, one of which is ChatGPT.

ChatGPT is a perfect example of how the twenty-first-century has shifted paradigms (Gazali et al., 2020). Chatbot systems are among the most widely utilized AI tools for enhancing teaching and learning activities (Okonkwo & Ibijola, 2021). As a dialogue system, a chatbot should be capable of comprehending the context of the conversation and recognizing the social and emotional needs of its users (Svikhnushina & Pu, 2020). Additionally, a chatbot's performance is based on the size and accuracy of its databases, so larger databases will perform better. (Ateeq et al., 2024) . AI has a wide range of potential applications in education, including

raising efficiency levels, enhancing student engagement, personalizing instruction, and enhancing learning outcomes (Chen et al., 2020). The influence of AI on Indonesian education requires the essential involvement of the Indonesian government in establishing the speed at which AI is incorporated into English learning. According to Hastungkara & Triastuti (2020), the lack of consistent criteria highlights the necessity for a cohesive approach to regulating the incorporation of AI technologies. To boost human resource competency, the adoption of AI in Indonesia requires a well-defined framework to guide its evolution.

Moreover, it is strongly recommended that the ethical progress and application of AI in Indonesia be guided by strict respect to the code of ethics and values outlined in national legislation, particularly Law UU No. 11/2019 (*Undang-undang Republik Indonesia No 11, 2019*). This strategy primarily aims to encourage the ethical and responsible development of artificial intelligence, aligned with national laws and legal standards. In light of current regulations and policies, educators must carefully assess the ethical and societal impacts of AI in education (Dimitriadou & Lanitis, 2023). According to Haleem et al. (2022), a crucial element for achieving successful learning is the active participation of students in the learning process, which can be enhanced by utilizing suitable technology. ChatGPT can be highly effective in this particular situation, provided that educators and learners are sufficiently ready and satisfied with its use.

According to Chorrojprasert (2020) the term of ready "learner readiness" is often used to describe a person's ability to learn new things and change their behavior in ways that help them learn effectively and successfully. It is essential

that readiness be taken into account during the learning process. This is due to the fact that if learners are prepared to learn, then their overall learning achievement will be higher (Agustiani et al., 2021). Students who have received a high level of readiness are more likely to achieve higher levels of self-confidence and motivation, which ultimately results in their active participation in the learning process. Therefore, in order to assist students in reaching their maximum potential, teachers need to be able to design educational outcomes, generate learning materials, and conduct out assessments in a highly effective way (Purwowidodo & Mufidah, 2024).

Following on from the topic of readiness, according to Wong & Chapman (2023), they emphasized that student satisfaction with the educational services provided is a crucial measure of the success of educational institutions globally. They also stated that, it is essential for educational institutions to ensure that their students are satisfied, but it is also essential for the students themselves. However, there is no correlation between the feelings that students have regarding the quality of the education services that they receive and the level of satisfaction that they have with their learning experiences (Nastasić et al., 2019). Learning satisfaction as an indicator of the performance of higher education institutions is evaluated by considering teaching methods, course content, learning environment, and other factors, as well as learning conditions and learning influences (Yu, 2022).

In this context, if students feel ready and have adequate infrastructure to participate in learning, they are likely to have more realistic expectations and consequently, higher levels of satisfaction (Ngo & Ngadiman, 2021). When students are well-prepared, they are better able to adapt to technology, which in turn

enhances their satisfaction with the learning experience (Hasim & Yusof, 2023). Satisfaction is a response to feelings generated by the alignment between expectations and the realities of the learning process (Firdousi et al., 2024). It is important to understand that students' readiness not only serves as a prerequisite for successful online learning but also as a factor that influences their satisfaction. Further research is needed to explore this relationship in greater depth, focusing on how enhancing readiness can contribute to increased student satisfaction in the context of using AI especially ChatGPT in education. For this reason, the researcher intends to investigate students' and lecturers' readiness and satisfaction with ChatGPT as an English learning tool, to determine how well participants are ready for its use, their experiences with it, and whether it meets their educational needs and expectations.

## **1.2 Identification of the Problem**

Many studies have discussed the benefits of AI in education, the relationship between two important variables of readiness and satisfaction are still needs to be explored further. Students' readiness to engage in online learning is a key factor that can affect their level of satisfaction with online learning system services. Research conducted by Blut & Wang (2020), they explored the concept of technology readiness (TR) and its impact on the adoption and use of technology. In education, advancements in technology have gained importance with the emergence of ChatGPT as an AI-based learning tool. It has been demonstrated that artificial intelligence can assist in the development of language abilities, hence boosting students' English competence (Pokrivcakova, 2019). Research by Hasim & Yusof

(2023), it highlights that online learning readiness is linked to students' overall satisfaction with their experience in the e-learning environment.

On the other hand, Yilmaz (2017) he indicates that satisfaction with e-learning system services can promote positive attitudes that support students in achieving optimal learning. There is an interrelated relationship between readiness and satisfaction; when students perceive themselves as ready, they experience greater satisfaction, which, in turn, enhances their motivation to learn (Ngo & Ngadiman, 2021) . Conversely, dissatisfaction caused by a lack of readiness can hinder the learning process and reduce the effectiveness of e-learning (Siregar, 2022). Furthermore, Firdousi et al., (2024) he stated that enhancing student readiness and satisfaction demands that teachers continually develop their knowledge and skills in educational technology, while the Ministry of Education should establish standards and oversee compliance in the use of technology in learning. Incorporating courses on technology and innovation into undergraduate curricula is essential. Furthermore, additional research is needed to examine students' psychological and technological readiness for the integration of ChatGPT in educational contexts.

At the university level, the integration of AI tools such as ChatGPT is particularly significant, as students are expected to engage in more independent and critical learning processes. Higher education institutions serve as key environments for fostering digital literacy, innovation, and academic autonomy. Therefore, exploring how AI-based tools are perceived and utilized by both students and lecturers in such settings is essential to understand not only the readiness of



individuals but also the adaptability of educational systems in embracing technological change.

Udayana University, located in Bali, is one of the most prominent and respected higher education institutions in Indonesia. With its strong academic reputation and rich cultural background, the university hosts a diverse student body from across the archipelago. This diversity brings with it a variety of technological exposures and competencies. While some students are highly accustomed to using digital tools, others may face challenges due to differing levels of access, familiarity, and educational background. As a university that continues to evolve alongside rapid technological developments, Udayana provides a unique setting to investigate the integration of artificial intelligence (AI) tools in education especially within the context of language learning. The purpose of this study is to investigate the level of readiness and satisfaction that students and teachers at the university have regarding the utilization of ChatGPT for the purpose of English language learning. The evaluation will review the individuals' knowledge, abilities, and perspectives about ChatGPT, in addition to assessing the existing infrastructure and policies that are in place to facilitate its implementation.

Based on initial interviews with several students in the English Literature Study Program of Udayana University, the researcher found that there is a difference between the technological readiness and satisfaction of students and lecturers in using ChatGPT as an English learning tool. Most students actively use ChatGPT to complete assignments and deepen their understanding, while some lecturers are reluctant to use ChatGPT in the learning process. Students feel that they can easily adapt to the use of ChatGPT in learning English. They feel that this

tool helps them understand texts, provides relevant grammar examples, and provides ideas in the process of creating written works. Meanwhile, even though students feel ready, lecturers still limit or prohibit the use of ChatGPT in the English learning process. This phenomenon shows a discrepancy between the regulation and the students' practice. This is an important area of inquiry for researchers to explore the issues of the readiness and satisfaction of students and lecturers utilizing ChatGPT as an English learning tool.

The objective of this study is to investigate the readiness and satisfaction of students and lecturers in utilizing ChatGPT as a tool for English language acquisition. The focus will be on the distinct perceptions and experiences of these two groups. It aims to determine the level of readiness and satisfaction of students and lecturers, as well as to comprehend the obstacles that result from the current misalignment between the policies of lecturers and the practices of students. This research is essential due to the fact that the utilization of AI tools such as ChatGPT in education has resulted in a discrepancy between the policies of lecturers and the practices of students. Preliminary interviews with students in the English Literature Study Program at Udayana University indicate that, although students are familiar with and feel the benefits of ChatGPT to complete assignments and enhance their comprehension, certain lecturers remain hesitant and limit its use. This discrepancy has the potential to impact student motivation, learning outcomes, and confusion as a result of the absence of distinct guidelines. It is imperative to comprehend the readiness and satisfaction of both students and lecturers in order to bridge this gap, establish equal policies, and assure effective collaboration for the sustainable implementation of AI tools in education.

In the context of exploring the use of AI tools like ChatGPT in education, a significant research gap exists regarding the relationship between students' readiness and their satisfaction with online learning experiences. While previous studies have established the importance of both readiness and satisfaction in e-learning environments, they often examine these variables in isolation rather than as interconnected factors. Specifically, there is a lack of empirical research that investigates how students' readiness to engage with AI-enhanced especially ChatGPT as an english learning tools influences their satisfaction levels. Additionally, existing literature tends to focus on traditional e-learning frameworks without adequately addressing the unique dynamics introduced by AI technologies. This oversight limits our understanding of how readiness can be effectively fostered to enhance satisfaction in AI-integrated educational settings. Furthermore, the role of external factors, such as institutional support and technological infrastructure, in shaping both readiness and satisfaction remains underexplored. Addressing these gaps is crucial for developing a comprehensive understanding of how to optimize the use of AI in education, ultimately leading to improved learning outcomes for students and lecturers.

### **1.3 Limitation of the Problem**

This study focuses on students and instructors in Udayana University's English Literature Study Program, which limits the findings' applicability to other programs or institutions. There is a chance of bias due to subjective opinions or social desirability in the data since it is based on self-reported answers. In addition, the level of engagement from these students may be low, impacting the insights into



their satisfaction and policies, because some professors limit the usage of ChatGPT. The results are only a snapshot in time and could not be representative of future advancements in AI technologies like ChatGPT because of how fast they change. Another possible source of bias in the interpretation of the results is the fact that the study does not investigate whether there are variations in institutional practices between departments or faculties. Finally, the study does not investigate the long-term effects of AI on education because it focuses on readiness and satisfaction rather than exploring these outcomes.

#### **1.4 Research Questions**

In light of the study's background, the following formulation of the issue was developed:

1. What is the readiness level of students at the English Literature study program of Udayana University regarding the use of ChatGPT in English learning?
2. What is the readiness level of lecturers at the English Literature study program of Udayana University regarding the use of ChatGPT in English learning?
3. How satisfied are the students in the English Literature study program at Udayana University regarding their readiness level for Using ChatGPT in English learning?

4. How satisfied are the lecturers at the English Literature study program at Udayana University regarding their readiness level for Using ChatGPT in English learning?

### **1.5 Research Objectives**

Based on the research questions, the aim of this study is:

1. To investigate the readiness level of students in the English Literature study program at Udayana University regarding the use of ChatGPT in English learning.
2. To investigate the readiness level of lecturers in the English Literature study program at Udayana University regarding the use of ChatGPT in English learning.
3. To investigate the satisfaction of students in the English Literature study program at Udayana University regarding their readiness level for Using ChatGPT in English learning.
4. To investigate the satisfaction of lecturers in the English Literature study program at Udayana University regarding their readiness level for Using ChatGPT in English learning.

### **1.6 The Significance of Study**

This research is important for lecturers, students, the university, and other researchers in the following ways:

#### **1. For the Lecturers**

The results will show how ready students are to use ChatGPT. This will help teachers change the way they teach and ease any worries they may have about using AI tools in the classroom. They can improve their strategy to improve learning outcomes by having a better understanding of student satisfaction.

## **2. For the Students**

This research will assist in identifying the benefits and problems that students face when using ChatGPT, allowing them to better understand how to use this technology to improve their English skills. Furthermore, the university and instructors might be more willing to accept the usage of AI tools as a result of their input.

## **3. For the University**

The research will enhance the university's understanding of the integration of innovative technologies in education. This information can be used to inform the development of policies and the allocation of resources to facilitate the successful integration of ChatGPT and comparable tools into the curriculum.

## **4. For the other Researchers**

This study can be used as a starting point for more research on AI tools in education, especially for learning languages. Furthermore, it might lead to more research into how technology affects the way teachers teach and how students learn in many different fields.