

# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

The educational landscape has experienced significant transformation in recent years. The rapid advancements in Artificial Intelligence (AI) as an integrated technology within educational systems have sparked innovations in the learning process, such as enhancing efficiency in accessing learning materials, providing feedback, and evaluating student assignments (Al-sa'di & Miller, 2023; Nathania et al., 2023). Alafnan et al. (2023) further assert that AI, through its capabilities as Machine Learning (ML), automatically processes data, information, or commands input into it, learning and performing tasks that typically require human intelligence. In the educational context, this will lead to new forms of learning, including educational games that involve students, made possible through the integration of AI into the learning process (Zhai, 2022). Looking ahead, Kayalı et al. (2023) reveal that by adapting to new information, AI systems can execute tasks with greater precision, reducing human error and leading to increased productivity. Consequently, the application of AI in the learning process is expected to boost student interest and engagement during the learning experience.

Among the numerous AI-based tools that support educational development, ChatGPT has come up as one of the most impactful technological innovations in recent years. Since it was launched in the end of 2022, this LLM has influenced many aspects, including education. Considering the appearance of the chatbot, it gives a comfortable and user-friendly impression (Mun, 2024). Additionally, Xiao and Zhi

(2023) stated ChatGPT interface allows users to engage in text-based conversations. Menon and Shilpa (2023) further highlighted that ChatGPT can generate responses that match with user preferences through advanced language processing. ChatGPT support in EFL contexts enables students to write essays, compose articles, and translate language (Farhi et al., 2023). In summary, ChatGPT's innovations positively influence the teaching and learning experience in the educational environment through its features that can fulfill various academic needs.

Within educational environments, particularly in language learning, ChatGPT has significantly influenced teacher and students experience in learning process (Skjuve et al., 2023). Recent research has explored how ChatGPT is used in educational environments, which is shown by a strong positive trend towards its adoption during the learning process (Vo & Nguyen, 2024). Rasul et al. (2023) stated that ChatGPT provides innovation in learning through new and adaptive approaches. Integrating ChatGPT into the learning process allows teachers to increase students' engagement in learning activities and improve their critical thinking skills (Alafnan et al., 2023; Zhai, 2022). Desian and Desriyeni (2024) added that ChatGPT can evaluate and correct incorrect writing input. This ability significantly improved writing scores at a university in Seoul, Korea, as evidenced by post-test results (Mun, 2024). In addition, ChatGPT's relatively quick response in providing evaluation and feedback to students thus provides more time for teachers to prepare materials and facilitate student discussions (Farhi et al., 2023; Nathania et al., 2023; Toar et al., 2022; Xiao & Zhi, 2023). In summary, the benefits of using ChatGPT in English language learning have the potential to make it a

game-changer, if seen from its significance in assisting teachers and students in the learning process.

Despite of that, learners should focus on some important aspects in utilizing ChatGPT. Keleş and Aydın (2021) study highlighted more significant negative responses in higher education. Toar et al. (2022) underlined that AI-based apps might only be optimally utilized for highly motivated students and might not be suitable for those with lower levels of motivation. Additionally, although ChatGPT can provide answers in a relatively short timeframe, the bias it causes indirectly effects the quality of the answers, and its credibility cannot always be guaranteed (Farrokhnia et al., 2024). For example, Khan et al. (2024) showed that only 50% of participants found ChatGPT useful for exam preparation, but many also felt that other tools and methods were superior to ChatGPT. Of course, the obstacles experienced by users, especially students, while using ChatGPT will trigger emotional concerns such as anxiety, or inconveniences (Natalie, 2023).

Further, from an educator's viewpoint, the issue of academic ethics has been a rampant case these days. The practice of plagiarism as well as AI-generated content needs to be considered by educators. Farrokhnia et al. (2024) stated that although tools to check AI-generated content already exist, its development is still not as fast as the development of generative AI such as Bard, and also ChatGPT which has been enhanced. Hwang and Chang (2023) added that the inclusion of chatbot (ChatGPT) in learning activities raises skepticism and doubt in the educator's view due to the challenges and risks involved. Therefore, educators should carefully consider the potential issues that this AI can cause, so as to optimize the use of ChatGPT.

Apart from the pros and cons of implementing ChatGPT in English language teaching, students' comfort during the learning process is also a very important consideration that should be addressed in advance as it contributes significantly to students' motivation and engagement (Liu & Hong, 2021). Zhi and Liu (2021) highlighted the relationship between enjoyment and anxiety in foreign language learning classrooms, both contributing to students' behavior and learning process. Nathania et al. (2023) discussed that involving ChatGPT in the learning process can improve the learning process as it will be more enjoyable and personalized. This leads to an increase in students' enjoyment of language learning. Along the same lines, Zhang et al. (2022) indicated that students who are confident in communicating in a foreign language can be seen from their positive learning experience.

With the enjoyment that students experience in learning English will indirectly make teachers' teaching practices more efficient and effective. So that teachers have the opportunity to really encourage motivation among students by building a learning atmosphere that is concerned with student comfort and student-centred learning (Dewaele et al., 2024). Not only students are more interested in learning, but teachers will also enjoy learning English. This is because students' appreciation is one of the factors driving teachers' enjoyment in teaching English (Derakhshan et al., 2022). Thus, when both parties can enjoy the learning process, the learning output will be easier to achieve (Bilqis, 2022; Sun et al., 2024). In short, enjoyment in learning is very important in the learning process, especially in English language learning.

Therefore, by considering various aspects including the use of technology such as ChatGPT to create more engaging learning, the integration of this advanced technology not only strengthens students' learning interest through fun interactive experiences, but also improves teachers' efficiency and creativity in managing the classroom. The enjoyment arising from using ChatGPT as an English learning tool has an overall positive impact - growing students' enthusiasm for learning while motivating teachers to continue to innovate in creating a conducive learning atmosphere. Thus, when teachers and students both feel joy in the learning process, learning outcomes will be achieved more optimally.

## **1.2 Problem Identification**

The implementation of ChatGPT in English language learning is a complex issue that requires contributions from various factors, such as teachers' and students' experience and enjoyment that affects the learning and teaching experience. Previous research has highlighted the positive potential of ChatGPT in education. For example, Al-sa'di and Miller (2023) showed that ChatGPT significantly improved efficiency in accessing materials, automated feedback, and efficient task evaluation. Nathania in her research stated that ChatGPT improved the learning process of college students to be more enjoyable. Similarly, Skjuve et al. (2023) emphasized that ChatGPT offers various conveniences in learning and has the potential to be a “game changer” in educational activities. Zhang et al. (2024) also described the impact of using AI to significantly increase foreign language enjoyment in college students. However, these studies have largely focused on the higher education context, thus leaving a critical gap in understanding its applicability at the secondary education level.



On the other hand, results from preliminary research conducted on August 21 showed that 80% of students at SMA Negeri 1 Kubu have used ChatGPT in learning English. Most of these students reported that they use ChatGPT mainly to search for answers, with some respondents mentioning that they use ChatGPT almost every day. Interviews with teachers revealed that although they integrate AI tools such as ChatGPT into their teaching, they also face limitations. one teacher said: “We can't just depend on ChatGPT because the information is limited to data up to 2021 or 2022 only. Therefore, we complement it with the Magic School platform and LMS.” In addition, the survey highlighted recurring issues such as misinformation and inconsistent answers, aligning with findings from Farrokhnia et al. (2024) on the need for human supervision in AI-based learning.

While existing research explores user experiences with ChatGPT in higher education EFL environments, research at the secondary education level is scarce. This gap is further strengthened by preliminary data from SMA Negeri 1 Kubu, where students and teachers are actively using ChatGPT, with mixed responses. This makes it important to conduct research on students' and teachers' user experience and enjoyment of using ChatGPT at the secondary education level.

### **1.3 Problem Limitation**

Based on the explanation provided on problem identification, further research is required to gain insight into the user experience and enjoyment of using ChatGPT from the perspective of teachers and students. To restrict the scope of this research, the focus will be on English language learning in the context of secondary education, due to the paucity of similar research at this educational level.

### 1.4 Research Question

This research was conducted to answer the following questions:

1. What is grade 12 SMA Negeri 1 Kubu students' user experience on ChatGPT in English language learning?
2. What is SMA Negeri 1 Kubu teachers' user experience on ChatGPT in English language learning?
3. How the enjoyment of SMA Negeri 1 Kubu students in using ChatGPT in relation to their user experience
4. How the enjoyment of SMA Negeri 1 Kubu teachers in using ChatGPT in relation to their user experience?

### 1.5 Research Objectives

In connection with the problems that can be formulated, the research conducted aims to:

1. To investigate grade 12 SMA Negeri 1 Kubu students' user experience on ChatGPT in English language learning.
2. To investigate SMA Negeri 1 Kubu teachers' user experience on ChatGPT in English language learning.
3. To investigate the enjoyment of SMA Negeri 1 Kubu students in using ChatGPT in relation to their user experience.
4. To investigate the enjoyment of SMA Negeri 1 Kubu teachers in using ChatGPT in relation to their user experience.

## 1.6 Significance of Research

### 1. Theoretical Significance

The results of this study are expected to contribute to the scientific field, especially in the study of user experience and enjoyment in using ChatGPT in English language learning. In addition, this study aims to fill the existing research gap on related topics by presenting a different methodological approach and scope. Thus, the findings in this study can enrich the academic literature and provide new insights into the utilization of AI technology in the context of language learning.

### 2. Practical Significance

#### a For Teachers

The results of this study are expected to contribute to the utilization of ChatGPT in the learning process carried out by educators. Through this research, teachers and educators can gain greater insight into the use of ChatGPT, especially from the aspect of user experience and enjoyment. With this understanding, educators can design more optimal strategies in integrating ChatGPT into learning and reducing the potential negative impacts that may arise from the use of ChatGPT.

#### b For Students

By understanding the user experience felt by students, this study is expected to optimize the use of ChatGPT, especially in English learning. In addition, by knowing what aspects enhance their user experience, students can become wiser in using AI products such as ChatGPT. Insights into the enjoyment of ChatGPT use are expected to lead to improvements in the quality of learning and student motivation.