

CHAPTER I

INTRODUCTION

1.1 Research Background

In the rapidly evolving world, the ongoing advancement of science and technology continued to shape the modern world, which has improved living standards and increased productivity (Babayev, 2023). Notably, technology improved education quality by revolutionizing teaching and learning processes, as evidenced by the rising use of artificial intelligence (AI) in educational contexts. In this regard, Diktiristek (2024) has released a guide using Generative Artificial Intelligence (GenAI) as a reference for universities, particularly for lecturers and students. This guide highlighted the potential of GenAI to transform the quality of higher education, making it more effective and efficient. However, using GenAI should be consistent with academic policies and not breach any applicable academic regulations. Building on this foundation of technological transformation, it is strategic to use AI to assist teachers and students during learning sessions, notably to support students in gaining academic resources (Limna et al., 2022). The role of technology in learning can drive students to seek out and discuss ideas, communicate via online media, and actively participate in online education, even if they make mistakes (Santosa et al., 2024). Some AI-assisted applications may help EFL students improve pronunciation proficiency and experience in learning English (Aryanti & Santosa, 2024). One of the AI that is used in learning is ChatGPT. ChatGPT, or Generative Pre-trained Transformer, is one kind of artificial intelligence that uses text to output natural language

inputs. It is a potential tool for transforming the communication between humans and machines with various benefits, involving customer support bots, translating tools, and educational enrichment to increase class engagement (Poola & Božić, 2023).

In recent years, ChatGPT has taken essential roles in educational fields, including language learning. The implementation of ChatGPT on language learning has been researched by Songsiangchai et al. (2023) among Thai students, indicating that ChatGPT assisted more effective language learning and improved their language skills. Javaid et al. (2023) have pointed out that using ChatGPT for students can provide live tutoring and virtual teaching assistance to provide instant feedback and real-time responses to user questions. ChatGPT also acts as a “grammar dictionary” for understanding language concepts, including the complexity of verb tense structures or syntax rules, which can be found in ChatGPT (Hatmanto & Sari, 2023). Despite having the advantages in language learning, ChatGPT also has limitations and requires further review. The sophistication of ChatGPT can be exploited inappropriately by students by having the tool do their schoolwork, which is affected by integrity issues (Javaid et al., 2023; Kavak et al., 2024). In addition, teachers need to establish boundaries when using ChatGPT in the classroom so that students will not become excessively dependent on AI, because this tool should function as a support rather than a substitute for human interaction (Nasrullah & Wahyu, 2024). The quick response of ChatGPT could limit the creativity and independent thinking of the users (Hatmanto & Sari, 2023). Learning is essentially about getting an idea, and the

teaching and learning process must be directed toward achieving the goal of in-depth knowledge (Santosa et al., 2021). These prior studies indicated the different experiences and perspectives of ChatGPT's impact on the learning environment.

Differences in views regarding the results of using ChatGPT in English learning indicate differences in attitudes. Attitude is an evaluation process of a perceived object or situation that could be learned during life experiences (Gaiseanu, 2020), representing pleasant versus unpleasant, good versus bad, and likable versus dislikeable (Ajzen, 2001). Attitude consists of three components: cognitive, known as knowledge; affective, or feelings; and behavioral, or how someone plans to behave (Svenningsson, 2024). The tripartite model of attitudes, consisting of affective, behavioral, and cognitive components, was first introduced by Rosenberg and Hovland (1960), who emphasized the structural dimensions of attitudes (Bevens, 2019). It was further extended and refined the model by Eagly and Chaiken (1993), focusing on the evaluative nature of attitudes, making it highly relevant to contemporary research contexts, such as the use of technology in education. In the technological aspect, particularly ChatGPT, the cognitive component encompasses the user's knowledge or belief of ChatGPT, the affective component includes the emotions or feelings of the user toward ChatGPT, and the behavioral component encompasses how the user will behave with ChatGPT. In English as a second language (ESL) learning, students' attitudes were significantly related to classroom enjoyment of learning English (Ramzan et al., 2023). The findings highlighted that when the students felt joy in the classroom, it

influenced their positive attitudes toward learning English, enhancing their engagement and language acquisition.

The concept of enjoyment as a psychological construct has long been discussed since the early 1980s. Davis (1982) defined enjoyment as a positive emotional experience that occurs when an activity fulfills a person's expectations, creating a sense of satisfaction and pleasure. As research in enjoyment continues to evolve, Dewaele and MacIntyre (2014) introduced the concept of Foreign Language Enjoyment (FLE), which explores the specific dimensions of enjoyment experienced in the context of language learning. FLE highlighted three core components, such as teacher appreciation, peer/social enjoyment, and personal enjoyment, recognizing that emotional experiences in the language classroom are not only influenced by the individual but also by the social and pedagogical environment. When considering the integration of enjoyment and artificial intelligence (AI), learning outcomes were positively predicted by the significant determinants of learners' cognitive presence and enthusiasm for AI's appearance (Wang et al., 2024). Similarly, research conducted by Yudi et al. (2023) underlined that enjoyment enormously affects users' attitudes and intentions to use technology. The enjoyable learning atmosphere would foster positive attitudes in the learning context, involving language learning, physical education, and mathematics instruction (Penteleiciuc & Petracovschi, 2020; Russo et al., 2020; Ramzan et al., 2023). This view is supported by Sah et al. (2020), who argue that students' initial attitudes and types of devices used in science and technology context influenced their enjoyment in computing class. It emphasized the

necessity of creating an enjoyable learning environment since teachers' and students' enjoyment is crucial to successfully implementing technology in the classroom. By emphasizing enjoyment, teachers may improve motivation, engagement, and, eventually, the success of language acquisition through AI.

Although it is significant to investigate users' enjoyment of using technology, there is still a lack of research discussing the enjoyment of both teachers and students in using ChatGPT for English language learning. Based on previous research, the attitudes of teachers and students in using ChatGPT for English language learning also revealed variations, both positive and negative. Some educators have stated that the students who intend to cheat might employ ChatGPT tools (Elkhodr et al., 2023). Therefore, this research took this gap to investigate the attitudes of English teachers and students in using ChatGPT for English language learning. In this research, the researcher further explored the enjoyment of the teachers and students while using ChatGPT.

1.2 Identification of the Problem

Recent research has focused on the attitudes of teachers and students toward the use of ChatGPT in educational settings. Ajlouni et al. (2023) conducted a study in Jordan that revealed undergraduate students generally have a positive attitude toward ChatGPT as a learning tool, with 73.2% agreeing on its potential to enhance learning experiences. Similarly, Acosta-Enriquez et al. (2024) found that university students in Peru developed a critical sense when using ChatGPT, indicating an understanding of ethical technology use. In Thailand, Songsiengchai et al. (2023) reported that students improved their language skills and experienced

positive shifts in motivation and self-confidence after using ChatGPT. On the teacher side, research by Hatmanto and Sari (2023) indicated that university teachers view ChatGPT as aligning well with modern educational frameworks, promoting active learning and learner autonomy. However, they also noted the need for further research on the long-term benefits and potential drawbacks, such as limiting creativity and independent thinking.

A comparative study by Iqbal et al. (2022) revealed that faculty members in Pakistan hold predominantly negative attitudes toward using ChatGPT in educational contexts. Their concerns primarily focus on the potential of cheating and plagiarism by students when completing the tasks. Supporting this statement, Juan et al. (2023) highlighted that many students showed a lack of resistance to using ChatGPT for dishonesty, indicating a willingness to sacrifice academic integrity for convenience. To further investigate the implications of using ChatGPT in education, Farrokhnia et al. (2024) conducted a SWOT analysis, which identified several weaknesses with the tool. The results revealed ChatGPT's contextual understanding limitations and inability to engage in high-level critical thinking. These weaknesses raise variations in the attitude toward using ChatGPT.

To support the previous literature, preliminary research was also conducted in primary school and secondary school located in Singaraja, Bali, to investigate the implementation of ChatGPT in English language learning. The results leading up to ChatGPT have occurred in secondary school environments but are still rare in primary schools. This issue arises from the fact that technology, such as

handphones, is rarely used in primary schools, whereas students at secondary schools have more freedom to utilize them at school. This preliminary data was taken from one of the secondary schools in Singaraja, SMA Negeri 4 Singaraja, by sharing surveys and conducting short interviews. Based on the initial survey regarding ChatGPT, distributed to students, as many as 171 students responded, consisting of classes 10, 11, and 12. As many as 90% of students indicated they were familiar with ChatGPT, and 71% had experience using it. In the English learning context, students usually use ChatGPT to access learning material, look for inspiration, detailed discussions of the material, the meaning of several vocabulary words, example sentences, example dialogue, concluding paragraphs, and formula tenses. In addition, the English teachers in SMA Negeri 4 Singaraja knew about ChatGPT and experienced collaborating with the learning preparations. The teacher usually used ChatGPT to find module references, questions, and fun activities in class.

Meanwhile, based on the preliminary interview data conducted with some students and teachers, the researcher discovered several reasons and purposes for using ChatGPT. A student said, *"I know ChatGPT, and it is AI. I usually use it to help me do homework and find inspiration for dialogue and stories."* The student's statement indicated that the use of ChatGPT in secondary school environments is comprehensive. The student uses ChatGPT as a learning support tool to enhance learning output. Furthermore, an English teacher at SMA Negeri 4 Singaraja stated her opinion while using ChatGPT: *"I use ChatGPT when I am in a pinch, and one of them is arranging teaching modules. However, after checking,*

it turned out that results such as the worksheets and rubrics were still lacking. So, I asked ChatGPT again, and it could be provided there. It turns out that ChatGPT can make my work and administration easier". The teacher's statement also indicated that although she did not feel satisfied with the result of her first trial of using ChatGPT, ChatGPT could provide more when she asked again. However, different things happen when the teacher monitors students using ChatGPT. The teacher added that when giving assignments to create dialogues with students, she advised her students first not to use ChatGPT. If there are similar results when making assignments, then suspicion will arise from her regarding the use of ChatGPT. This second statement indicated that teachers' attitudes towards using ChatGPT to help teachers' tasks differ from using it to help students, directing the need for further research to discuss teachers' and students' attitudes towards using ChatGPT.

Furthermore, previous research examining the use of ChatGPT in educational contexts revealed a spectrum of positive and negative attitudes among teachers and students, indicating a complex relationship that needed further investigation. While much of the existing literature focuses on university-level students and educators, there is an essential gap in research focusing on secondary school settings that mainly involve students and teachers. Indeed, teachers and students influence one another regarding the value of incorporating technology into education. Teachers should be encouraged to use technology-based learning approaches to establish a conducive learning atmosphere where students can develop their English language skills, including vocabulary (Juniantini et al.,

2024). Another research on English as a Second Language (ESL) identified a correlation between students' attitudes and their enjoyment of learning in the classroom (Ramzan et al., 2023). When students experience enjoyment, it improves their attitudes about studying English, increasing their engagement and language acquisition. Personal enjoyment, social interactions, and teacher appreciation are all factors that contribute to enjoyment in foreign language sessions (Botes et al., 2021). The integration of enjoyment with artificial intelligence (AI) has also shown promising results, as learners' cognitive presence and enthusiasm for AI positively predict learning outcomes (Wang et al., 2024). Yudi et al. (2023) highlighted that perceived enjoyment significantly impacts users' attitudes and intentions to utilize technology. It highlighted the importance of fostering an enjoyable learning environment, as both teachers' and students' enjoyment is essential for successfully implementing technology in the classroom. Teachers can enhance motivation, engagement, and language acquisition through AI by prioritizing enjoyment.

Although it is crucial to consider teachers' and students' enjoyment when implementing technology in the classroom, there is still a lack of research exploring the enjoyment, particularly in using ChatGPT during English language learning. Based on this gap, the researcher investigated the enjoyment aspect of English teachers' and students' use of ChatGPT related to attitudes. Based on previous research, the attitudes of teachers and students in using ChatGPT for English language learning also revealed variations, both positive and negative. While most studies focused on the university level, there is an essential gap in

research focusing on secondary school settings exploring the enjoyment that affects attitudes. Despite this lack of attention, ChatGPT has become increasingly prevalent in the classrooms of secondary students, who are now using this tool for various educational objectives. This situation emphasizes the urgent need for more investigation into how ChatGPT affects secondary education to understand the potential benefits and drawbacks that secondary teachers and students may encounter. By investigating this topic, the researcher can contribute valuable insights to educators, policymakers, and curriculum developers about the implications of integrating ChatGPT into secondary education. Therefore, this research took this gap to investigate the attitudes of English teachers and students in using ChatGPT for English language learning. In this research, the researcher further explored the enjoyment of the teachers and students while using ChatGPT.

1.3 Research Limitation

Based on the explanation of problem identification, further research is needed to determine the attitude and enjoyment of teachers and students regarding the use of ChatGPT in English language learning. However, as this researcher only focused on one secondary school, the findings might be limited to other secondary school or university contexts. This research also focused solely on ChatGPT, resulting in conclusions that limited its applicability to other AI-based tools.

1.4 Research Problem Formulation

- 1) What is the attitude of SMA Negeri 4 Singaraja's English teachers in using ChatGPT for English language learning?
- 2) What is the attitude of SMA Negeri 4 Singaraja's students in using ChatGPT for English language learning?
- 3) How do English teachers at SMA Negeri 4 Singaraja experience enjoyment regarding their attitudes in using ChatGPT?
- 4) How do students at SMA Negeri 4 Singaraja experience enjoyment regarding their attitudes in using ChatGPT?

1.5 Research Objectives

- 1) This research aimed to investigate the attitudes of SMA Negeri 4 Singaraja's English teachers in using ChatGPT for English language learning.
- 2) This research aimed to investigate the attitudes of SMA Negeri 4 Singaraja's students in using ChatGPT for English language learning.
- 3) This research aimed to explore the enjoyment of SMA Negeri 4 Singaraja's English teachers regarding their attitude toward using ChatGPT for English language learning.
- 4) This research aimed to explore the enjoyment of SMA Negeri 4 Singaraja's students regarding their attitude toward using ChatGPT for English language learning.

1.6 Significance of the Research Results

- 1) Theoretical Significance

This research will contribute to scientific knowledge of English teachers' and students' attitudes and enjoyment when using ChatGPT in English language learning. This research can contribute to filling the gap in previous studies with similar topics but different locations and methods.

2) Practical Significance

- a. The results of this research will help English teachers determine how to collaborate between ChatGPT and English learning. Through questionnaires and interviews, the teachers can consider students' general attitudes and the positive or negative sides of the learning tool before implementing it in the classroom.
- b. The results of this research can provide more perspective to students who want to use ChatGPT in learning English regarding the benefits that can be obtained and the challenges that must be considered.

