CHAPTER I

INTRODUCTION

This chapter introduces the research by outlining the rationale, objectives, research questions, significance, and limitations of the study. The focus of the study is the investigation of the readiness and satisfaction of teachers and students at SMA Negeri 4 Singaraja in the implementation of ChatGPT as a tool in English learning.

1.1 Research Background

Over the past decades, technology has evolved rapidly, influencing nearly every sector, including education. Zengin and Aksu (2017), in a previous study explored the use of technology capability towards foreign language education considering its implication on teaching practices as well learning outcomes. At first, schools mainly used technology for administrative purposes and basic instruction with tools like computers and software's. Advances in digital tools also evolved, and language learning software or online video platforms like YouTube started being integrated into classrooms (Wang & Chean 2020). The tools mentioned here provide teachers with a versatile method to assist their regular methods of teaching using visual aids, diverse audio materials and interactive exercises. This technological evolution has gradually changed educational sector, encouraging a shift from traditional, teacher-cantered methods to more dynamic, student-cantered approaches that improve both collaboration and independent learning (Santosa, 2017).

The shift from traditional to modern teaching approaches is transformative for language learning, especially in contexts where English being learned as a foreign language (EFL). It was previously the standard for students to learn a

language through teacher-led instruction such as repetition and memorization that tended to produce disengaged learners as well use of practical uncommunicative outdated oral communication (Hadžimehmedagić & Akbarov, 2014). The transforming face of education has reiterated this type of change, which changes from traditional ones toward student-cantered approaches especially in EFL context like in Indonesia as stated by Santosa (2017). Research by Adas & Bakir (2013), shows traditional approaches could slow learners down, but through modern technology it can enables interactive, individually tailored learning experiences which make the process of acquiring a new language much more engaging better and accessible.

To avoid the limitations of conventional methods of learning a new language, teachers have started to adopt other methods of approach and, among them, the adoption of technology to enable students to become more proficient in a language. Through the incorporation of technology, teachers can produce a more adaptive learning environment where students can be more actively involved in their learning process (Chen et al., 2018). Moreover, technology integration can also improve language proficiency and build necessary 21st century skills such as critical thinking, creativity, communication, and cooperation (Shadiev & Yang, 2020; Stanlee et al., 2022; Merta et al., 2023). Educators are becoming more reliant on technology to present vast amounts of resources and allow students to customise their learning experiences, utilising access to information that is not easily available in schools (Facer, 2011).

Among the new technologies that continue to surface are AI chatbots like ChatGPT. These programs offer students instant access to language practice,

providing them with a platform where they can practice languages so that they can communicate as closely to real life as possible (MacNeil et al., 2022). In addition, as Bin-Hady et al. (2023) describe, students can obtain immediate feedback about their use of language, learn vocabulary, and practice pronunciation in a less stressful environment. ChatGPT also assist instructors because they can aid in learning and provide more teaching content (Cope et al., 2021; Wijaya et al., 2024). In addition, these tools make it easier to monitor students' progress through conversation logs and analytics that provide them with insights into areas where students need even more support. Therefore, language education through ChatGPT not only creates a more interactive and engaging end-user experience for learners but also makes teaching methods innovative for instructors, thus elevating competence levels (Mageira et al., 2022).

Building on these advantages, the integration of ChatGPT into the classroom represents a significant advancement in educational technology, providing opportunities to improve academic achievement and enhance the learning experience (Son et al., 2023). ChatGPT can adapt to individual student needs and facilitate meaningful interactions, making it suitable for personalized tutoring, text generation, and creative writing support (Klayklung et al., 2023; Javaid et al., 2023; Tiwari, 2023). It shows promise in computer-mediated teaching and personalized feedback, nurturing self-directed learning (Aguiar, 2024). However, successful implementation requires careful investigation of the readiness and satisfaction of students and teachers. This includes assessing users' technical skills and willingness to embrace new teaching methods (Kusuma et al., 2024). Understanding the satisfaction levels of students and teachers regarding their experience when

utilizing ChatGPT is important, as their readiness and positive attitudes towards technology can influence the success of implementing ChatGPT in English language learning and teaching. Investigating the available infrastructure, digital literacy levels, and the readiness of educational institutions to adapt to an AI-enhanced learning environment is essential for achieving these goals.

However, despite the advantage of ChatGPT, there are concerns regarding its use in the academic world. This situation highlights the need for a balanced and inclusive approach to address both technological advancements and the readiness of institutions, educators, and students to implement ChatGPT effectively in education, especially in language learning (Yusriadi et al., 2023). Indonesian government has implemented policies to address these difficulties and create a guide that responsible of the integration of AI in education. Indonesian government is actively guiding the responsible integration of AI, particularly generative AI (GenAI), within the educational field. The guidelines for AI use, shown in the 2024 Ministry document *Buku Panduan Penggunaan Generative AI pada Pembelajaran di Perguruan Tinggi*, highlight the ethical considerations to responsible AI implementation in education. Specifically highlighting that AI should complement, rather than replace, traditional teaching methods. By promoting transparency and ethical AI use, the Ministry objectives to ensure that AI tools, including ChatGPT, are integrated in a way that supports student learning while protecting privacy and reducing biases in AI-generated contents (Antini et al., 2024). This responsible use of technology ensures that AI enhances learning without undermining originality, thus developing critical thinking skills among students (*Buku Panduan Penggunaan Generative AI*, 2024).

In addition to providing infrastructure and ethical guidelines, the government's initiatives also focus on training educators and students in AI literacy. As the Ministry's guidelines suggest, equipping teachers with the skills to use AI tools effectively is essential to maximizing their potential in the classroom. By offering training resources and promoting digital literacy, the Ministry encourages teachers to implement ChatGPT to improve curriculum and personalize learning. This support helps create an educational environment where ChatGPT fosters deeper student engagement and improves learning outcomes, this line up with the government's broader vision of equitable, AI-enhanced education.

In the context of SMA Negeri 4 Singaraja, preliminary observations shows that technology is already being used as a tool to help students learn the English language. The school has integrated technology such as smartphones, projectors, and language learning software into its educational environment, which has enhanced the learning experience (Shadiev & Yang, 2020). However, despite these developments, the use of AI tools like ChatGPT remains limited, with only a handful teachers and several students currently aware of and utilizing it as an assisting tool. By expanding the use of ChatGPT, the school could provide personalized support for students, particularly in language learning, and further improve academic performance (Slamet, 2024). To achieve this, it is necessary to raise awareness about ChatGPT, provide training for both students and teachers, and ensure that the infrastructure and digital literacy levels are sufficient to support its integration. By doing so, SMA Negeri 4 Singaraja can fully intergrade the benefits of AI technology, enhance the educational experience and better prepare students for the digital age.

Previous empirical studies on the implementation of AI in education have primarily focused on its potential benefits and applications (Adeshola & Adepoju, 2023; Afkarin & Asmara, 2024; Baskara, 2023; Meyasa et al., 2024), with limited attention given to the readiness and satisfaction aspects of students and teachers. These overlooked aspects can lead to challenges in the successful integration of AI technologies in the classroom. Addressing this gap in research is essential to ensure that both educators and learners are sufficiently prepared to utilize ChatGPT effectively, thus maximizing its potential to improve language learning outcomes. By prioritizing the readiness and satisfaction of the teachers and students' educational institutions can better harness the transformative power of AI in enhancing the learning experience.

1.2 Problem Identification

The integration of AI in language learning is a rapidly evolving field, with a focus on preparing teachers for its application (Pokrivčáková, 2019). AI technologies such as ChatGPT are being increasingly used to support language learning and teaching (Son et al., 2023). These technologies have been found to improve language outcomes and learner satisfaction (Chen, 2021). Specifically, investigations have been conducted to find out the impact of ChatGPT on the benefits and challenges to incorporate them into their learning and teaching process. Existing studies highlight the potential advantages, such as facilitating personalized feedback, providing adaptive learning environments, and enhancing overall language teaching efficiency (Baskara, 2023).

Despite these promising findings, a critical gap persists in the literature regarding the readiness and satisfaction regarding their experience of teachers and

students. Few studies have explored whether teachers possess the necessary skills, training, and support structures to seamlessly integrate ChatGPT into their teaching methodologies. The goal of this research is to highlight the readiness and satisfaction of teachers and students in fully utilizing ChatGPT in English language education.

Furthermore, research indicates that students are generally ready for autonomous language learning, displaying both intrinsic and extrinsic motivation, metacognitive strategies, and a willingness to take responsibility (Sönmez, 2016). The use of ChatGPT in language learning has been found to be beneficial, with AI technology being used to develop English learning and improve students' English skills (Antini et al., 2024). Factors such as knowledge of AI-enabled language apps, attitude, perceived ease of use, and subjective norm have been found to be positively associated with students' behavioural intention to use ChatGPT for language learning (Chen, 2021). Incorporating voice-driven AI in classroom language learning has been shown to be engaging and effective, leading to increased English speaking and self-correction among students (Underwood, 2017).

While numerous research has analysed the impacts of ChatGPT on students' language proficiency an underexplored dimension remains the readiness and satisfaction of students and teachers to effectively engage with these technologies. Current studies emphasize the potential benefits of ChatGPT in providing real-time feedback, personalized learning experiences, and controlled language practice environments, all of which contribute to improved language skills (Adeshola & Adepoju, 2023). However, a crucial gap exists in understanding the extent to which

students and teachers are ready and satisfied with their readiness to control ChatGPT for their language learning/teaching.

This study aims to bridge this gap by examining the readiness and satisfaction levels of English as a Foreign Language (EFL) teachers and students in Indonesia concerning the adoption of ChatGPT as a language learning and teaching tool. By focusing on these aspects, this research will provide insights into the benefits and potential challenges of implementing ChatGPT in the context of English language education.

1.3 Limitation of the Study

To restrict this research, firstly, the generalizability of the results may be constrained as the research focuses specifically on English as a Foreign Language (EFL) students within a particular context. The application of these findings to diverse educational settings or languages may be limited. Additionally, the study assumes a baseline level of technology access and a stable infrastructure for effective engagement with ChatGPT. Variations in participants' access to devices or internet connectivity could influence their readiness and satisfaction. The research also may not comprehensively capture the cultural and linguistic diversity among EFL students, potentially overlooking differences in language proficiency, educational backgrounds, and cultural contexts.

Moreover, the investigation of satisfaction and readiness represents a short-term impact, necessitating a long-term study to explore the sustained effects of integrating ChatGPT into language learning. Ethical considerations, particularly concerning privacy and data security, must be addressed to mitigate potential concerns related to participant information. The study predominantly focuses on

students and teacher readiness and satisfaction. Additionally, this research may not encompass the full range of ChatGPT features, limiting insights into its utility in specific language learning contexts. Lastly, dependence on self-reporting introduces the potential for bias, as participants may offer socially desirable responses or be influenced by factors not accounted for in the study design. Acknowledging these limitations is crucial for a comprehensive understanding of the study's scope and implications.

1.4 Research Question

Based on the background above, it raises questions about the readiness of students and teachers and satisfaction of the students on the use of ChatGPT in the learning process. This phenomenon raises questions as follows:

1. What is the readiness level of SMA Negeri 4 Singaraja students for implementing ChatGPT as an English language learning tool?

2. What is the readiness level of SMA Negeri 4 Singaraja teachers for implementing ChatGPT as an English language teaching tool?

3. How satisfied are SMA Negeri 4 Singaraja students with their readiness to use ChatGPT as an English language learning tool?

4. How satisfied are teachers at SMA Negeri 4 Singaraja with their readiness to use ChatGPT as a tool for teaching English?

1.5 Objective of the Study

Based on the research question above. The objective of this study as follow:

1. This study aims to investigate the readiness level of students at SMA Negeri 4 Singaraja for implementing ChatGPT as an English language learning tool.

2. This study aims to investigate the readiness level of teachers at SMA Negeri 4 Singaraja for implementing ChatGPT as an English language teaching tool.

3. This study aims to investigate the satisfaction of SMA Negeri 4 Singaraja students with their readiness for using ChatGPT as an English language learning tool.

4. This study aims to assess the satisfaction of SMA Negeri 4 Singaraja teachers with their readiness for using ChatGPT as an English language teaching tool.

1.6 Significance of the Study

The result of this study is expected to be beneficial both theoretically and practically.

1) **Theoretical Significance**

The outcome of this study is expected to enrich the theory regarding the use of Technology in education, in this case to assess the readiness and satisfaction for teachers and students regarding the implementation of ChatGPT as language learning tool, also to contribute to the ongoing discussion regarding how ChatGPT can be utilized in education especially in language learning.

2) **Practical Significance**

a) **For Students**

This research holds significant implications for students as it aims to enhance their language learning experience. By understanding the readiness and satisfactory of students to engage with ChatGPT, learners

can gain insights into how these tools can complement their language learning journey. The study can contribute to the development of strategies that empower students to effectively implement ChatGPT, developing improved language proficiency. Moreover, uncovering the readiness and satisfaction of students regarding the potential benefits and challenges of ChatGPT in language learning provides them with promising the future of their educational experiences.

b) For Educators

The research will help educators better grasp the elements impacting readiness and satisfaction for the use of ChatGPT in language teaching. Teachers can modify their teaching strategies to successfully incorporate ChatGPT by taking into account the attitudes, behavioural intents, and perceived ease of use of their students. A smoother integration of ChatGPT in the classroom is also ensured by educators' ability to identify possible obstacles in students' readiness and satisfaction, allowing them to offer tailored support and guidance. The results of this research can be used as a basis for professional development programs that give teachers the tools they need to meet the changing demands of AI-assisted language acquisition.

With the goal of improving students' language learning experiences, this research has important implications for students. By comprehending students' preparedness and satisfaction in interacting with ChatGPT, educators can gain valuable insights into how these resources can enhance the language learning process. The findings may aid in the creation of

teaching methods that enable students to make the most of ChatGPT, leading to increased language competency. Additionally, when students' perspectives on the potential benefits and challenges of ChatGPT in language acquisition are considered, they have a voice in shaping their educational experiences moving forward.

3) **For other Researchers**

As for other researchers who investigate similar topics within the realm of AI in language learning can benefit from the findings of this study. The insights into students and teachers' readiness and satisfaction, as well as potential challenges and benefits, contribute to the existing body of knowledge on technology integration in education. This research can serve as a reference point for future studies, offering a nuanced understanding of the dynamics between students and teacher regarding ChatGPT. Moreover, it provides a platform for building upon the identified gaps and limitations, encouraging further exploration into the multifaceted aspects of AI implementation in language education.